



## Entrepreneurship Briefing on Graduation Preparation and Facing the World of Work and Business for Madrasah Aliyah Students in Kulonprogo Yogyakarta

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### ABSTRACT

This service activity aims to provide entrepreneurship briefings for prospective graduates of madrasah aliyah negeri 3 Kulonprogo. The delivery of service materials using classical methods combined with games and exploratory discussions. The debriefing activity ran smoothly and participants paid attention to the delivery of the debriefing material accompanied by questions and answers. Madrasah should further strengthen students' entrepreneurial skills in collaboration with academics or business practitioners.

## INTRODUCTION

Entrepreneurship is increasingly recognized as an important factor for driving economic development (Lepeley et al., 2020). Entrepreneurship plays an important role in economic progress, especially for developing countries (Darmaningrum et al., 2020), which certainly has a positive impact on the community or society (Lepeley et al., 2020). The development of entrepreneurship in Indonesia is supported by culture, history and religion (Ratten, 2022).

Entrepreneurship is defined as the process of creating something different by devoting the necessary time and effort; taking on the financial, psychological, and social risks that come with it; and receiving monetary rewards and resulting personal satisfaction (Kaplan & Warren, 2016). Entrepreneurship requires creativity as a process to generate new or useful ideas (Barringer & Ireland, 2022). Entrepreneurship is the process by which agents of change bear economic risks in order to innovate—to create new products, processes, and sometimes organizations (Rothaermel, 2024). Entrepreneurship concerns the effort to create value and then deliver that value to customers (Barringer & Ireland, 2022).

Entrepreneurship demands dedication and longer work hours (Lepeley et al., 2020). Entrepreneurship development besides needing to strengthen the character of entrepreneurship also requires support for access to funding and a conducive business environment (Sasono & Wijiharta, 2023). Entrepreneurship usually begins with trial and error and learning from failures which hints at the importance of fostering a positive attitude (Elert et al., 2019).

To minimize the potential for failure, it is necessary to recognize opportunities as a key factor that guides entrepreneurial activities (Barringer & Ireland, 2022). Entrepreneurial success is based on the compatibility between opportunity and the accuracy of position and timing (Kaplan & Warren, 2016). Entrepreneurial behavior always tries to identify opportunities and implement useful ideas into practice (Barringer & Ireland, 2022). Entrepreneurs create opportunities by engineering situations that increase the openness of opportunities (Kaplan & Warren, 2016). Observing trends, solving problems, and finding gaps in the market are three common approaches that entrepreneurs use to identify business opportunities (Barringer & Ireland, 2022). An entrepreneurial spirit is also needed within the organization to ensure that resources are developed and transformed, and used to take advantage of opportunities (Thompson et al., 2023).

Entrepreneurship skills need to be used as a provision for the younger generation in running a business (Diabuah & Oyana, 2017), in order to be able to utilize and empower the resources in their respective regions (Komariah, 2018). On the other hand, the lack of understanding of the importance of entrepreneurship and the lack of provision of entrepreneurial skills from an early age (Fadhila et al., 2025) make the younger generation less prepared to compete in the business world or create new jobs. Therefore, it is necessary to increase attention by the world of education, society, and the government (Sarwadi & Sari, 2019). Likewise, entrepreneurship counseling and debriefing for students (Fadhila et al., 2025) and alumni (Gufon et al., 2022). This service activity aims

to provide entrepreneurship briefing for prospective graduates of Madrasah Aliyah Negeri 3 Kulonprogo.

## IMPLEMENTATION AND METHODS

The classical method is combined with games and exploratory discussions related to the experiences and problems faced by students. Classical presentations use LCD tools to view prepared power point materials.

The service activity in the form of entrepreneurship debriefing was carried out on March 17, 2025. The activity was opened by the head of the madrasah who conveyed a message and motivation to the students to always be curious, dare to try and not stop learning. The head of the madrasah also reminded the students that after graduation, they will continue to hone their skills to improve their competence and encourage them to dare to open their own business.



**Figure 1. Opening and introduction**

The debriefing process began with an introduction and ice breaking to spark students' readiness to receive the debriefing material. Participants consisted of 24 students accompanied by skills teachers. Participants consisted of students majoring in fashion skills (TB) and several students from the electrical power installation engineering department (TITL).



**Figure 2. Debriefing atmosphere with participants accompanied by teachers**

The delivery of debriefing material was divided into 3 sessions, namely entrepreneurship material sessions, entrepreneurship creativity game sessions and additional sessions of intrapreneurship material.



Figure 3. Presentation of debriefing materials

The first session of the speaker conveyed the meaning and ins and outs of entrepreneurship, with an emphasis on foresight to recognize opportunities and creativity as well as the use of skills to take advantage of opportunities. The presentation is based on Xu's (2020) entrepreneurial skill element pyramid model with simplification in explanations and illustrations relevant to students' skill fields.

The next explanation of opportunities cites the model of the opportunity recognition process from Barringer & Ireland (2022) and the opportunity identification and selection process Xu (2020) which is also explained in simple terms accompanied by illustrations relevant to the student's skill area.

The presentation on the role of creativity in producing offers that are worth solutions for the community (consumers) in the form of new products/services along with supporting processes that are worth taking from Barringer & Ireland's theory (2022) which is explained simply with illustrations that are relevant to the student's skill field.

The second session was filled with interludes in the form of games to stimulate students to be sensitive to changing trends that give rise to new opportunities that require creativity to utilize the skills they already have. This game session is expected to assist students in relating the understanding gained to the reality of factual business.



Picture 4. Game interludes about chance and creativity

The closing session was filled with additional material on intrapreneurship as an additional provision for students who are preparing to enter the world of work. For the record, it was revealed in the initial session, that some students were undergoing a job selection process to enter the garment industry. So it is hoped that this entrepreneurship material will add provisions for students both for those who will step into the business world and the world of work.

## RESULTS AND DISCUSSION

In general, participants followed well, in line with the need for additional insights related to the interest in owning their own business. The introduction session revealed that in general, the interest of madrasah students is to work and hope that in the future they will be able to have their own business. Rarely do they aim to continue their studies. This can be seen from the majority of students who point fingers when asked about their interest in work. However, when asked questions about the interest in owning their own business, many also point fingers. When asked the reason, the desire for hope in the future to be able to have their own business was answered. Based on the exploration/introduction session, additional material about intrapreneurship will be given in the final session.

The supporting factor for the smooth running of service activities in the form of entrepreneurship briefing for prospective madrasah graduates cannot be separated from the support of the madrasah. The role of the head of the madrasah who encourages students to always be curious, dare to try and not stop learning and dare to open their own business supports a conducive atmosphere for debriefing so that students participate seriously. Likewise, the presence of skill teachers who accompanied until the end of the session also made the debriefing atmosphere conducive. This is supported by adequate learning facilities in the form of a complete room equipped with lighting, air conditioning and LCD.

Another factor is the interest of students. This can be seen from the existence of students majoring in general (non-skills) who should have taken university socialization classes in other rooms instead chose to join as participants in entrepreneurship debriefing. This is in line with the observation in the introductory session (*ice breaking*) where most of the madrasah students plan to work or project to have an effort in the future rather than continuing their studies to a higher level. The students' activeness when asking questions related to the business obstacles their parents are engaged in also reflects the students' interest and attention to the debriefing activities. Other questions related to the job selection process and attitudes in the job.

Another factor may be that this entrepreneurial debriefing activity is considered something that has never been (rarely) held before. This can be seen from the excessive interest of participants compared to other activities held simultaneously for different majors, so that some students are advised by the student field to move to participate in other activity events. For the record, at the same time, three activity events were held, namely in the form of *tausiyah* (recitation), socialization of further studies, and entrepreneurship briefing.

Considering this, madrasahs should further strengthen entrepreneurship and skills learning, invite academics or business practitioners, and strengthen cooperation with the industrial world and the business world. The presence of learning resource persons from various others will enrich the student learning process. The presence of relationships from several elements also makes it possible to schedule learning enrichment through several other events such as briefings, training, industrial visits, internships, and various other practical and learning activities. The program agenda can also be designed according to the

aspirations of students' interests with clearer goals and targets such as career guidance programs for students. Thus, the activity is expected to have a more positive impact on the development of student competencies.

Even a well-planned activity program is certainly inseparable from possible obstacles that arise in its implementation. One of the challenges that arise in this entrepreneurship debriefing activity is the difference in the background of students' study majors. In principle, it is not disturbing, but if it is possible to schedule it according to the background of the major, it will certainly make it easier to explain and give examples that are closer to the student's major. Explanations and examples that are close to the student's major are expected to attract more attention for students. On the other hand, students will also find it easier to identify opportunities and be stimulated to create creative imagination for them - devising various alternatives to produce different products/processes/services. For example, examples related to the fashion department are certainly seen as less attractive and less stimulating of creative imagination for TITL students or general majors.

The difference in students' interests requires creativity in the delivery of entrepreneurship debriefing materials. Most students are interested in working and some have already participated in the selection of employees at garment companies. However, the participants are still concerned about participating in the debriefing activities, because some of them also hope that in the future they can have their own business. In response to this, additional material on intrapreneurship was added at the end of the session in the hope that it would equip prospective graduates in adjustment and be proactive when they are later accepted to work for the company. However, this is considered reasonable considering that at the upper secondary education level, they still have opportunities for personal development and future professionalism.

Another obstacle is that the debriefing activities coincide with other events, so that students are forced to choose or be directed to choose one of several events held. On the one hand, the organization of simultaneous events makes it easier to manage time between routine learning activities, but on the other hand it reduces the opportunity for students to try to recognize and try to develop knowledge and other competencies.

## **CONCLUSIONS AND RECOMMENDATIONS**

The entrepreneurship debriefing activity for students of madrasah aliyah 3 Kulonprogo Yogyakarta went well. Activities are supported by madrasah management policies, the presence of teachers and adequate facilities and a conducive atmosphere. The students participating in the debriefing came from different majors, namely fashion skills, electrical power installation engineering skills (TITL) and general majors. The interest of participants in general is to work and in the future hope to have their own business. In general, participants paid attention to the delivery of entrepreneurship debriefing materials and asked several questions either related to obstacles in the business managed by parents or related to the job selection process and attitudes at work.

Madrasah should further strengthen entrepreneurship learning and skills to invite cooperation with universities or business practitioners, as well as

strengthen cooperation with the industrial world and the business world. The presence of resource persons and relationships from various elements will enrich the student learning process through several other events such as briefings, training, industrial visits, internships, and various other practical and learning activities, as well as adjusting to the aspirations of students' interests so that it has a more positive impact on student competency development.

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