

## Enhancing Students' Entrepreneurial Skills through Human-Skills-Based Training at SMK PGRI 2 Badung

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### Abstrak

Pendidikan vokasi memiliki peran strategis dalam menyiapkan lulusan yang siap kerja sekaligus mampu berwirausaha. Namun, pembelajaran kewirausahaan di SMK masih cenderung menekankan aspek kognitif dan teknis, sehingga human skills seperti komunikasi, kepemimpinan, kolaborasi, empati, dan pemecahan masalah kurang terlatih. Kegiatan pengabdian kepada masyarakat ini dilaksanakan di SMK PGRI 2 Badung dalam bentuk pelatihan intensif dengan tujuan meningkatkan kemampuan kewirausahaan siswa melalui penguatan *human skills*. Metode pelaksanaan meliputi *workshop* interaktif, *role-play*, simulasi kelompok, serta evaluasi *pre-test* dan *post-test*. Hasil kegiatan menunjukkan peningkatan signifikan pada aspek komunikasi (46%), kolaborasi (42%), kepemimpinan (38%), dan kepercayaan diri (45%). Refleksi siswa juga memperlihatkan meningkatnya empati dan kemampuan *problem solving*. Kegiatan ini terbukti efektif meskipun dilakukan dalam durasi singkat, serta relevan untuk direplikasi di sekolah vokasi lain guna mendukung tercapainya *Sustainable Development Goal 4* (Pendidikan Bermutu) dan *Sustainable Development Goal 8* (Pekerjaan Layak dan Pertumbuhan Ekonomi).

### Abstract

Vocational education plays a strategic role in preparing graduates who are not only ready for employment but also capable of becoming entrepreneurs. However, entrepreneurship learning in vocational schools still tends to emphasize cognitive and technical aspects, leaving human skills such as communication, leadership, collaboration, empathy, and problem-solving underdeveloped. This community service program was conducted at SMK PGRI 2 Badung through intensive training to enhance students' entrepreneurial abilities by strengthening their human skills. The implementation method included interactive workshops, role-plays, group simulations, and pre-test and post-test evaluations. The results showed significant improvements in communication (46%), collaboration (42%), leadership (38%), and self-confidence (45%), while student reflections also indicated greater empathy and problem-solving abilities. The activity proved effective despite its short duration and is considered relevant to be replicated in other vocational schools to support the achievement of Sustainable Development Goals 4 (Quality Education) and 8 (Decent Work and Economic Growth).



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## INTRODUCTION

Vocational High Schools (SMK) play a pivotal role in developing competent and adaptive human resources who are prepared to meet the needs of both the professional world and entrepreneurship (Saptono *et al.*, 2020). However, the dynamics of the creative economy era require graduates not only to master technical competencies (hard skills) but also to possess essential human skills such as communication, leadership, teamwork, empathy, and problem-solving (Damanik *et al.*, 2022; Eimer *et al.*, 2023). Numerous studies emphasize that human skills are key determinants of entrepreneurial success in developing innovative, sustainable, and adaptive businesses (Nabi *et al.*, 2017; Ratten *et al.*, 2020; Suranto *et al.*, 2021). Nevertheless, most existing research tends to focus on higher education or established entrepreneurs, leaving limited empirical evidence on how these human skills can be cultivated effectively within vocational school settings, especially through structured learning models that align with real-world entrepreneurial challenges. This creates a research gap in

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understanding which pedagogical approaches are most impactful for strengthening human skills among SMK students. Observations at SMK PGRI 2 Badung suggest that entrepreneurship learning remains primarily focused on what students must produce, namely, written business plans, rather than how they should develop the interpersonal and reflective competencies necessary to implement those plans in real-life situations. As a result, students are often unsure why collaboration, communication, and empathy matter in entrepreneurship and when these skills should be applied during project execution, leading to low self-confidence, weak teamwork, and limited practical experience in facing entrepreneurial challenges (Martinez-Gregorio *et al.*, 2021). In fact, Badung Regency possesses great potential in tourism, culinary arts, handicrafts, and the creative economy, yet who will maximize this potential remains a question if vocational students are not equipped with the human skills required to create, manage, and sustain innovative ventures (Pemkab Badung, 2025). The gap between students' practical readiness and the local economic potential highlights the need for a more human-centered and experiential approach in entrepreneurship education. Previous community service programs related to entrepreneurship have generally focused on the technical aspects of business, such as product innovation, digital marketing, or the preparation of business plans. While such initiatives have contributed to enhancing students' knowledge and technical skills, they have rarely emphasized experiential learning or the development of human skills, elements that are critical in shaping entrepreneurial character and long-term success. Moreover, many of these programs have relied on lecture-based or one-way training methods that provide limited opportunities for active collaboration and reflection. To address these limitations, this community service activity introduces a human-skills-based entrepreneurship training using the experiential learning approach (Kolb, 2015). Through interactive workshops, group simulations, and role-play, students are given the opportunity to experience real-world entrepreneurial situations that cultivate communication, leadership, teamwork, empathy, and problem-solving skills. Project-based learning, which represents the implementation of experiential learning, has proven effective in developing students' entrepreneurial character through contextual and collaborative approaches (Alam *et al.*, 2024). The novelty of this program lies in its structured integration of human skills development within entrepreneurship learning, an approach that has rarely been implemented in vocational schools in Bali (Lackéus, 2020). The objective of this program is to enhance the entrepreneurial skills of students at SMK PGRI 2 Badung by emphasizing human skills, enabling them to communicate effectively, collaborate in teams, demonstrate leadership, and empathize with consumer needs. This activity is expected to have a positive impact on students' readiness to face the workforce while encouraging the emergence of young entrepreneurs who can creatively utilize local potential. Furthermore, this program contributes to the achievement of Sustainable Development Goals (SDG) 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth).

## METHOD

### *Tools and Materials*

This community service activity was conducted at SMK PGRI 2 Badung, utilizing the school's multipurpose hall as a temporary entrepreneurship laboratory. The primary tools used in this program were the Business Model Canvas (BMC) as the main learning framework, sticky notes for idea generation and mapping, and colorful markers for visualizing key concepts in communication, leadership, collaboration, empathy, and problem-solving. These tools were selected because they encourage interactive and creative learning, allowing students to articulate business ideas visually and collaboratively. Additional supporting tools included a projector for delivering material, a wireless microphone set to facilitate interaction, and whiteboards for summarizing and displaying group results. Documentation and observation were conducted using smartphones, which were used by the facilitators and assistants to capture photos, short videos, and notes on student activities throughout the session. The materials used consisted of a human-skills-based entrepreneurship training module developed by the Primakara University service team. The module combined case studies, simulation scripts, and reflection guides tailored to enhance human skills in entrepreneurial contexts. Evaluation instruments included pre-test and post-test questionnaires using a 5-point Likert scale, facilitator observation sheets, and student reflection forms to assess both

cognitive and behavioral learning outcomes. The questionnaire items were adapted from prior research on human skills and entrepreneurship education and then reviewed by two experts in entrepreneurship and vocational education to ensure content validity and alignment with the program's objectives. Each skill domain was operationally defined and measured with 3-4 items per construct: communication (clarity, coherence, and confidence in presenting business ideas), teamwork and leadership (role sharing, coordination of tasks, and initiative-taking in group work), empathy and problem-solving (sensitivity to peer and customer needs and the ability to propose relevant solutions), and self-confidence (willingness to speak in public and belief in one's entrepreneurial abilities). Sample items included statements such as "I can confidently present my business idea in front of others" and "I help my team overcome conflicts and stay focused on our goals." Facilitator observation sheets captured observable indicators during group work and simulations, e.g., participation, negotiation style, respectful interaction, and adaptability, while student reflection forms documented metacognitive outcomes, including perceived contributions, lessons learned, and planned improvements. Together, these instruments provided a triangulated assessment of students' growth in human skills relevant to entrepreneurial readiness. Quantitative scores from the Likert-scale items were converted into percentage values to facilitate interpretation, and improvement percentages were calculated by comparing average pre-test and post-test scores for each skill domain. This procedure allowed the team to link clearly defined constructs with measurable changes in student outcomes.

### ***Implementation Method***

The activity involved 40 Grade XI students of SMK PGRI 2 Badung, selected through recommendations from entrepreneurship teachers based on their prior knowledge of entrepreneurship. The community service team consisted of two lecturers from Primakara University as facilitators and five university students as group assistants and observers. The program was carried out over one full day (6 effective hours) to ensure efficient integration into the school's academic schedule, minimize disruption to regular learning activities, and allow students to engage in a focused and intensive experiential process within a limited time frame. A one-day format is also appropriate for introductory training, where the primary outcomes targeted are awareness, skill activation, and initial behavioral change rather than long-term mastery, and where school partners typically allocate only a single project day for external programs. The implementation process consisted of three main stages as follows: Preparation Stage. The service team coordinated with the school to finalize participant selection, scheduling, and logistical arrangements. The facilitators prepared the training module, Business Model Canvas templates, and evaluation instruments (pre-test and post-test forms, observation sheets, and reflection templates). All learning materials, including BMC charts, sticky notes, and colorful markers, were arranged in the entrepreneurship laboratory before implementation to support a hands-on and interactive learning environment. Implementation Stage. The activity began with a pre-test to assess students' initial understanding of entrepreneurship and human skills. This was followed by an interactive workshop introducing five key human skill domains: communication, leadership, collaboration, empathy, and problem-solving. Students were then divided into groups and guided to apply these concepts through the Business Model Canvas (BMC). Using sticky notes and colorful markers, each group identified and visualized components, such as customer segments, value propositions, key resources, and revenue streams. The visual and tactile use of these tools encouraged teamwork, creativity, and real-time collaboration. Subsequently, students engaged in role-play and simulation exercises, practicing business pitching, basic negotiation, and handling customer feedback under facilitator guidance. The session concluded with group presentations and reflective discussions, during which students shared their insights, received feedback, and completed written reflections on their learning experience. Evaluation Stage. Program evaluation was carried out using both quantitative and qualitative indicators. Quantitative analysis compared pre-test and post-test results to measure improvements in communication, collaboration, leadership, empathy, and self-confidence. Qualitative analysis was based on facilitator observations, student participation levels, and reflection notes. The program was deemed successful if post-test scores increased by at least 30% compared to pre-test results and if more than 80% of participants demonstrated improved self-confidence and active engagement during the sessions. Throughout the entire process, facilitators promoted two-way interaction among students, teachers, and the service team. Lecturers acted as discussion leaders and mentors, while university students assisted each group in using the BMC, managing sticky notes, and

presenting visual ideas effectively. This collaborative, experiential, and tool-based learning method proved effective in fostering students' entrepreneurial mindset and human skills within the vocational education context.

## RESULTS AND DISCUSSION

The results of the evaluation of the human-skills-based entrepreneurship training at SMK PGRI 2 Badung are presented in Table I below :

**Tabel I.** Evaluation Results of Human-Skills-Based Entrepreneurship Training.

No	Skill Aspect	Average Pre-test	Average Post-test	Improvement (%)
1	Communication	56	82	46
2	Collaboration	58	82	42
3	Leadership	55	76	38
4	Empathy & Problem Solving	57	80	40
5	Self-Confidence	54	78	45

Table I shows a significant improvement across all aspects of students' entrepreneurial skills after participating in the one-day intensive training. The highest increase was observed in communication skills (46%), followed by self-confidence (45%). Collaboration improved by 42%, leadership by 38%, and empathy and problem-solving by 40%. These results indicate that an intensive and interactive training design can generate a positive impact even within a short duration. The improvement in skills following the BMC-based training is consistent with previous community service reports that confirmed significant progress in participants' entrepreneurial implementation abilities (Putri, 2025).

### Communication

The 46% improvement in communication skills was the highest achievement in this program, as (Jorge *et al.*, 2018) confirmed that students can perceived meaningful communication skill improvements. Initially, most students appeared hesitant and spoke haltingly when asked to present their business ideas in front of teachers or classmates. This behavior created practical barriers: product information was delivered incoherently, and arguments were unconvincing, making it difficult for others to appreciate the potential of the ideas. This initial change is crucial because effective communication is a prerequisite for marketing ideas and building cooperation (Kolb, 2015). Entrepreneurship literature also highlights communication as a fundamental element. (Shin *et al.*, 2024) found communication research in entrepreneurship spans domains like news, media technologies, and social networks. (Sharma *et al.*, 2015) specifically positioned communication as the "mainstay" of entrepreneurial leadership, emphasizing its critical role in enterprise success. (Fayolle *et al.*, 2020) explain that the success of entrepreneurial intention is highly influenced by the ability of entrepreneurs to communicate their ideas to investors, partners, and consumers. This aligns with the results at SMK PGRI 2 Badung, where communication proved to be the most improved aspect. In other words, communication is not merely a technical skill but also a form of social capital that determines whether ideas are accepted by the market. Improvements observed after the role-play and pitching simulation sessions were not limited to fluency in speaking but also included more structured argumentation. Facilitator observations indicated that several groups began using simple frameworks that made it easier for the audience to grasp the core of their proposed business. Repeated practice in pitching contexts allowed students to test their choice of words, tone, and delivery sequence, elements that enhance persuasive communication. This finding is consistent with the study by (Mardatillah *et al.*, 2023), which documented increased presentation and value-proposition skills among vocational students engaged in BMC-based learning. These findings suggest that interactive training can have a substantial impact within a short period. If these skills continue to be developed through school-based entrepreneurship programs, students will be better prepared to face real-world interactions with various stakeholders. Therefore, strengthening communication can be viewed as a key strategy to prepare vocational students to become competitive young entrepreneurs (Putri, 2025). In the context of Badung Regency, where tourism and creative industries rely heavily on service quality and persuasive interaction with customers, stronger communication skills become a direct asset for students who may later work in hotels, restaurants, or small creative businesses. The ability to clearly articulate value propositions, negotiate with suppliers, and respond to

customer feedback is highly relevant to local economic sectors, so the observed improvement in communication at SMK PGRI 2 Badung can be seen as an early investment in the human capital needed to sustain Badung's service-based economy.

### **Collaboration**

The 42% increase in collaboration reflects the effectiveness of project-based learning in shifting students from individual work patterns to more synergistic teamwork. At the start, students tended to complete tasks independently with little coordination. However, through group simulations, they began to understand the importance of role division, open discussion, and team support in addressing entrepreneurial challenges. Multiple studies provide robust evidence of this transformation. (Ibrahim *et al.*, 2022) demonstrated that PjBL significantly increased collaboration skills, with post-test results showing markedly higher teamwork capabilities. (Puspitaloka *et al.*, 2024) quantified this shift, showing collaboration scores rising from 68.62 to 89.72 across learning cycles. A systematic literature review by (Listiana *et al.*, 2025) confirmed these findings, with 86.7% of studies reporting significant collaborative skill development. While challenges exist in implementation, the consistent evidence strongly supports PjBL as an effective method for cultivating synergistic teamwork skills. The group dynamics formed during the training fostered a healthier and more productive learning environment. Students learned to listen to one another, align their ideas, and resolve conflicts constructively. This finding aligns with Eimer and Bohndick (2023), who stated that employability models in higher education emphasize teamwork as a core competency that must be developed early. (Antoro *et al.*, 2023) also emphasized that vocational education in Indonesia is increasingly adopting reflective and collaborative approaches, where students not only absorb material but also actively shape their learning experiences through social interaction. Collaboration in this context goes beyond technical cooperation; it strengthens the soft skills relevant to the professional world. Furthermore, (Alam *et al.*, 2024) demonstrated that creative project-based learning enhances students' collaborative abilities through locally grounded business simulations. Such activities encourage students to complement one another's weaknesses, share responsibilities, and jointly design strategies, forming a more mature and professional teamwork culture. These collaborative abilities are particularly important in the Badung context, where many micro and small enterprises are family-based or team-based ventures that require joint decision-making and shared responsibility. When vocational students learn to coordinate roles, respect different viewpoints, and build consensus, they are better prepared to contribute to local business units, such as culinary stalls, craft collectives, or small tour operators, that depend on solid teamwork to survive in a competitive tourism market.

### **Leadership**

Leadership skills improved by 38%, although the increase was smaller compared to other aspects. This suggests that leadership is a competency that requires time and experience to develop. Some students were still hesitant to take initiative or give direction to peers, especially in situations that demanded quick decision-making. Nevertheless, progress was evident as several students began taking the lead in group discussions, coordinating tasks, and ensuring their team's ideas were effectively presented. This indicates that even short training sessions can stimulate the growth of leadership potential. (Nabi *et al.*, 2017) identified adaptive leadership as a crucial element in entrepreneurship, where leaders must read situations and adjust strategies dynamically. In the vocational education context, leadership does not necessarily mean holding a formal title but rather the ability to guide processes, motivate teams, and maintain collaborative energy. (Ratten *et al.*, 2020) emphasized the need for a paradigm shift in entrepreneurship education toward experiential and contextual leadership development. Similarly, (Saptono *et al.*, 2020) found that entrepreneurship education integrating mindset and knowledge helps students build readiness to assume leadership roles. Thus, while leadership improvement was moderate, the foundation established through this program serves as a valuable starting point for students to face the complex and competitive challenges of the business world. For Badung Regency, nurturing leadership potential among vocational students is strategically important because many of them are expected to become supervisors in hospitality, coordinators in community-based tourism, or founders of micro-enterprises. Even modest shifts, such as the courage to initiate discussions or coordinate team tasks, represent a meaningful step toward building a future generation of local leaders who can manage projects, guide small teams, and respond to rapidly changing demands in the tourism and creative-economy ecosystem.

### *Empathy and Problem Solving*

The 40% improvement in empathy and problem-solving skills demonstrates that students became more capable of understanding others' needs while designing relevant solutions. Through role-play simulations as sellers and consumers, they learned to listen to customer complaints and respond appropriately. This process trained them to think not only from a producer's perspective but also from that of the consumer. Students' understanding of local social issues also became a key foundation for developing empathy and problem-solving skills. The documentation study by (Alam *et al.*, 2025) showed that involving students in social issues encourages them to think critically and generate practical solutions to real problems in their environment. This reinforces the relevance of entrepreneurship education grounded in local context and social values. This finding is consistent with (Mardatillah *et al.*, 2023), who found that practice-based training such as the Business Model Canvas enhances vocational students' critical and analytical thinking skills. In this sense, problem solving is not merely about completing tasks but about creating impactful and sustainable solutions. Furthermore, (Hesse *et al.*, 2015) asserted that empathy is part of 21st-century competencies that must be cultivated through collaborative and reflective learning. Widiyanti (2021) also highlighted the importance of empathetic simulation in vocational education so that students can deeply understand customer needs and build ethical and sustainable business relationships. Empathy and problem-solving are closely aligned with the needs of Badung's tourism and creative sectors, where entrepreneurs must continuously understand customer expectations, respond to complaints, and adapt offerings to market trends. When SMK students learn to see problems from the perspective of residents, domestic tourists, and international visitors, they are better positioned to design products and services, such as culinary innovations, handicrafts, or simple tour experiences, that are both locally grounded and market-responsive.

### *Self-Confidence*

Students' self-confidence improved by 45%, indicating that the training approach successfully built their confidence in presenting ideas and interacting in public. Before the activity, many students felt anxious and reluctant to speak in front of the class. However, through repeated pitching and group presentation exercises, they became more willing to appear and communicate their ideas convincingly. The fact that 82% of students reported feeling more confident speaking in public after the training demonstrates the effectiveness of the experiential learning approach. (Nowiński *et al.*, 2019) stated that direct experience, even in short durations, can strengthen entrepreneurial self-efficacy – an individual's belief in their ability to perform entrepreneurial tasks. The study by (Martinez-Gregorio *et al.*, 2021) also showed that entrepreneurship education significantly enhances students' self-confidence and entrepreneurial intention. When students feel capable and confident, they are more prepared to face risks and uncertainties inherent in entrepreneurship. In the local context, (Putri *et al.*, 2025) found that the application of the Business Model Canvas improves technopreneurial mindsets while simultaneously building students' confidence in developing and presenting business ideas. With this increase, students of SMK PGRI 2 Badung now have greater potential to develop entrepreneurial initiatives and the courage to execute their creative ideas in real-world contexts. In local economic terms, increased self-confidence can help students move from being passive job seekers to proactive opportunity seekers, whether by proposing ideas to employers in hotels and restaurants or by starting small-scale ventures around their homes. In Badung, where many economic opportunities are available but not always accessed by youth, higher confidence in public speaking and idea presentation may encourage students to participate in business competitions, pitching events, or community programs that connect them with real entrepreneurial ecosystems.

## **CONCLUSION**

This community service program effectively enhanced the entrepreneurial competence of students at SMK PGRI 2 Badung, particularly through the strengthening of human skills such as communication, collaboration, leadership, empathy, and self-confidence. The results demonstrate that experiential and interactive learning methods can successfully bridge the gap between theory and practice in entrepreneurship education. Through business simulations, group discussions, and idea presentations, students were able to develop both interpersonal and intrapersonal abilities that support their readiness to

enter the world of work and entrepreneurship, especially within the tourism and creative-economy context of Badung Regency. At the same time, this program has several limitations. The activity was implemented in a single school with a relatively small number of participants and used a one-day training format, so the findings cannot be generalized to all vocational settings and do not capture long-term retention of human skills. The evaluation relied mainly on self-report questionnaires and facilitator observations, without a control group or follow-up measurement to compare changes over time. Future community service and research activities are therefore recommended to involve a larger and more diverse sample of schools, adopt longer or repeated intervention cycles, and integrate more rigorous evaluation designs (such as comparison groups and follow-up tests). Collaboration with local industry partners could also be strengthened so that students have the opportunity to apply their human skills directly in authentic workplace settings. In this way, human-skills-based entrepreneurship training can be further optimized as a sustainable model to support the achievement of Sustainable Development Goal 4 (Quality Education) and Sustainable Development Goal 8 (Decent Work and Economic Growth).

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