

## Sharing Session: Successful Student Entrepreneurshi Management at the University Level

Hendra Halim<sup>1\*</sup>, In-In Hanidah<sup>2</sup>, Rahmat Fadhil<sup>3</sup>, Evi Ramadhani<sup>4</sup>, Sayyid Afdhal El Rahimi<sup>5</sup>, Fitrah Khairi<sup>6</sup>, Nurma Sari<sup>7</sup>, Muftahuddin<sup>8</sup>, Khoirul Amri<sup>9</sup>, Raisa Ulyya Nisva<sup>10</sup>

<sup>1,7,8,9</sup>Fakultas Ekonomi dan Bisnis, Universitas Syiah Kuala

<sup>2</sup>Fakultas Teknologi Industri Pertanian, Universitas Padjadjaran

<sup>3,6</sup>Fakultas Pertanian, Universitas Syiah Kuala

<sup>4</sup>Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Syiah Kuala

<sup>5</sup>Fakultas Kelautan dan Perikanan, Universitas Syiah Kuala

<sup>10</sup>Pusat Riset Komunikasi Pemasaran, Pariwisata, dan Ekonomi Kreatif, Universitas Syiah Kuala

**Corresponding Author:** Hendra Halim [hendra.halim@usk.ac.id](mailto:hendra.halim@usk.ac.id)

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### ABSTRACT

At the local level, student entrepreneurship management at Syiah Kuala University (USK) faces problems that align with these global challenges. This community service activity, a sharing session on student entrepreneurship management at Universitas Syiah Kuala, aimed to enhance the capacity of entrepreneurship program managers in integrating technology and innovation. Using the service learning method, participants were introduced to digital platforms and business management tools. The session involved collaborative efforts from various departments, focusing on improving the understanding and skills of the participants. Data collection included pre- and post-tests, showing a significant increase in participant competence. The results indicate that this approach is effective and can be replicated for broader applications, contributing to SDGs by promoting inclusive economic growth and supporting young entrepreneurs.

## **INTRODUCTION**

Amid increasingly dynamic global economic developments, entrepreneurship education in higher education is one of the essential pillars in supporting the achievement of sustainable development (Hasan, 2020; Rd Heri Solehudin Atmawidjaja, 2023; Rustya, 2023; Wiramihardja et al., 2022). Entrepreneurship is not only a means to reduce the unemployment rate but also increases innovation, creates jobs, and drives the local economy (Asir et al., 2023; Kongolo, 2010; Mopangga, 2015). According to Nugraha & Wahyuhastuti (2017), the success rate of young entrepreneurs is often constrained by a lack of support in terms of management knowledge, market access, and adequate financial resources. In this context, the management of student entrepreneurship is a significant challenge that must be addressed immediately to ensure the sustainability of the businesses they manage, especially amid economic uncertainty and technological disruption that occurs globally (Nursanti et al., 2024).

At the local level, student entrepreneurship management at Syiah Kuala University (USK) faces problems that align with these global challenges. Students at USK show low interest in entrepreneurship, even though access to quality mentoring, extensive business networks, and the capital and financial support needed to develop a business has been provided through the Entrepreneurship Incubator initiated by the Directorate of Achievement and Entrepreneurship of Syiah Kuala University. This challenge is directly related to the 8th goal of the Sustainable Development Goals (SDGs): to support inclusive and sustainable economic growth, decent work, and entrepreneurship innovation.

Several literature reviews show that business incubation, if managed well, can provide an effective solution to this problem (Budiman, 2021; Halim, Ramadhani, et al., 2024; Kusumawati & Sadik, 2016; Simamora, 2011; Soba et al., 2018). Several previous studies confirm that entrepreneurship incubators can increase young entrepreneurs' chances of success through mentorship, access to market networks, and capacity building in business management (Muriithi et al., 2018; Rukmana et al., 2023; Wachira et al., 2016; Zahra et al., 2024). However, the literature also shows that there is still a gap between theory and practice in the field, where incubators have not been able to fully address the specific needs of entrepreneurial students (Akbar et al., 2023; Kurniawati et al., 2024). That indicates that the solutions applied so far need to be updated and adjusted to the current conditions, especially in Indonesia's higher education context. Some previous community services revealed that providing training and socialization can improve the abilities and skills of the partners trained (Halim et al., 2023; Halim, Novindra, et al., 2024; Halim, Permata, et al., 2024; Halim, Ramadhani, et al., 2024; Iskandarsyah et al., 2023; Riyaldi, Halim, et al., 2024; Riyaldi, Syahrizal, et al., 2024; Sari et al., 2024; Yusrizal et al., 2024).

Therefore, this Sharing Session activity aims to provide concrete solutions through a collaborative approach between institutions by introducing innovative concepts in the management of student entrepreneurship. The new approach offered is the synergy between universities and the business world and the utilization of technology to support the success of student businesses. This activity is also expected to be a means to share experiences and best practices between the Incubation, Downstreaming, and Commercialization Unit (IHK) of Universitas Padjadjaran and the entrepreneurship incubator at USK.

This service activity aims to strengthen the management of student entrepreneurship at USK by transferring knowledge and technology from experienced partners. The purpose of writing this article is to document the results of activities that contribute to the development of science and technology in the field of entrepreneurship incubation and support the achievement of SDG targets, especially in terms of decent work and sustainable economic growth. This article is also expected to guide other university entrepreneurship managers in developing more effective and sustainable entrepreneurship management strategies.

## IMPLEMENTATION AND METHODS

The target community in this service activity is student entrepreneurship managers at Syiah Kuala University (USK), which consists of around 40 people, including student incubator managers, supervisors, and lecturers teaching entrepreneurship courses. They act as facilitators and mentors who support the development of student businesses at USK. Their involvement in this activity is crucial as they link the theory and practice of entrepreneurship and contribute to decision-making related to the management of the student entrepreneurship program. The active involvement of the participants enables the implementation of solutions relevant to the field conditions.



Figure.1 Sharing Session Documentation

This activity involved several parties with relevant backgrounds and expertise. First, Unit Inkubasi, Hilirisasi, dan Komersialisasi (IHK), Fakultas Teknologi Industri Pertanian Universitas Padjadjaran, represented by Dr. In-In Hanidah, S.TP., M.Si., an expert in business incubation management and innovation downstreaming. Second, Pusat Riset Komunikasi Pemasaran, Pariwisata, dan Ekonomi Kreatif Universitas Syiah Kuala focuses on innovations in creative business marketing and the digital economy. Third, Prodi Ekonomi Islam, Fakultas Ekonomi dan Bisnis, Universitas Syiah Kuala, is one of the study programs whose graduate profiles have become Islamic entrepreneurs. Fourth, Inkubator Kewirausahaan Universitas Syiah Kuala initiates the activity. The role of each party is to share experiences, knowledge, and relevant technology in managing student business incubation.

The method of implementing this activity uses a service learning approach, where participants receive theoretical material and actively participate in discussions and simulations of entrepreneurship management (Agus Afandi et al., 2022). The stages of implementation include:

1. An introductory session explaining the problems of student entrepreneurship at USK.
2. Presentations from resource persons regarding successful business incubation, case studies, and best practices from Universitas Padjadjaran.
3. Group discussions involve participants to map out the problems and potential solutions.
4. Interactive simulation where participants practiced digital technology-based entrepreneurship management.
5. Evaluation of the activity by measuring the effectiveness of the methods that have been applied.

The knowledge and technology introduced in this activity include business incubator management methods and using digital platforms to support student entrepreneurship. One of the technologies introduced is using software to manage data-based businesses and innovations, which allows entrepreneurial students to conduct market analysis and business management more efficiently. The tools and materials used in this activity include software for business management simulation, presentation materials, and questionnaires to measure participants' understanding and participation level. In addition, an evaluation sheet was also used to assess the activity's impact on incubator managers in terms of increasing managerial capacity.

Data collection techniques were conducted through direct observation, structured interviews, and distribution of questionnaires to participants. The data collected included participants' responses to the material presented, the level of participation, and the results of simulations in entrepreneurial management.

The success indicators of this service activity are:

1. Increased participants' understanding of effective entrepreneurial management, as measured through pre-test and post-test.
2. The level of active participation in discussions and simulations.

3. Participants' ability to apply the learned method of student entrepreneurship management, measured through simulation results and feedback.

The data analysis technique used was descriptive qualitative and quantitative analysis. Qualitative data from interviews and observations were analyzed to identify patterns and themes related to constraints and opportunities in entrepreneurship management. Meanwhile, quantitative data from questionnaires and evaluations were processed using descriptive statistics to measure the level of effectiveness of activities based on predetermined indicators.

## RESULTS AND DISCUSSION

This Sharing Session activity was successfully implemented with the main objective of increasing the capacity of student entrepreneurship managers at Syiah Kuala University (USK) in managing technology and innovation-based business incubation. By involving participants from various backgrounds, the results of this activity show an increased understanding of more effective and sustainable entrepreneurship management. Based on data collected through pre-test and post-test, there was a significant increase in participants' understanding of business incubator management, with the average score of participants increasing from 65% to 85%.



**Figure 2. Question and Answer Session**

In addition, interactive simulations conducted during the event also showed increased participants' ability to use digital platforms to support entrepreneurship. As many as 80% of participants could simulate business management well, from market mapping to technology-based business financial management. Table 1 below shows the success indicators of the activity based on the predetermined criteria.

**Table 1. Activity Success Indicators**

<b>Success Indicator</b>	<b>Before (%)</b>	<b>After (%)</b>
Incubator management knowledge	65%	85%
Ability to use technology	45%	80%
Participation rate in discussion	70%	90%
Participant satisfaction	-	95%

The table above shows that this activity improves the theoretical knowledge and practical expertise of participants in managing student entrepreneurship in accordance with its objectives.

Observations during the activity showed that participants were highly interested in learning and sharing experiences related to entrepreneurship management. In group discussions, participants identified some of the main challenges in managing student entrepreneurship in USK, such as the lack of initial funding, limited access to markets, and lack of continuous guidance from experienced mentors. These challenges are relevant to what has been reported by previous literature, which confirms that entrepreneurial students often need help utilizing existing resources to grow their ventures. Through an experience-sharing session, Dr. In-In Hanidah from Universitas Padjadjaran provided several solutions to overcome these problems, mainly using digital platforms to expand market access and business networks. Participants were also taught how to use business management software to manage finances, logistics, and marketing more efficiently.

This Sharing Session activity shows several advantages compared to similar service activities reported in several previous publications. First, the service learning approach allows participants to actively participate in every activity stage, from problem identification to solution implementation. In contrast to traditional teaching methods, this method has been proven more effective in facilitating knowledge and skills transfer, as supported by literature on business incubation and student entrepreneurship.

For example, in a study conducted by Jamilah and colleagues (2023) at another university, it was found that the service learning approach can increase student engagement in entrepreneurial activities and strengthen the link between theory and practice. That is in line with the results obtained from this Sharing Session activity, where participants not only received theoretical material but could also apply their knowledge in business management simulations. In addition, this activity also successfully addressed the gap identified in the previous gap analysis, where many business incubators have yet to provide solutions that fit the specific needs of students.

The main success of this activity is the improvement of participants' ability to manage technology-based entrepreneurship. That is one of the best achievements that can be used as a best practice for other service activities, especially in managing business incubation in higher education. With the transfer of technology and direct experience from the Incubation, Downstreaming, and Commercialization Unit (IHK) of Padjadjaran University, participants gained new insights into integrating technology into the business incubation process.

In addition, this activity also contributes to achieving Sustainable Development Goals (SDGs), particularly goal 8, which focuses on inclusive economic growth and decent work. By providing training and mentorship for student entrepreneurship managers, this activity supports improving skills and opportunities for student business success, which can create new jobs and drive local economic growth.

While this activity was successful in achieving most of its objectives, some obstacles were encountered during implementation. One of the main obstacles was the limited time available to deliver the material in depth. The activity only lasted for two hours, which was considered less than optimal for exploring all topics relevant to student entrepreneurship management. In addition, some participants also mentioned that they needed more mentoring after the activity was over to ensure the implementation of the solutions learned. Another obstacle was the participants' need to access the technology introduced during the activity. Most participants were unfamiliar with the business management software used in the simulation, so they needed more time to learn how to use it. While this is understandable due to the limited technological knowledge among participants, it also shows that further training is needed to ensure that the technologies introduced can be applied correctly in the field.

However, these constraints did not hinder the overall success of the activity. As the literature supports, challenges in introducing new technologies often arise from a lack of user readiness, which can be overcome with a continuous mentoring program.

This activity not only succeeded in increasing the capacity of student entrepreneurship managers but also directly contributed to achieving several SDG targets, particularly goal 8 on decent work and economic growth. By providing training and technology transfer, this activity helped develop participants' skills in managing more effective and sustainable student businesses. In the future, it is recommended to expand the reach of similar activities by involving more industry partners and other universities and providing longer time for follow-up training. In addition, there needs to be a long-term monitoring and evaluation program to ensure that the technology and knowledge introduced are implemented well in the field.

## **CONCLUSIONS AND RECOMMENDATIONS**

This Sharing Session activity on student entrepreneurship management at Syiah Kuala University has achieved the main objectives, namely increasing the understanding and skills of entrepreneurship managers in integrating technology and innovation in managing student businesses. Based on the data obtained, there was a significant increase in the participants' understanding and ability, with an increase in the average pre-test and post-test assessment from 65% to 85%. This increase indicates that the service learning method effectively transfers knowledge and technology to participants.

In addition, participants successfully practiced using digital platforms and business management software, which became solutions to the challenges faced, such as market access and financial management. This activity also significantly contributed to achieving SDG goals, particularly in supporting inclusive economic growth and creating jobs for entrepreneurial students.

The implications of this activity suggest that similar training can be replicated in other universities as a model for student entrepreneurship development. Technology transfer and continuous mentoring will help ensure the successful implementation of the solutions that have been introduced. This activity not only provides direct benefits to student entrepreneurship managers but also has the potential to increase local and national economic growth by creating competent and highly competitive young entrepreneurs.

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