

Entrepreneurship Education for Teens: Fostering an Entrepreneurial Spirit Among Students at Angkatan Belia Islam, Penang, Malaysia

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ABSTRACT

Entrepreneurship education is an important element in equipping young people with the necessary skills and mindset to face future economic challenges. The spirit of entrepreneurship among teenagers through interactive and fun educational activities. This activity was conducted at Angkatan Belia Islam (ABI), Penang, Malaysia, in October 2024, and was designed in the form of inspiring motivational talks and educational games that stimulate critical thinking and creativity. The results of the activity showed that such an interactive approach is effective in improving adolescents' understanding of the basic principles of entrepreneurship as well as motivating them to develop their entrepreneurial potential early on. The results of this activity confirm that entrepreneurship education is not only relevant, but also essential in building an independent, creative and innovative generation in the future.

INTRODUCTION

Entrepreneurship education is an important element in equipping young people with the necessary skills and mindset to face future economic challenges (Hatt, L., 2021; Mendoza, et.al., 2021; Wasim, L., et.al., 2024; Hajdari, et.al., 2024). For teenagers, this education not only improves their ability to create business opportunities, but also builds self-confidence, creativity and independence (Marques, et.al., 2020). Entrepreneurial skills, such as creativity, decision-making, and innovation, are needed in a world of work that is constantly changing due to technological developments and globalization (Marques, et.al., 2020; Tommasi, 2024). In an increasingly competitive economy, young people equipped with entrepreneurship education will be better equipped to create business opportunities, not just look for jobs. This will build a mentality of confidence, creativity and independence from an early age, which is essential for success in all areas of life (Nafukho, and Mansour, 2023; Magdalena, dkk. 2024).

Youth interest in entrepreneurship is often low because entrepreneurship education has not been a major part of the formal school curriculum (Zhang, and Meng, 2024). The focus of education tends to be on academic aspects, while the development of practical skills such as entrepreneurship receives less attention. In addition, the stereotype that entrepreneurship is more relevant to adults or certain groups also limits its spread among youth. (Zhang, and Meng, 2024; Tommasi, 2024). The lack of role models of young entrepreneurs close to teenagers also reinforces this gap.

This Community Service was conducted at Angkatan Belia Islam, where this institution is managed by Pertubuhan Masyarakat Indonesia (Permai) based in Penang, Malaysia. Entrepreneurship education for teenagers at Angkatan Belia Islam, which is under the auspices of Pertubuhan Masyarakat Indonesia (Permai) in Penang, Malaysia, has high urgency, given the unique conditions of this community. As children of Indonesian migrant workers, most of these teenagers grow up in vulnerable socio-economic situations, where their parents work in the informal sector or jobs with limited income. This has an impact on their access to education, with some receiving only informal education and some not attending school at all. This situation creates major challenges for their future, especially in acquiring relevant skills to be economically independent.

Entrepreneurship education offers a practical solution to equip them with essential life skills, such as creative thinking, decision-making, and identifying business opportunities, which they can utilize both in their current environment and back home if they return (Mendoza, et.al., 2021). In addition, entrepreneurship education also helps build self-confidence and an independent mindset, which is much needed for youth, especially as they often face social stigma as part of the migrant community (Setyaning, & Nursyamsiah, 2024). With this education, they can see themselves not just as recipients of aid or appendages of the community, but as individuals capable of making a real

contribution, both economically and socially. Through the skills they learn, they have the opportunity to create micro-enterprises that can support the family economy, utilize local resources, or meet the needs of the surrounding community.

At the same time, it also provides a relevant learning alternative for children who do not have access to formal education, allowing them to acquire skills that are directly applicable to their daily lives. In the long run, entrepreneurship education not only helps individual participants, but also positively impacts the migrant community as a whole, creating a younger generation that is innovative, self-reliant, and able to face global challenges with more confidence. Community service makes a significant contribution in various aspects, both for the individual participants and the surrounding community. This program aims to foster an entrepreneurial spirit in teenagers in Angkatan Belia Islam, which is part of the Indonesian migrant worker community in Penang, Malaysia. In a social context, the program plays an important role in providing alternative educational opportunities for teenagers who do not have full access to formal education, so that they can still acquire relevant life skills. By teaching the basic principles of entrepreneurship through inspirational talks and educational games, it equips participants with the ability to think creatively, work together in teams, and make decisions that positively impact their lives. From an economic perspective, the program contributes to increasing entrepreneurial literacy, which is the initial capital for youth to create business opportunities, both in the local environment and if they return to Indonesia.

This contribution is also important for creating young people who are independent, creative, and able to contribute to the economy of their families and communities. In addition, this activity supports strengthening the role of Angkatan Belia Islam and Pertubuhan Masyarakat Indonesia (Permai) as organizations concerned with youth empowerment, enhancing their image as institutions that make a positive impact at the local level. The interactive approach used in this program serves as an innovative model for similar activities, proving that entrepreneurship education does not have to be delivered in a rigid and formal manner, but can be designed to be fun and relevant to the needs of the participants. In the long run, the program not only shapes productive and self-reliant individuals, but also strengthens the resilience of Indonesian migrant communities in Malaysia, making them more empowered in facing social, economic, and educational challenges.

This activity has its own charm that makes it different and innovative compared to similar educational programs. One novelty of this activity is the interactive approach that combines inspirational talks with educational games, designed to provide a fun and rewarding learning experience. This approach was specifically designed to address the challenge of reaching youth from backgrounds with less exposure to formal education, such as the children of migrant workers in Angkatan Belia Islam, Malaysia. Inspirational talks motivate participants to understand the importance of entrepreneurship as a way to create opportunities and empower themselves, while educational games are designed

to hone creative thinking, collaboration and decision-making skills through simulating real-life situations.

Another interesting point is the focus on a group of children with a unique background, most of whom have parents working as Indonesian migrant workers (TKI) in Malaysia, where entrepreneurship education is often considered out of reach. The program also offers novelty in the way it is delivered, by tailoring the entrepreneurship education content to be more relevant and easily understood by participants who come from different levels of education, ranging from informal schooling to no schooling at all. Another innovation is the emphasis on building participants' confidence and awareness of their potential to become agents of change in society, despite coming from marginalized communities. By providing a platform to learn entrepreneurship in a practical and inclusive manner, the program not only introduces the basic concepts of entrepreneurship, but also integrates the values of self-reliance, creativity and risk-taking that are highly relevant to their future needs. This is what makes the program unique, relevant, and has the potential for significant long-term impact for the participants and their communities.

The educational games provided in this activity are specifically designed to teach entrepreneurial principles in a way that is fun, interactive and relevant to participants' daily lives. These games are not only designed to entertain, but also provide an in-depth understanding of relevant entrepreneurial skills. With hands-on experience through simulation and competition, participants not only learn theory but also develop practical skills such as collaboration, communication, strategic thinking, and adaptation to change.

IMPLEMENTATION AND METHODS

This Community Service activity was carried out at Angkatan Belia Islam, an institution under the auspices of Pertubuhan Masyarakat Indonesia (Permai) located in Penang, Malaysia, precisely at the Learning Center Building located at 2, Jalan Tun Dr Awang, Bukit Jambul, 11900 Bayan Lepas, Pulau Pinang. Angkatan Belia Islam is a community that focuses on empowering teenage children, especially those from families of Indonesian migrant workers working in Malaysia. This location was chosen due to the urgent need for an alternative educational program that is relevant to the participants' conditions, especially related to entrepreneurship. This activity took place on October 9, 2024, with a full day duration. The timing was chosen to ensure maximum attendance of participants and mentors, most of whom have flexible informal schedules.

The participants consisted of 28 teenagers aged 12-18 years old, mostly children of Indonesian migrant workers. They come from diverse educational backgrounds, ranging from those who did not attend formal schooling to those who accessed informal education. Most of them live in deprivation, both economically and in terms of access to quality education, so this activity was a valuable opportunity to introduce new skills that could help them in the future. In addition, this activity was also attended by 10 assistants, including the owner and secretary of the foundation, who played a role in helping the smooth running of the program. These assistants not only supported the logistical management, but also provided moral support to the participants during the activities. Their presence strengthens the connection between the program and the local

community, and ensures the sustainability of the impact of this service in the future.

The method of activity implementation is designed to provide learning experiences that are interactive, participatory, and relevant to the needs of the participants. We implement the activity implementation method by applying the PRA (Participatory Rural Appraisal) model. The PRA method is a Participatory Rural Appraisal (PRA) approach, which includes several steps: (a) direct observation, (b) focus group discussion, and (c) facilitation or mentoring. The PRA method is considered the most suitable for this community service activity because it encourages active community participation in the process and development of activities. (Rayyani, et.al., 2024). In the context of this activity, the stages include:

Preparation Stage

At this stage, the implementation team prepared all the activity needs, including materials, game tools/models, and supporting modules. In addition, coordination was carried out with the Islamic Youth Force and Pertubuhan Masyarakat Indonesia (Permai) to ensure schedules, locations, and logistics. The facilitators also conducted an initial needs assessment to understand the background of the participants, 25 teenagers from the Indonesian migrant worker community, so that the materials and methods used could be customized. Facilitators, consisting of 10 people including the owner and secretary of the foundation, were engaged to assist with the management of participants during the activities. Communication with partners was conducted through the zoom meeting application.

Implementation Stage

1. Opening and Orientation

The activity began with remarks by the foundation owner and representatives of the community service team, who explained the purpose of the activity and the importance of entrepreneurship education for participants. Participants were then given a brief orientation about the day's program, so that they understood the flow of activities and the roles they would play.

2. Presentation and Discussion Session

The first session was a presentation session followed by discussion and questions and answers. The presentation session contained the delivery of material on Introduction to Entrepreneurship, Innovation Strategies in Starting a Business, and Basic Financial Management for Small Businesses packaged attractively according to the needs of the participants, namely teenagers. The overall material aims to instill awareness of the importance of entrepreneurship in everyday life. The facilitators used an interactive approach by interjecting inspiring stories from young entrepreneurs and providing real-life examples of simple businesses that can be started with small capital. After the presentation, an open discussion session was conducted to give participants the opportunity to ask questions and share their views on entrepreneurship.



Figure.1 Presentation and Discussion Session

3. Educational Game Session (Business Simulation)

After the break and continuing the next session, participants were invited to participate in a series of educational games designed to teach entrepreneurial principles in a practical way. The educational games played were:

a) Business Simulation Game

Participants were then organized into five groups. Each group worked to simulate a small business, making decisions about products, prices, and marketing strategies. Of the five groups formed, the businesses proposed by each group included culinary in the form of durian chips, terrain soup noodles, cheese chocolate cookies, souvenirs (bracelets, hair ties, bandoos, etc.), thrift shop, and other products.

b. Creative Problem Solving Games

The team presented a business challenge in the form of intense market competition. Participants were given an overview of the business challenge and asked to find innovative solutions.

c. Sales Pitch Competition

Participants present their products persuasively in front of "investors," practicing communication skills and promotional strategies.



Figure.2 Business Simulation Game



Figure 3. Creative Problem Solving Game



Figure 4. Sales Pitch Competition

The game is guided by the team providing explanation, supervision and feedback throughout the process.

4. Evaluation and Reflection

Before this activity began, participants, facilitators and foundation owners were asked to answer a questionnaire related to five things, namely entrepreneurial understanding, self-confidence, cooperation skills, creativity in business ideas and foundation commitment (the results of the questionnaire are presented in the table and graph below). After the game session, participants are asked to reflect on the learning from the game. Participants were invited to share their experiences, challenges faced, and new insights gained. Evaluations were also given to participants, facilitators and foundation owners by answering questionnaires (data as given in the table and graph below). The team also gave awards to the best performing groups, and motivated participants to apply the skills they had learned in real life.

5. Closing

The activity ended with the handover of participation certificates to participants and appreciation to the facilitators and foundation managers. The community service team gave a final message to motivate participants to continue learning and developing their entrepreneurial potential, even in an environment with limitations.



Figure 5. Group Photo during Closing Activities

This implementation method integrates theory, practice, and reflection in a series of comprehensive activities, so that participants not only understand the concept of entrepreneurship but are also able to apply it in their lives.

RESULTS AND DISCUSSION

The results of the one-day community service activities showed various significant achievements. One of the main results was the increase in participants' understanding of entrepreneurship. Most participants who were previously unfamiliar with this basic concept now successfully understand the importance of thinking creatively, innovatively, and seeing business opportunities in everyday life. In addition, this activity also succeeded in increasing participants' self-confidence. Through educational games and business simulations, participants were encouraged to try starting a small business according to their skills and potential. Not only that, the ability to work together among participants also improved. The group discussions and team games conducted during the activity helped participants build better relationships within their communities and improved their ability to work together.

Another notable outcome was the emergence of various creative business ideas generated from the Business Simulation Game and group discussions. These ideas included the creation of local culture-based handicrafts and simple culinary businesses, reflecting the creativity of the participants in designing businesses that are relevant to their environment. In addition to the direct impact to the participants, this activity also resulted in a commitment from Yayasan Angkatan Belia Islam to make this program part of their informal education curriculum. The commitment includes the integration of entrepreneurial learning into community activities on an ongoing basis.

Equally important, this activity strengthened the relationship between the service teams from Universitas Muhammadiyah Makassar, Open University, Universitas Muhammadiyah Buton, and local partners. This collaboration opens up opportunities for sustainable cooperation in the future, both in the implementation of similar programs and in the development of larger programs. Overall, this activity not only has a positive impact on individual participants, but also creates added value for the community and strengthens the synergy between institutions. These results reflect the real impact of community service in building the spirit of entrepreneurship and independence among adolescents, especially in communities with limited access to education.

Table 1. Activity Results

Evaluation Aspect	Results Before Activity	Results After Activity
Understanding of Entrepreneurship	10% understand the basics of entrepreneurship	85% understand the basic concepts of entrepreneurship
Self-Confidence	10% confidently try a small business	70% feel confident starting a business
Cooperation Skills	50% show cooperation	90% active in teamwork during the game
Creativity in Business Ideas	10% Business ideas, and limited to common fields	100% Ideas, ventures and more variety such as unique local products

Foundation
 Commitment

50% shows the extent of
 the foundation's
 commitment

100% the foundation is
 committed to the
 sustainability of activities

This activity succeeded in having a positive impact, especially on the aspects of participants' understanding, confidence and practical skills. Facilitators and foundation managers also expressed willingness to integrate the concepts taught into their education programs. Below is a graph of the activity's achievements:

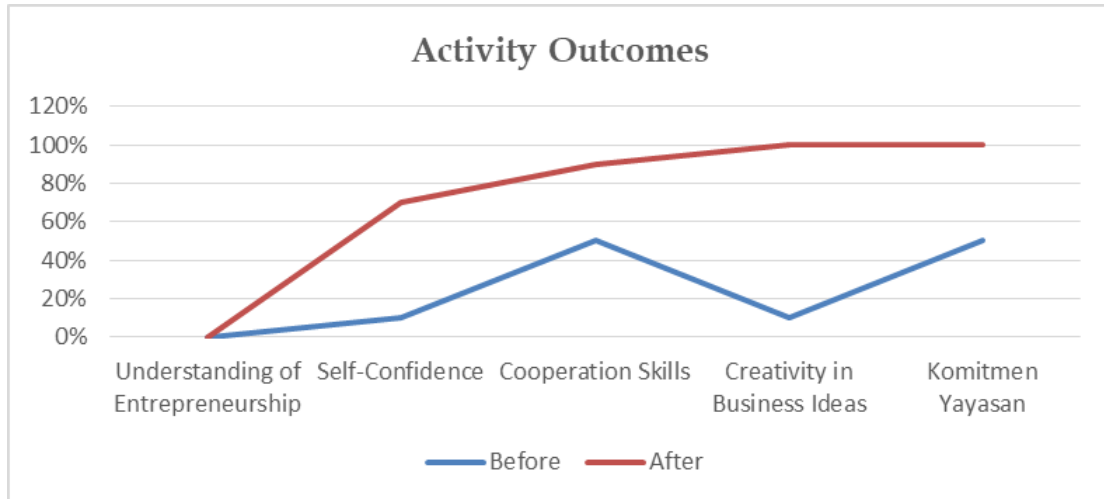


Figure.6 Activity Performance Outcomes

The graph above shows that service activities not only have a direct impact on participants, but also positively affect the community environment, opening up opportunities for sustainable development.

Comparison of achievements before and after the implementation of community service activities is described in the graph below:

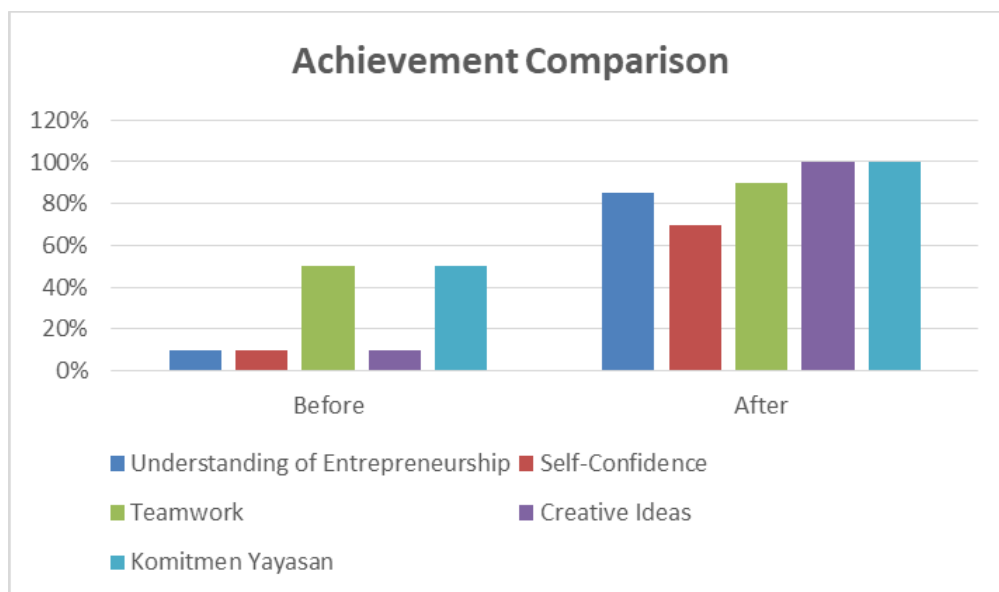


Figure.7 Comparison Before and After Activity Implementation

The results of this activity show that the interactive approach can increase participants' interest and motivation to explore the world of entrepreneurship. In addition, the program succeeded in building teenagers' awareness of the importance of their role in driving the local economy through creative and innovative ideas. This community service activity makes a significant contribution to the entrepreneurship education literature, especially in the context of developing effective programs for teenagers in youth environments.

CONCLUSIONS AND RECOMMENDATIONS

The community service activity entitled Entrepreneurship Education for Teens: Fostering an Entrepreneurial Spirit Among Students successfully had a positive impact on the understanding, confidence, and entrepreneurial skills of teenagers in the community of Angkatan Belia Islam, Penang, Malaysia. Prior to the activity, the majority of participants had a limited understanding of the concept of entrepreneurship and lacked the confidence to try a small business. After the activity, participants showed significant improvement in their understanding of the basic principles of entrepreneurship, ability to work together in teams, and creativity in designing business ideas. Educational games based on business simulation and problem-solving are very effective methods of teaching entrepreneurship material in a practical way. In addition, reflective discussions provided opportunities for participants to reflect on their experiences, which reinforced learning. The foundation and facilitators also stated that this activity is relevant to the needs of the community, especially for children with limited access to formal education.

Implementation of Service Results

The results of this community service can be implemented through various strategic steps. Empowerment of participants is done by encouraging them to start small businesses based on the ideas that have been designed during the activity, while the foundation provides follow-up guidance or additional training to improve technical skills such as production, marketing, and financial management. Furthermore, sustainable program development can be done by making this activity a routine program in the Islamic Youth Force, as well as establishing collaborations with entrepreneurial organizations or educational institutions to expand the scope of the training. Entrepreneurship elements can also be integrated into the informal education curriculum, including lessons on small business management and financial management, with support from mentors to practice the skills through small group projects. Finally, regular monitoring and evaluation is conducted to assess the application of knowledge and skills by participants in their daily lives, while rewarding those who successfully develop their businesses as a form of motivation. This implementation is expected to strengthen the entrepreneurial spirit among the youth of the community. With this implementation, it is expected that the results of this community service will not only have a short-term impact, but also become the first step for participants to develop their potential in a sustainable manner. This activity not only creates economic opportunities, but also builds the independence and confidence of teenagers as a productive next generation.

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