

Youth Entrepreneurship for the Advancement of Entrepreneurial Potential

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ABSTRACT

Programs developed or established by high school education levels to cultivate young entrepreneurs that comprehend entrepreneurship and possess the character and mindset of an entrepreneur. Moreover, the issue stemming from the establishment of this program is the deficiency of qualified educators who comprehend and can effectively implement entrepreneurship education. This issue presents universities with opportunities to actively contribute to the development of the younger generation's entrepreneurial character and mindset while also fostering a comprehensive and authentic understanding of entrepreneurship through community service. This training and mentorship will occur 14 times over the 7-month learning period. Two training sessions will be conducted at the conclusion of each week every month. This service will provide students with new insights for generating company ideas, considering multiple dimensions, including local wisdom, marketing, and customer perspectives. Furthermore, we have equipped students with the expertise to administer market analysis questionnaires, with the goal of understanding customer behavior in relation to their business concepts.

Keywords: Entrepreneur; Character; Mental

INTRODUCTION

As a country becomes more sophisticated, the level of education among its populace increases, hence amplifying the significance of the entrepreneurial sector. The support of new entrepreneurs will bolster the government's intended development, given its limited capabilities. The government cannot address all facets of development due to the necessity of substantial funding, staff, and oversight. Consequently, entrepreneurship possesses sufficient potential to facilitate enhanced developmental prospects. It is imperative to recognize that the current number of young entrepreneurs in Indonesia remains limited, and their quality is subpar; so, the issue of young entrepreneurship is a pressing concern for developmental success. A grasp of the significance of entrepreneurship is increasingly essential nowadays,

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since it serves as a crucial economic driver for a nation (Strielkowski et al., 2019). The absence of entrepreneurial spirit or mindset within the populace will impede the government's intended development and the state's potential. Young people can significantly contribute to the implementation and success of initiatives inside a country.

In the future, these young individuals must be equipped to confront many obstacles stemming from social and economic issues, as well as the growing unemployment rate, particularly in the context of the COVID-19 epidemic. The government will continue to seek job creation, and these young individuals can help achieve this by starting their own businesses. In 2020, reports indicated that Generation Z and millennials were the most prevalent demographic cohort in Indonesia. The findings of the 2020 Population Census, conducted by the Central Statistics Agency, illustrate the generational makeup of the Indonesian population. Generation Z, commonly known as Gen Z, encompasses those born between 1997 and 2012, typically aged 9 to 14 years, representing the adolescent demographic of students from elementary to high school. The individuals belonging to Generation Z will, in the future, serve as the foundation for a new wave of young entrepreneurs who will ultimately assist the government in fostering a more developed nation. Consequently, it is imperative to cultivate character, mindset, and comprehension of entrepreneurship among the youth, particularly among Generation Z (Mahmood, 2009).

Fostering a mindset, character, and comprehension of entrepreneurship in youth is challenging. Support is essential, originating from both familial sources and the self-awareness of the youth. Consequently, the duty to cultivate the comprehension and mental fortitude of young entrepreneurs lies not solely with the government but also necessitates the proactive involvement of the educational sector (Chidiebere et al., 2014). Higher education must engage in fostering character, mindset, and a knowledge of entrepreneurship among young individuals, particularly those in Generation Z. The objective is to equip students to become young entrepreneurs with character, mindset, and a comprehensive understanding of sound entrepreneurial practices from experienced entrepreneurs. An example of an institution that fosters the development of commendable character and mindset for entrepreneurs, as well as an understanding of effective entrepreneurship. Private secondary institutions that offer programs for the cultivation of interest and talent in entrepreneurship. This initiative is a mentoring program designed for students pursuing their interests and talents in entrepreneurship. It is anticipated that participation will inspire these students to become young entrepreneurs capable of assisting the government in fostering national development.

The collaborative program provides entrepreneurship support for students to cultivate new opportunities for developing young entrepreneurs with innovative ideas and robust mental fortitude and character in entrepreneurship (Mohamud & Ndede, 2019). Entrepreneurship

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Partners has challenges in delivering training and support to students. This mentoring and training is also attended by students and can be accessed by teaching personnel (teachers). Furthermore, the author will develop a module centered on entrepreneurship, which educators can utilize as a resource for instruction should they choose to impart the same content to their students in the future.

RESEARCH ELABORATIONS

The training and coaching will be conducted online via Zoom because of the ongoing Covid-19 epidemic conditions. This training and mentorship initiative will consist of 14 meetings conducted over a span of 7 months, commencing in August and September, continuing through October, and resuming in January, February, March, and April. This training and mentoring activity will occur in the fourth week of each month, at the month's conclusion. Each meeting session comprises a training duration of 120 minutes. The speakers will deliver material presentations on predetermined topics, accompanied by teaching staff from partner high schools, ensuring that students receive assistance while completing their assigned tasks. Furthermore, the Faculty of Entrepreneurship will involve its students in mentoring high school students throughout the entire training process.

This collaborative program aims to create a generation of young entrepreneurs who are innovative, mentally tough, and have strong character through comprehensive entrepreneurial support for students. Strategic partnerships with "Entrepreneurship Partners" will address the challenges in providing training and mentoring, which are at the core of developing a vibrant entrepreneurial ecosystem. The program is designed to not only equip students with business skills, but also to instill an adaptive and proactive entrepreneurial mindset, enabling them to identify and capitalize on new opportunities in a variety of sectors.

The method of implementation of this program will be centered on a structured mentoring and training approach. This training will involve students directly, providing interactive sessions that include idea development, business planning, marketing strategies, financial management, and legal aspects of entrepreneurship. Uniquely, this program is also accessible to teaching staff (lecturers), allowing them to enrich their teaching materials and become internal mentors for students at their respective institutions. The integration of lecturers in this program ensures the continuous transfer of knowledge and the establishment of a learning environment that supports innovation and entrepreneurial practices.

To ensure sustainability and wide dissemination of training materials, we will develop dedicated entrepreneurship modules. This module will be designed as a comprehensive instructional resource, which educators can use to teach the same content to their students in the future. The material in the modules will be presented in a systematic manner, including

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relevant case studies, practical exercises, and teaching aids, making it easier for lecturers to integrate them into their curriculum. The availability of this module will strengthen the institution's ability to cultivate an entrepreneurial spirit independently, beyond the duration of the initial collaboration program (Mohamud & Ndede, 2019).

The development of a resilient mentality and entrepreneurial character is an important focus in this program. In addition to the technical aspects of business, the training will include sessions designed to build resilience, adaptability, problem-solving, and business ethics. Students will be encouraged to learn from failures, innovate sustainably, and develop professional networks (Chidiebere et al., 2014). Through business simulation activities, real case studies, and sharing sessions with successful entrepreneurs, participants will be forged to face the dynamics of the business world with self-confidence and integrity.

Ultimately, this collaborative program aims not only to produce job-ready graduates, but also to create future leaders who are able to create jobs and make a positive impact on society. With holistic entrepreneurial support, from idea formation to implementation assistance, as well as the development of replicable materials, we hope to build a strong and sustainable entrepreneurial ecosystem in the educational environment. It is a long-term investment in the potential of the younger generation to become agents of economic and social change.

RESULTS AND DISCUSSIONS

For seven months, faculty members and students of the Faculty of Entrepreneurship at the University aided students in developing proposals based on their conceived business concepts. Throughout this mentorship period, the lecturers provided materials encompassing the generation of innovative ideas, the exploration of business prospects, local wisdom, market attractiveness, market segmentation, market survey questionnaires, the Value Proposition Canvas, and ultimately, business proposals (Mohamud & Ndede, 2019). Due to the epidemic, the lecturer presented the material via a Zoom meeting. Peers assisted students in completing the assigned tasks alongside the lecturer's material presentation. These students serve as peers capable of addressing inquiries pertaining to entrepreneurship. Student mentoring occurs via WhatsApp, enabling students to pose inquiries to their peers at any time.

Students are to help each other develop business ideas and understand the material presented by the instructors. Following seven months of mentorship, the students acquired substantial knowledge regarding entrepreneurship. Initially lacking information, they acquired fresh insights after engaging with the lecturers' content and consulting fellow students. At the end of this mentoring period, the students developed a business concept and presented it to the instructors. During the presentation, they obtained feedback from the lecturers concerning the

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aspects that need enhancement, enabling them to refine the business proposal that had been developed. This business proposal may serve as a foundation for them to cultivate their business concepts in the future. Furthermore, during the execution of community service activities, the author will publish a module titled "Entrepreneurship for High School," encompassing materials from the learning process conducted over a period of 7 months. The school will also utilize this module, allowing instructors to gain knowledge and share their perspectives from the offered courses.

Community service targeting students yields significant benefits, particularly for the future economic sector. At the conclusion of this initiative, students are required to develop proposals pertaining to business ideas or the establishment of MSMEs, which they will implement following completion of a 7-month learning process. The end result of this service will bolster the economy, as the primary economic drivers are predominantly established businesspeople and MSMEs. Furthermore, the proliferation of diverse small companies stemming from entrepreneurial concepts enables students to contribute to labor absorption and enhance community income. Small companies utilizing local resources are becoming increasingly significant, particularly in light of the government's dedication to fostering and advancing the creative sector. The presence of SMEs creates work opportunities for the local community, lowering unemployment and positively influencing the economy.

CONCLUSIONS

From the aforementioned explanation, it can be inferred that community service initiatives emphasizing the significance of Generation Z entrepreneurship, particularly among students, are designed to cultivate their potential as young entrepreneurs through a mentoring model that commences with instructional content and culminates in assignments pertinent to the provided material via the Zoom application. The conclusions are as follows: The mentoring process conducted by lecturers and students, as well as the teaching, adhered to the initial timetable and was executed effectively and seamlessly. High school student participants exhibit a welcoming and enthusiastic disposition towards this mentoring and teaching initiative, as they recognize the advantages that can be utilized in developing and formulating business ideas, which may ultimately be transformed into micro, small, and medium enterprises (MSMEs).

In the face of fluctuating business conditions, escalating competition, and mounting hurdles, young entrepreneurs, equipped with high school education, must persist in cultivating innovative and continuous business concepts to ensure the viability of MSMEs in the future.

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Although the mentoring covers various subjects presented by the students, who are considered the nation's future leaders, several sustainable development projects continue to exist, including a comprehensive workshop program for students that addresses the initial stages of business creation and guarantees the ongoing support of their ventures throughout the process. 2) Direct support among educators, professionals, and high school students to enhance their understanding of the business creation process and the issues they may encounter in the future business landscape.

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