

TRANSFORMING IDEAS INTO EDUPRENEURIAL OPPORTUNITIES: BUILDING PRE-SERVICE TEACHERS' ENTREPRENEURIAL MINDSET AND EXPERIENCE IN EDUCATIONAL ENVIRONMENTS

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Received: 2 July 2026 / Accepted: 30 September 2026

Abstrak

Transformasi ide menjadi peluang usaha merupakan kompetensi penting yang perlu dimiliki calon guru dalam menghadapi tantangan dunia kerja dan perkembangan teknologi digital. Namun, keterbatasan pengalaman, modal, dan pola pikir kewirausahaan masih menjadi kendala dalam mengembangkan potensi usaha, khususnya di bidang pendidikan. Kegiatan pengabdian kepada masyarakat ini bertujuan untuk memperkenalkan konsep edupreneurship, mendorong pengembangan entrepreneurial mindset, serta memberikan kesempatan belajar interaktif dalam mengidentifikasi dan mengembangkan peluang usaha berbasis pendidikan. Metode pelaksanaan kegiatan terdiri atas tiga tahap, yaitu perencanaan, pelaksanaan, dan evaluasi. Pada tahap perencanaan, dilakukan survei kebutuhan terhadap 111 mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Suryakancana untuk mengidentifikasi minat, potensi, serta hambatan dalam berwirausaha. Tahap pelaksanaan dilakukan melalui seminar interaktif bertema *Transforming Ideas into Opportunities: Building Pre-Service Teachers' Entrepreneurial Mindset and Experience in Educational Environments* yang diikuti oleh 70 mahasiswa dengan materi mengenai pola pikir kewirausahaan, peluang edupreneur di era digital, kreativitas dan inovasi, serta strategi mengubah ide menjadi bisnis. Tahap evaluasi dilakukan melalui penyebaran angket setelah kegiatan yang dianalisis secara deskriptif untuk mengetahui persepsi dan respons peserta terhadap program. Hasil evaluasi menunjukkan bahwa seluruh indikator berada pada kategori tinggi, meliputi efikasi diri edupreneur (78%), motivasi berwirausaha (78%), keberanian mengambil risiko (76%), kreativitas dan inovasi (76%), pengetahuan dan perencanaan usaha (76%), serta kemampuan mengidentifikasi peluang (75%). Hasil tersebut menunjukkan bahwa setelah mengikuti seminar, peserta melaporkan tingkat efikasi diri, motivasi, kreativitas dan inovasi, pengetahuan perencanaan usaha, serta kemampuan mengidentifikasi peluang yang tinggi. Temuan ini menunjukkan bahwa seminar diterima secara positif dan memiliki potensi untuk mendukung kesadaran serta kesiapan mahasiswa dalam mengembangkan peluang kewirausahaan di bidang pendidikan. Evaluasi lebih lanjut dengan desain *pre-test* dan *post-test* serta pemantauan jangka panjang diperlukan untuk mengidentifikasi perubahan dan dampak program terhadap kompetensi kewirausahaan calon guru.

Kata Kunci: Edupreneurship, Entrepreneurial Mindset, Mahasiswa, Kewirausahaan, Pendidikan.

Abstract

Transforming ideas into business opportunities is a key skill that prospective teachers need to possess to face the challenges of the world of work and developments in digital technology. However, limited experience, capital, and an entrepreneurial mindset remain obstacles to developing business potential, particularly in the field of education. This community engagement activity aims to introduce the concept of edupreneurship, encourage the development of an entrepreneurial mindset, and provide interactive learning opportunities for identifying and developing education-based business opportunities. The implementation of the activity comprised three stages: planning, implementation, and evaluation. During the planning stage, a needs assessment survey was conducted among 111 students from the Faculty of Teacher Training and Educational Sciences at Suryakancana University to identify their interests,

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potential, and barriers to entrepreneurship. The implementation stage took the form of an interactive seminar entitled 'Transforming Ideas into Opportunities: Building Pre-Service Teachers' Entrepreneurial Mindset and Experience in Educational Environments,' which was attended by 70 students. The seminar covered topics such as the entrepreneurial mindset, edupreneurial opportunities in the digital age, creativity and innovation, and strategies for turning ideas into businesses. The evaluation results showed that all indicators fell into the 'high' category, including edupreneurs' self-efficacy (78 per cent), entrepreneurial motivation (78 per cent), risk-taking (76 per cent), creativity and innovation (76 per cent), business knowledge and planning (76 per cent), and the ability to identify opportunities (75 per cent). These results indicate that, following the seminar, participants reported high levels of self-efficacy, motivation, creativity and innovation, business planning knowledge, and the ability to identify opportunities. These findings suggest that the seminar was well received and has the potential to support students' awareness and readiness to develop entrepreneurial opportunities in the field of education. Further evaluation using a pre-test and post-test design, as well as long-term monitoring, is required to identify changes and the program's impact on the entrepreneurial competencies of trainee teachers.

Keywords: Edupreneurship; Entrepreneurial Mindset; Pre-Service Teacher; Entrepreneurship Education.

Introduction

The importance of *edupreneurship* is gaining increasing attention as a strategy to increase public economic awareness through education, enabling them to compete and adapt to global developments (Nurjaya et al., 2020). *Edupreneurship* is an approach that integrates entrepreneurial concepts into education by developing creativity, innovation, the ability to create opportunities, and the courage to take risks (Kasidi et al., 2023; Kamila et al., 2025). In the context of teacher education, these competencies are relevant not only for preparing future educators but also for encouraging them to recognize and develop education-based opportunities in response to changing social and digital environments. *Edupreneurship* can therefore serve as a means of connecting educational knowledge with potential economic and social opportunities, particularly in the digital era (Anjelina, R., & Azzahra, F., 2025).

For pre-service teachers, the need for *edupreneurship* is increasingly relevant because their future career pathways are not limited to conventional teaching roles. *Edupreneurship* is viewed as a creative and innovative endeavour that exploits various opportunities to create added value, both economically and socially (Pelipa & Marganinghasnasi, 2019; Hasna et al., 2025). The development of an entrepreneurial mindset can help pre-service teachers recognize opportunities, develop creative ideas, and consider alternative career pathways related to education. This is particularly important given the changing needs for flexible and technology-supported learning, which have encouraged the emergence of educational innovations such as self-paced learning programmes and microlearning. These developments create opportunities for future teachers to explore education-based services, digital learning products, and other forms of *edupreneurship*.

This need is relevant to students in the Faculty of Teacher Training and Education, Universitas Suryakencana. Based on an initial needs survey involving 111 students, the students expressed interest in entrepreneurship but also identified several challenges in developing entrepreneurial activities, including limited experience, capital, confidence, and understanding of how to transform ideas into feasible business opportunities. These conditions indicate that students need accessible learning opportunities that introduce *edupreneurship*, broaden their understanding of potential educational business opportunities, and encourage confidence in developing their own ideas. For student teachers, the ability to establish an educational business can provide a potential source of additional income and expand future career opportunities, particularly amid the competitive teacher recruitment environment in Indonesia (Wijaya & Nurmaningsih, 2026). In this context, *edupreneurship* activities can provide students with opportunities to engage with entrepreneurial ideas, develop awareness of entrepreneurial

behavior, and consider potential career pathways (Umatin et al., 2024). Therefore, providing students with relevant information, examples, and interactive learning opportunities related to *edupreneurship* can serve as an initial step in responding to these identified needs. Such activities can help students become more aware of entrepreneurial opportunities in education and consider how their ideas and knowledge can be developed into potential education-based business opportunities.

Responding to these needs, an *edupreneurship* activity can provide relevant and contextual support for students through interactive learning and exposure to practical examples of education-based entrepreneurship. *Edupreneurship* encourages students to develop creativity, innovation, independence, and the courage to take risks (Abdurrohman et al., 2025). Rather than positioning entrepreneurship education solely as a theoretical component of higher education, the activity can introduce students to ways of identifying opportunities and transforming simple ideas into potential educational businesses. Although the implementation of *edupreneurship* may face challenges related to resources, time, and commitment (Anjelina, R., & Azzahra, F., 2025), an activity that responds directly to students' identified needs can serve as an initial step in supporting their entrepreneurial awareness and readiness.

In this context, the community engagement activity at Universitas Suryakancana was designed as a response to the identified needs of pre-service teachers. The activity focused on introducing entrepreneurial mindsets, edupreneurial opportunities in the digital era, creativity and innovation, and strategies for transforming ideas into business opportunities. The implementation was conducted through an interactive seminar entitled *Transforming Ideas into Opportunities: Building Pre-Service Teachers' Entrepreneurial Mindset and Experience in Educational Environments*. The activity was intended to provide students with relevant knowledge, examples, and interactive learning opportunities that could support their awareness and readiness to explore education-based entrepreneurship.

Therefore, this community engagement activity focuses on responding to participant needs, implementing an *edupreneurship* seminar, evaluating participants' responses after the activity, and identifying possible follow-up actions. The activity does not aim to establish causal changes in entrepreneurial competence, but rather to provide an initial learning intervention and assess participants' perceptions and reported readiness following their participation. Through this approach, the program is expected to support pre-service teachers in recognizing *edupreneurial* opportunities and considering ways to transform educational ideas into potential entrepreneurial initiatives.

Identification of problems

The preliminary needs survey involving 111 students identified several challenges related to students' readiness to develop *edupreneurial* activities. The survey indicated that, although students showed an interest in entrepreneurship, they still reported difficulties in identifying and developing business ideas, limited confidence in starting entrepreneurial activities, and limited understanding of how to transform ideas into feasible business opportunities. These findings provided the primary basis for identifying the needs addressed through the community engagement activity. Other considerations regarding entrepreneurial experience and business development processes were drawn from the broader literature and contextual observations and were used to inform the design of the activity rather than treated as direct findings of the preliminary survey.

First, students reported difficulties in finding and developing business ideas in the education sector. Although they expressed interest in entrepreneurship, some students found it difficult to identify business opportunities that were relevant to their potential, interests, academic competencies, and community needs. From an *edupreneurship* perspective, the education sector provides various potential opportunities, including tutoring services, learning media development, educational content creation, skills training, online classes, educational consulting, and

educational products. Therefore, the issue identified from the preliminary survey was not the absence of entrepreneurial potential, but the need to help students recognize relevant opportunities and consider how simple educational ideas could be developed into potential business opportunities. This aspect could be addressed through a seminar by providing examples, introducing opportunity-recognition strategies, and encouraging students to connect their academic knowledge with potential educational business ideas.

Second, the preliminary survey indicated that students needed greater confidence and understanding to engage in entrepreneurial activities. Limited entrepreneurial experience was considered a contextual factor that may contribute to this situation, but it was not treated as a problem that could be directly resolved through a one-session seminar. Developing actual entrepreneurial experience requires continued practice, mentoring, business experimentation, and opportunities to implement and evaluate business activities. Accordingly, the seminar focused more realistically on increasing students' awareness, understanding, motivation, and confidence regarding *edupreneurship*. Through presentations, examples, and interactive discussions, students were introduced to basic considerations involved in recognizing opportunities and transforming educational ideas into potential entrepreneurial initiatives.

Based on these identified needs, the community engagement activity was designed to address aspects that could realistically be supported through a one-session seminar, particularly students' awareness of *edupreneurship*, understanding of educational business opportunities, motivation, confidence, and ability to recognize potential opportunities. Issues requiring sustained practice, such as developing actual entrepreneurial experience, implementing a business, and evaluating business performance, were positioned as potential areas for future mentoring and follow-up activities rather than outcomes expected from the seminar itself.

Objectives and Benefits of Activities

Based on these conditions, the seminar aimed to enhance students' understanding of entrepreneurship and *edupreneurship*, foster an entrepreneurial mindset, and introduce potential business opportunities in the education sector that are relevant to societal needs and technological developments. The activity also aimed to provide interactive learning experiences through presentations and discussions with speakers who were practitioners and business owners. Through these learning experiences, students were introduced to practical examples of how business ideas can be identified, developed, and transformed into potential opportunities with economic and social value. The seminar was therefore designed as an initial learning activity to broaden students' perspectives on *edupreneurship* rather than as an intervention intended to directly develop entrepreneurial experience or establish sustainable businesses.

The short-term benefits expected from the activity included increased awareness and understanding of entrepreneurship and *edupreneurship*, greater motivation to engage in entrepreneurial activities, improved confidence in exploring business ideas, and increased ability to recognise potential business opportunities in education. The activity was also expected to encourage students to think creatively and innovatively when considering how their academic knowledge and competencies could be connected to potential education-based business opportunities. These outcomes were considered appropriate for a one-session seminar and were evaluated through participants' responses following the activity.

In the longer term, the seminar was expected to serve as an initial step towards students' further development as aspiring *edupreneurs*. Students may subsequently use the knowledge, insights, and networks gained from the activity to explore and develop educational business ideas through continued practice, mentoring, collaboration, and business development activities. Becoming independent and sustainable *edupreneurs*, starting a business, and generating income were therefore positioned as future aspirations that would require continued support and longer-term observation rather than as immediate outcomes of the seminar.

Research methods

This community engagement activity used a descriptive approach to document the implementation of the program and describe participants' responses to the *edupreneurship* seminar. A descriptive approach is appropriate for community engagement activities because it provides an overview of program implementation and participant responses based on the evaluation conducted after the activity (Mahfud et al., 2023). The program was implemented through three stages: planning, implementation, and evaluation (Figure 1).

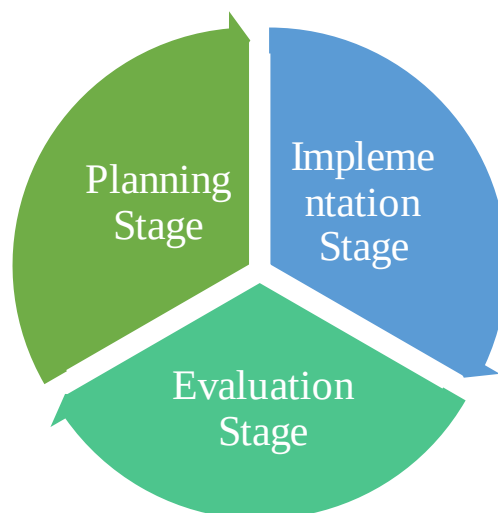


Figure 1. Implementation Method

Planning

The planning stage began with a preliminary needs assessment involving 111 students from the Faculty of Teacher Training and Education (FKIP), Universitas Suryakencana. The students were from the Mathematics Education and Physical Education and Recreation study programs and were enrolled in the 2025–2026 academic year, representing semesters 1 to 6. The needs assessment was conducted to identify students' entrepreneurial interests, career preferences, perceived challenges in developing entrepreneurial activities, and potential areas of *edupreneurship* relevant to their academic backgrounds.

The findings from the preliminary needs assessment served as the primary basis for designing the community engagement activity. The assessment indicated that students were interested in entrepreneurship but experienced challenges in finding and developing business ideas, building confidence to initiate entrepreneurial activities, and understanding how educational ideas could be transformed into potential business opportunities. These findings informed the selection of seminar topics, resource persons, and learning activities. Thus, the program was designed to respond to participants' reported needs rather than relying solely on general assumptions about student entrepreneurship.

Based on these needs, the seminar materials were organized around four main themes: (1) entrepreneurial mindset development, (2) *edupreneurship* opportunities in the digital era, (3) creativity and innovation, and (4) strategies for transforming ideas into potential business opportunities in the education sector. The planning stage also included coordination of the speakers, implementation team, venue, schedule, and participant engagement activities.

Implementation

The community engagement activity was conducted through an interactive seminar entitled "*Transforming Ideas into Opportunities: Building Student Entrepreneurial and Edupreneurial Mindsets in an Educational Environment.*" The activity was held on Thursday,

June 4, 2026, at 8:00 a.m. Western Indonesian Time (WIB) at the Suryakencana University Auditorium. A total of 70 students participated in the seminar. These participants were part of the 111 students who had previously completed the preliminary needs assessment, allowing the seminar to directly respond to needs identified during the planning stage. The participants represented the Mathematics Education and Physical Education and Recreation study programs and were enrolled in semesters 1 to 6 during the 2025–2026 academic year.

The implementation team consisted of three lecturers and three students from the Mathematics Education and Physical Education and Recreation study programs. The seminar featured speakers with expertise and practical experience in entrepreneurship and business development. The presentation materials addressed entrepreneurial mindset development, *edupreneurship* opportunities in the digital era, creativity and innovation, and strategies for identifying and developing educational ideas into potential business opportunities.

Participant involvement was facilitated through interactive presentations, question-and-answer sessions, and guided discussions. Rather than only listening to the presentations, participants were encouraged to relate the topics to their academic competencies, interests, and potential career opportunities. Discussions addressed issues such as identifying potential educational business ideas, determining potential users or target markets, transforming educational knowledge into products or services, and utilizing digital platforms to develop education-based businesses. Examples discussed included tutoring services, digital educational content, learning media, online classes, and other education-based products and services. These activities were intended to broaden participants' understanding of *edupreneurship* and encourage them to consider how their existing knowledge and competencies could be connected to potential entrepreneurial opportunities.

Evaluation

The evaluation stage was conducted after the seminar to describe participants' responses and reported perceptions regarding the aspects addressed by the program. A questionnaire was distributed to the 70 seminar participants immediately after the activity. The questionnaire assessed six components: creativity and innovation, opportunity identification, risk-taking courage, entrepreneurial motivation, business knowledge and planning, and *edupreneurial* self-efficacy (Yi & Duval-Couetil, 2022).

The questionnaire used a five-point Likert scale, with the following response categories (Table 1).

Table 1. Likert Scale Response Categories

Score	Response
5	Strongly Agree
4	Agree
3	Moderately Agree
2	Disagree
1	Strongly Disagree

The responses were analysed descriptively. The average score for each assessment component was calculated from the participants' responses. The average score was then converted into a percentage using the following formula:

$$\text{Percentage} = (\text{Average Score} / \text{Maximum Likert Score}) \times 100\%$$

Because the maximum Likert score was 5, an average score of 3.80, for example, corresponded to 76% ($3.80/5 \times 100$). The resulting percentage was interpreted using the following criteria (Tabel 2).

Table 2. Percentage Interpretation Criteria

Percentage Range	Category
81–100%	Very High
61–80%	High
41–60%	Moderate
21–40%	Low
0–20%	Very Low

The evaluation results were therefore interpreted as participants' reported levels following the seminar, rather than as evidence of improvement or causal effects. This distinction was important because the evaluation questionnaire was administered only after the activity and did not include a pre-test or comparison group. Accordingly, the evaluation was intended to identify how participants responded to the activity and to provide information for planning future community engagement programs.

The evaluation results also provided a basis for identifying potential follow-up activities. Longer-term outcomes, such as the development of actual entrepreneurial experience, establishment of educational businesses, sustainability of business ventures, or generation of income, were not directly assessed in this activity. Such outcomes would require continued mentoring, practical business-development activities, and longer-term monitoring.

Results and Discussion

Planning Stage

During the planning stage, an initial questionnaire administered to 111 students revealed a high level of interest in various business opportunities in the education sector, particularly skills training, private tutoring or tutoring, and educational content creation. This finding indicates that students have the potential to develop education-based businesses aligned with their competencies. Therefore, seminars, training, workshops, and mentoring programs focused on educational entrepreneurship and the use of digital technology are needed to help students design, launch, and develop innovative, sustainable educational businesses that meet community needs. Based on the survey of 111 participants, the most attractive education sector to develop (Figure 2) was skills training, selected by 51 participants (45.9%). This high interest in this sector indicates that participants identified a community need for practical skills enhancement to support career and personal development. Private tutoring or tutoring was the second choice, with 39 participants (35.1%). This indicates that supplemental educational services still have significant potential, as student demand for learning activities outside of school increases. Furthermore, educational content creation also attracted the attention of 32 participants (28.8%), followed by learning media development, which was favored by 27 participants (24.3%).

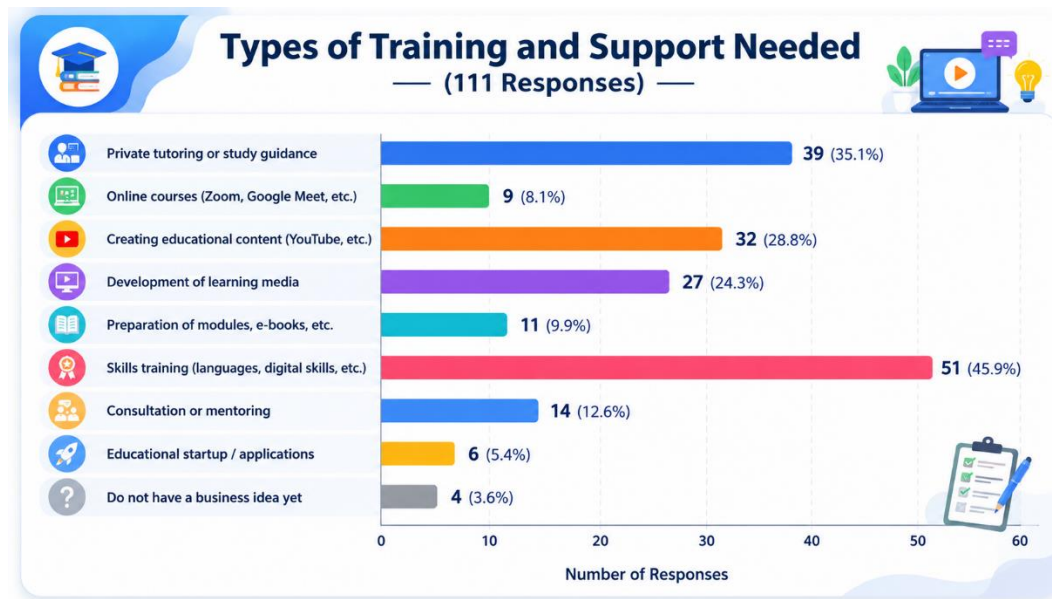


Figure 2. Most Popular Education-Related Business Fields Among Students

Other areas also received responses. Educational consulting or mentoring was selected by 14 participants (12.6%), developing modules, e-books, or teaching materials by 11 participants (9.9%), online courses by 9 participants (8.1%), and educational startups or applications by 6 participants (5.4%). Only 4 participants (3.6%) reported that they did not yet have an idea for an educational business. Because these data represent participants' stated preferences, they should be interpreted as indicators of interest rather than evidence that participants had already identified actual market demand or community needs.

The planning stage used these preferences to determine the focus of the seminar. The relationship between the identified needs and the seminar design is summarized in Table 3.

Table 3. Alignment between Identified Needs, Seminar Topics, and Expected Benefits

Identified needs/preferences from the initial survei	Seminar topic	Expected benefit
Interest in skills training and tutoring	Edupreneurial Opportunities in the Digital Era	Participants recognize examples of education-related business opportunities that may be explored based on their competencies
Interest in educational content and learning media	Creating Creative, Innovative, and Entrepreneurial Students	Participants are encouraged to generate creative and innovative ideas for educational products or services
Interest in developing education-related businesses	Developing an Entrepreneurial Mindset in Students	Participants gain conceptual understanding of entrepreneurial mindset, confidence, and willingness to consider entrepreneurship
Interest in various business fields and limited business experience	Transforming Ideas into Business Reality	Participants receive introductory knowledge about business planning, resource utilization, and steps for developing an idea

The survey of career interests (Figure 3) further showed that 67.6% of the 111 respondents selected a career combining teaching and entrepreneurship. This finding reflects an interest in combining the teaching profession with entrepreneurial activities. It does not, however, demonstrate that respondents had already established businesses or developed concrete entrepreneurial plans.

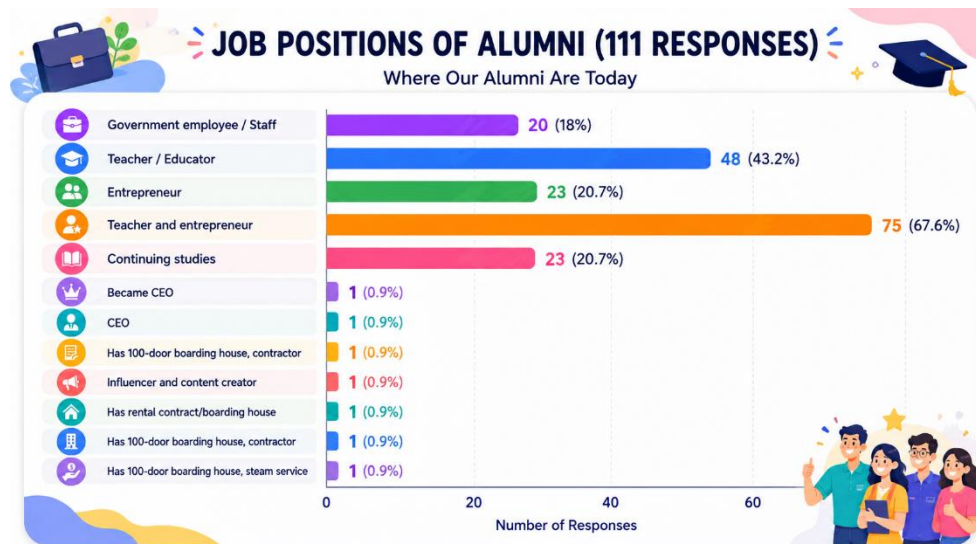


Figure 3. Career Interests Among Students

The findings provide a relevant basis for introducing edupreneurship as one possible career-related pathway for students. Rather than assuming that participants had already identified viable businesses, the seminar was positioned as an introductory activity to broaden their understanding of entrepreneurial possibilities in education and to encourage further exploration of ideas.

A separate survey regarding preferred business areas (Figure 4) showed that the culinary sector was selected by 59 respondents (53.2%), education by 49 respondents (44.1%), and services by 43 respondents (38.7%). Fashion was selected by 27 respondents (24.3%), creative/digital by 22 respondents (19.8%), and technology by 20 respondents (18.0%). Sports or training was selected by 3 respondents (2.7%), while other sports/training-related options received 2 responses (1.8%) and 1 response (0.9%), respectively.

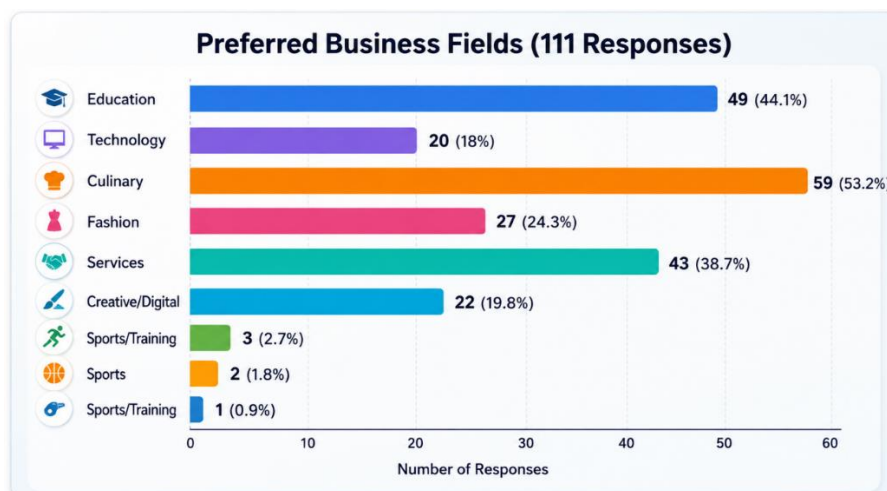


Figure 4. Preferred Business Areas Among Students

These results indicate that participants expressed interest in a range of business sectors, particularly culinary, education, and services. However, the selection of a business field represents preference rather than validated evidence of market opportunity. Therefore, the results were used primarily to inform the relevance of the seminar content rather than to conclude that particular sectors already had confirmed market prospects.

Overall, the planning stage indicated a need for introductory entrepreneurship activities that connect students' educational competencies with potential business ideas. The seminar therefore emphasized entrepreneurial mindset, edupreneurship opportunities in the digital era, creativity and innovation, and the process of transforming ideas into business initiatives.

Implementation Stage

The implementation stage consisted of a seminar involving four speakers with competence and experience in entrepreneurship, education, and business development. The four topics were designed as an interconnected sequence, moving from entrepreneurial mindset and opportunity awareness to creativity, innovation, and basic business development (Table 4).

Table 4. Seminar Material

Theme	Description
Developing an Entrepreneurial Mindset in Students	Entrepreneurial mindset, confidence in one's abilities, willingness to take risks, and interest in entrepreneurship
Edupreneurial Opportunities in the Digital Era	Identification of education-related business opportunities, use of technology, and educational innovation
Creating Creative, Innovative, and Entrepreneurial Students	Creativity, idea generation, problem solving, and development of innovative educational products or services
Transforming Ideas into Business Reality	Basic business knowledge, business planning, resource utilization, confidence, and initial actions for developing a business idea

The first speaker addressed “Developing an Entrepreneurial Mindset in Students” (Figure 5). The discussion introduced entrepreneurial mindset as a competency that can be developed through creativity, opportunity recognition, innovation, perseverance, leadership, and discipline. The material also addressed common barriers to entrepreneurship, including fear of failure, limited capital, lack of experience, and reluctance to leave one's comfort zone.



Figure 5. Developing an Entrepreneurial Mindset in Students

The second speaker discussed “Edupreneurial Opportunities in the Digital Era” (Figure 6). The material introduced examples of education-related entrepreneurial activities, including online tutoring, digital learning media, online courses, educational content, training services, and educational consulting. The discussion emphasized the role of digital technology in expanding possible ways for educational knowledge and skills to be transformed into products or services.



Figure 6. Edupreneurial Opportunities in the Digital Era

The third speaker presented “Creating Creative, Innovative, and Entrepreneurial Students” (Figure 7). The session emphasized the relationship between creativity, innovation, and entrepreneurship. Creativity was discussed as a source of ideas, innovation as the process of developing ideas into solutions, and entrepreneurship as a pathway for creating economic and social value. Participants were encouraged to consider educational problems and other contextual issues as possible starting points for generating innovative ideas.

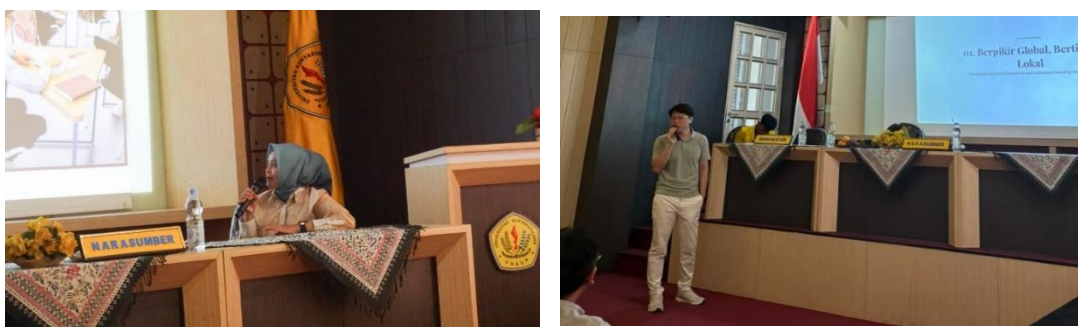


Figure 7. Creating Creative, Innovative, and Entrepreneurial Students

The fourth speaker presented “Turning Ideas into Business Reality” (Figure 8). The session introduced basic considerations in developing a business idea, including opportunity recognition, market orientation, resource utilization, networking, planning, adaptability, and the courage to initiate action. The material emphasized that financial capital is only one of several resources that can support business development.



Figure 8. Turning Ideas into Business Reality

Taken together, the four sessions provided participants with an introductory sequence from entrepreneurial awareness to opportunity exploration, idea generation, and basic business planning. The immediate outputs of the activity included completion of the seminar, participant attendance, delivery of the four planned topics, discussion activities, and participants' post-

seminar responses. These outputs demonstrate that the planned activity was implemented as intended. They should be distinguished from longer-term outcomes, such as the development of products, establishment of businesses, generation of revenue, or sustained entrepreneurial behavior, which were not evaluated in this activity.

Evaluation Stage

In the evaluation stage, a questionnaire was distributed to participants after the completion of the seminar. The results of the seminar evaluation are presented in Table 5. All assessment components obtained mean scores within the high category. Edupreneur Self-Efficacy received the highest mean score of 3.89, corresponding to 77.8%, followed by Entrepreneurial Motivation with a mean score of 3.83 (76.6%). Courage to Take Risks obtained a mean score of 3.82 (76.4%), while Creativity and Innovation and Business Knowledge and Planning obtained mean scores of 3.80 (76.0%) and 3.79 (75.8%), respectively. Opportunity Identification had a mean score of 3.77 (75.4%).

Table 5. Seminar Evaluation

Assessment Component	Average	Percentage	Category
Creativity and Innovation	3,80	76 %	High
Opportunity Identification	3,77	75 %	High
Risk-Taking Courage	3,82	76 %	High
Entrepreneurial Motivation	3,83	78 %	High
Business Knowledge and Planning	3,79	76 %	High
Edupreneur Self-Efficacy	3,89	78 %	High

Overall, the post-seminar evaluation indicates that participants reported positive responses across the assessed dimensions of *edupreneurship*, particularly in terms of self-efficacy, entrepreneurial motivation, creativity and innovation, opportunity identification, risk-taking courage, and business knowledge and planning. The highest score for Edupreneur Self-Efficacy suggests that participants expressed a relatively strong level of confidence in their ability to explore and develop entrepreneurial potential in the field of education. Meanwhile, the relatively high score for Entrepreneurial Motivation indicates a positive level of motivation toward entrepreneurial activities following the seminar.

These findings should be interpreted as participants' post-seminar perceptions and self-assessments, rather than as evidence of improvement attributable to the seminar. Since no pre-seminar measurement was conducted, it is not possible to objectively determine whether participants' knowledge, motivation, self-efficacy, or entrepreneurial competencies increased as a result of the program. Similarly, the high self-efficacy and motivation scores do not demonstrate that participants subsequently engaged in entrepreneurial behavior, developed products or services, or started businesses.

The relatively high scores for Creativity and Innovation and Opportunity Identification indicate favorable participant responses to these dimensions after the seminar. These responses suggest that the seminar provided participants with exposure to entrepreneurial concepts and opportunities that were relevant to their educational backgrounds and interests. However, the available data do not establish whether participants had subsequently validated market opportunities or transformed their ideas into actual business activities.

This interpretation is consistent with the view of Yi & Duval-Couetil (2022), who emphasize the importance of evaluating entrepreneurship education programs to understand participants' responses to educational activities. In the present study, the evaluation provides evidence of participants' perceptions following the seminar, but it does not provide sufficient evidence to establish changes over time or causal effects of the program.

The relatively high scores on the edupreneur self-efficacy and entrepreneurial motivation indicators suggest that participants reported strong confidence in their ability to develop business

ideas within the educational field and a positive orientation toward entrepreneurial activities. This self-confidence is relevant to entrepreneurship education because it reflects participants' perceived capability to consider and explore entrepreneurial opportunities. However, these findings should be interpreted as participants' self-reported perceptions following the seminar rather than evidence that their entrepreneurial behavior had changed. This interpretation is consistent with the view of Callista Liestan et al. (2024), who emphasize that entrepreneurship education can support students' entrepreneurial drive by creating a conducive learning environment and strengthening their existing potential.

Furthermore, the relatively high scores on the creativity and opportunity identification aspects suggest that participants reported positive responses regarding their ability to generate ideas and recognize potential business opportunities based on their competencies as future educators. These capabilities are relevant dimensions of *edupreneurship* because educational entrepreneurship involves connecting pedagogical competencies with the development of innovative products or services. In this context, the use of digital technology and online learning platforms can provide opportunities for students to explore various forms of educational services and products (Wicaksono et al., 2026). Nevertheless, the survey results only indicate participants' perceived ability and interest in identifying opportunities; they do not demonstrate that participants had validated market demand, developed products, or initiated businesses.

Furthermore, high motivation and self-efficacy should not be interpreted as direct evidence of entrepreneurial behavior. Participants may report confidence in developing business ideas without necessarily proceeding to concrete entrepreneurial action. This is consistent with Nopriadi et al. (2022), who reported that students' interest in entrepreneurship is not necessarily followed by concrete decisions or actions to establish a business. Therefore, the present findings provide an initial indication of participants' perceived readiness and positive post-seminar responses, rather than evidence that the seminar effectively improved entrepreneurial behavior.

To strengthen the sustainability of the program, the seminar can be followed by a structured pathway consisting of seminar → idea-development workshop → simple business model preparation → mentoring → prototype/pilot → follow-up evaluation. The seminar provides initial knowledge and exposure, while subsequent activities can support participants in developing and testing their ideas. Mentoring and business incubation can further assist participants in refining products or services, identifying potential customers, and preparing for implementation. A follow-up evaluation can then examine whether participants move from positive perceptions and intentions toward observable entrepreneurial activities.

Thus, the immediate outputs of the program include the completion of the seminar, participant attendance and participation, delivery of the four planned topics, discussion activities, and positive post-seminar evaluation responses. In contrast, longer-term outcomes such as the development of business plans, prototypes, educational products or services, establishment of businesses, revenue generation, or sustained entrepreneurial behavior were not measured in this study. Further evaluation using a pre-test/post-test design and longitudinal behavioral indicators would be necessary to determine whether the program contributes to changes in entrepreneurial competencies and subsequent entrepreneurial actions.

Limitations

This activity has several limitations that must be considered when interpreting the results. First, the number of respondents participating in the questionnaire was limited and came from the same university environment, so the results cannot be generalized to describe the broader situation of students. Second, the data collected were based on students' perceptions and self-assessments through a questionnaire instrument, thus there is a possibility of subjective bias in the responses. Third, the measurements were conducted after the seminar without using a pre-test and post-test design. Therefore, changes in students' understanding, entrepreneurial mindset, and *edupreneurial* spirit as a direct impact of the activity could not be objectively measured.

Furthermore, the measurements were conducted relatively shortly after the event, so they cannot yet describe the sustainability of the seminar's impact on students' entrepreneurial behavior

in the long term. In particular, the activity did not include follow-up mentoring or systematic tracking of whether participants subsequently developed business ideas, produced educational products or services, participated in mentoring programs, or initiated small *edupreneurial* ventures. Thus, the results should be understood as an initial overview of students' perceptions and tendencies toward an *edupreneurial* spirit after participating in the activity, rather than as evidence of sustained changes in entrepreneurial behavior.

These limitations provide a basis for improving future programs through a more comprehensive evaluation design, including pre-test and post-test measurements, follow-up mentoring, and longer-term monitoring of participants' entrepreneurial activities and outputs. Future research could also involve a wider respondent base and employ complementary evaluation methods, such as direct observation, interviews, and documentation of participants' educational products or entrepreneurial initiatives. Training and mentoring on the use of technology could also be incorporated to support the development of students' soft skills and entrepreneurial competencies (Sugiarni, Herman, et al., 2022; Sugiarni, Inayah, et al., 2022).

Conclusion

This seminar, "Transforming Ideas into Opportunities: Building an Entrepreneurial and Edupreneur Mindset for Students," received a positive response from participants. The post-seminar questionnaire showed that participants reported positive attitudes toward entrepreneurial mindset, the identification of *edupreneurial* opportunities, creativity and innovation, and readiness to develop ideas into potential business activities. These findings suggest that the materials presented by the speakers contributed positively to broadening students' insights and motivation to explore an entrepreneurial spirit, particularly in the field of education.

Furthermore, the activity provided an initial overview of students' interests and perceived readiness to explore education-based business opportunities in the context of digital technology. The integration of materials on entrepreneurial mindset, *edupreneurial* opportunities in the digital era, creativity and innovation, and strategies for transforming ideas into business initiatives provided a relevant learning experience for participants to explore potential opportunities in the education sector.

However, the findings are descriptive and based on participants' self-reported perceptions through a post-seminar questionnaire. Therefore, they cannot be used to objectively conclude that participants' entrepreneurial competencies improved as a result of the activity. The absence of a pre-test/post-test measurement also limits the ability to determine changes in entrepreneurial competencies over time. Future programs should therefore employ a more comprehensive evaluation design, including pre-test and post-test measurements and validated and reliable instruments.

In addition, practical continuation of the program is needed to determine whether positive post-seminar responses are translated into concrete entrepreneurial activities. Future programs could provide a sustainability pathway consisting of idea development, simple business-model preparation, mentoring, prototype or pilot development, and follow-up evaluation. Participants could subsequently be tracked based on whether they develop business ideas, produce educational products or services, participate in mentoring or incubation programs, or initiate small *edupreneurial* ventures. Such follow-up activities would provide more meaningful evidence of longer-term outcomes and help strengthen the sustainability of the program in developing students' entrepreneurial potential.

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