

## CONTRIBUTING TO ENTREPRENEURSHIP DEVELOPMENT AT KESATUAN HIGH SCHOOL BOGOR: WORKSHOP ON BRANDING STRATEGY

### *Kontribusi pada Pengembangan Kewirausahaan di SMA Kesatuan Bogor: Lokakarya Strategi Merek*

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#### Abstract

Community service provides various opportunities for academicians to disseminate knowledge and contribute to the development of society. In August 2024, the UBM Management Program contributed to community service at Kesatuan High School in Bogor, West Java, in a workshop on branding strategy. The growing attention towards developing entrepreneurial capabilities at a young age has motivated educators to incorporate entrepreneurship development programs in schools. Kesatuan High School is one of the high schools that included a creative entrepreneur development program in its 10th-grade curriculum. The community service in this article adopts several research methods, including a literature review and a combined qualitative-quantitative analysis. The lecturer began the workshop by explaining Schumpeter's entrepreneurship theory as the foundational concept of the role of entrepreneurs. Creative entrepreneurs are essential to be able to solve management problems, combine resources and processes in different manners to build competitive advantage. Summarizing from various sources, students learned that products refer to tangible attributes, while brands refer to the intangible attributes offered by the business. Based on the descriptive analyses, the feedback survey found that the overall score for the workshop was 3.075 out of 4.00, which demonstrated positive feedback from workshop participants. Regardless of the slight variances between the feedback components, the scores indicate that the workshop was delivered optimally and in line with the predetermined objectives. Hence, this community service exemplifies an alternative model for faculty members to share knowledge and contribute to improving the learning experience as well as advancing high school education.

**Keywords:** Community Service, Entrepreneurship, Product Strategy, Branding, Competitiveness

#### Abstrak

*Pengabdian Kepada Masyarakat (PKM) memberikan berbagai kesempatan bagi para akademisi untuk membagikan pengetahuan dan memberikan sumbangsih pada masyarakat. Pada bulan Agustus 2024, Program Studi Manajemen UBM melaksanakan PKM di SMA Kesatuan Bogor, Jawa Barat, dalam sebuah lokakarya tentang strategi merek. Semakin meningkatnya perhatian atas pentingnya membangun kapabilitas kewirausahaan dari mulai usia muda mendorong para edukator untuk mengikutsertakan program pengembangan kewirasusahaan dalam lingkup kurikulum sekolah. SMA Kesatuan adalah salah satu sekolah yang mengikutsertakan program pengembangan kewirausahaan kreatif dalam kurikulum siswa kelas 10. Metode penelitian yang diadaptasi pada PKM ini mencakup kajian pustaka, dan kombinasi analisa kualitatif-kuantitatif. Dosen narasumber memulai lokakarya dengan menjelaskan teori kewirausahaan Schumpeter sebagai konsep landasan atas peran para wirausahawan. Wirausaha yang kreatif sangat dibutuhkan untuk menyelesaikan permasalahan manajemen, mengkombinasikan sumber daya dan proses-proses dengan cara berbeda untuk membangun keunggulan kompetitif. Merangkum dari berbagai sumber, para siswa mempelajari bahwa produk mengacu pada atribut nyata sedangkan merek mengandung atribut tidak nyata, yang ditawarkan oleh bisnis. Berdasarkan analisis deskriptif, survei umpan balik lokakarya tersebut menunjukkan nilai keseluruhan 3.075 dari 4.00, yang menunjukkan umpan balik positif dari para partisipan lokakarya. Walaupun ada sedikit perbedaan antar komponen umpan balik, nilai-nilai yang dihasilkan menunjukkan bahwa lokakarya dilaksanakan secara optimal dan selaras dengan tujuan yang telah ditentukan. Dengan demikian, PKM ini memberikan contoh model alternatif bagi para anggota dosen universitas untuk berbagi pengetahuan dan berkontribusi pada peningkatan pengalaman belajar serta memperkaya pendidikan SMA.*

**Keywords:** Pengabdian Kepada Masyarakat, Kewirausahaan, Strategi Produk, Merek, Kompetitif

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## Introduction

Similar to common assumptions that business corporations are bounded by social responsibility, universities are presumed to be the centers and centers of knowledge for improving livelihood. Community service provides various opportunities for academicians to disseminate knowledge and contribute to the development of society. Accordingly, Universitas Bunda Mulia (UBM) facilitates several modes of community service activities that include collaborating with high schools, corporations, and non-profit organizations, allowing lecturers and students to make academic contributions. Among others, UBM routinely organized for faculty members to contribute to teaching specific topics to the students, such as public speaking (Girsang, 2018), SWOT Analysis (Putriyanti & Fensi, 2024), citizen journalism (Fensi, 2023) and many others. In addition, faculty members have also served as assessors for school projects and contributed to actual curriculum-based activities to enhance students' learning experiences (Rembulan et al., 2024).

In August 2024, the UBM Management Program contributed to community service at Kesatuan High School in Bogor, West Java, in a workshop on branding strategy. At the time, the 10th-grade students were assigned a school project on entrepreneurship where they had to come up with new business ideas related to food made from plant tubers, such as potato, cassava, and yam. After some discussions, both Kesatuan High School and UBM Management agreed to conduct a workshop on branding strategy. In line with the school's theme on creative entrepreneurship, the workshop was designed to first introduce the importance of creativity in coming up with new business ideas, which needs to be subsequently followed by selecting the appropriate branding strategy.

Creative entrepreneurship can be traced back to one of the prominent theories prescribed by the legendary economist Joseph Schumpeter. Schumpeter (1965) defined an entrepreneur as not only the business owner but also the individual with the ability to capture opportunities and, more importantly, implement new methods to orchestrate available resources to produce new products. As a consequence, an entrepreneur has to think up new production methods in an effective and most efficient manner, as well as find novel ways to organize the business and provide solutions to the consumers. Schumpeter's theory on entrepreneurship extends the scope of organizing businesses to encompass innovations and continuous business development (Mehmood & Al-Gasaymeh, 2019). Various studies have shown that Schumpeter was the first researcher who solidified the innovation concept and the role of entrepreneurs in his 1912 seminal work on economic developments (Śledzik, 2013). Schumpeter's theory on entrepreneurship provides the foundation to motivate Kesatuan High School students to build the creativity necessary for entrepreneurial endeavors.

Based on a good understanding of Schumpeter's entrepreneurship theory, students should learn the significance of innovation as well as the criticality of both capturing opportunities and organizing production sufficiently to meet economies of scale and sustainably grow. An entrepreneur should develop good-quality products efficiently, followed by effective marketing, which most importantly addresses product and branding (Wong, 2022). Product marketing includes the various processes required to introduce as well as increase product demand and use. Product design is strongly influential for cognitive and affective responses, which would lead to customer loyalty for the brand in the long run (Hsu et al., 2018). Empirical studies discovered that an organization's ability to develop products and market acceptance of those products would lead to good product performance (Hoskins & Griffin, 2019). Product marketing tends to focus on a single product or a family of products in order to ensure consumer awareness and understanding (Wong, 2022).

On the other hand, branding encapsulates a wider range of activities and revolves around configuring how consumers must feel when they look at the logo, design, symbols, or other identity elements (Wong, 2022). Assigning the brand name intends to communicate one or more positive and

real attributes of the product (Betts, 1994). Businesses need to determine the appropriate style that needs to be adopted and understand how consumers feel about the brand when designing the identity where the brand image could influence customer satisfaction and build loyalty (Tahir et al., 2024). Fundamentally, brand marketing has the objective of influencing the consumers' and all stakeholders' perceptions of the entire organization (Wong, 2022). Therefore, students must realize that an entrepreneur should develop the product and brand in a synchronized manner to be successful. Branding is useful for gaining purchase interest and increasing sales to promote growth, which would lead to entrepreneurial success (Adeeko et al., 2021). Therefore, understanding and then developing the ability to formulate brands are necessary for building entrepreneurship.

The growing attention towards developing entrepreneurial capabilities at a young age has motivated educators to incorporate entrepreneurship development programs in schools. In line with the Freedom Curriculum, or *Kurikulum Merdeka*, set by the Ministry of Education, many high schools, both regular (SMA) and vocational (SMK) schools, have incorporated entrepreneurship development programs in their curriculums. This way, structured mandatory programs are in place to give additional lessons for the students to develop business savvy. Kesatuan High School is one of the high schools that included a creative entrepreneur development program in its 10th-grade curriculum. To facilitate the students' new business development project, the school organized additional lessons outside of school hours to help students extend their knowledge and broaden their horizons. Accordingly, Kesatuan High School worked with UBM to conduct various workshops and classes on topics related to entrepreneurship. The community service discussed in this article was conducted by the Management Program of UBM Ancol Campus.

### **Methods**

UBM's collaboration with Kesatuan High School in this community service involved all 10th-grade students, totaling 113 students. After brief introductions, the workshop began with explanations of the concepts related to entrepreneurship and branding strategy. At the same time, the lecturer adopted an interactive approach to stimulate discussions during the workshop. Then, the workshop ended with feedback surveys and group photos.

The community service in this article adopts several research methods, including a literature review and a combined qualitative-quantitative method. For the literature review, this research included a search inquiry of basic entrepreneurship theoretical foundations, an explanation of product and brand marketing, and an overview of the branding strategy approach. Based on the literature review conducted, the workshop material was formulated to allow for clear explanations for the students and to motivate class participation. The feedback survey conducted at the end of the workshop provided a quantitative measure for assessing the effectiveness of the workshop and, more importantly, understanding the participants' perceptions of the entire session.

### **Results and Discussions**

Branding strategy was the perspective used to describe successful entrepreneurial projects in this workshop that was held onsite at Kesatuan High School, Bogor. The lecturer representing the Management Program of UBM was Dr. Siti Yasmina Zubaedah, who was assisted by a 4<sup>th</sup>-semester student, Laura Caroline. In the following sections, the execution of the branding strategy workshop was narrated to explain the discussions that took place. Following this, the results from the feedback results surveys are described to provide the quantitative measures.

#### **The Community Service: Workshop on Branding Strategy**

The lecturer began the workshop by explaining Schumpeter's entrepreneurship theory as the foundational concept of the role of entrepreneurs. This theory was determined to be most appropriate to introduce the creativity element required in entrepreneurial initiatives in line with Kesatuan High

School's approach to motivating the students to think creatively in finding solutions necessary to solve business problems. It is most pertinent for the students to construct a basic understanding of the core entrepreneurial capabilities necessary for both capturing new opportunities and organizing scalable quality production. Moreover, the innovation component in entrepreneurship requires creative individuals to think of coming up with new products, ways, or processes. Creative entrepreneurs are essential to be able to solve management problems, combine resources and processes in different manners, and build competitive advantage. Subsequently, the workshop continued with comparisons between products and brands. This portion was intended to teach the students that product and brand formulations are two sides of the same coin, which need to be appropriately formulated to ensure entrepreneurial success. Summarizing from various sources, students learned that products refer to tangible attributes, while brands refer to the intangible attributes offered by the business. Brand is the image perceived in the minds of the customers that represents not only the product but also the company that produces and delivers the product.

To facilitate knowledge absorption and discussions, a simple definition of branding involves the formulation of a product's identity that includes four components, namely, color, segmentation, packaging, and the name. These four components must be determined in conjunction with one another, where one element directly impacts the others. Certain colors would appeal to specific market segments, and similarly, packaging and the name need to be appropriate for the targeted segment. Segmentation selection is the determining factor of the three other components, while at the same time, color, packaging, and the name should also correspond to the intended market segment. Packaging design determines the shape, volume, and, more importantly, the costs associated with the production processes. Accordingly, the product name should be suitable for the packaging design because both of these elements would determine the entire appearance and also the costs incurred. Put simply, the four components involved in brand formulation define how production is carried out and, in turn, how the business should be organized.

As an illustration, understanding brand formulation was further described by comparing different wafer brands, namely Nabati and Tango. These two brands offer wafers with their unique product formulas. However, a closer look at the brands' colors, segmentation, packaging, and names showed that both Nabati and Tango positioned their products distinctly in the market. In the market, Nabati wafers would mostly be found in minimarkets and small shops, with smaller-sized packages (e.g. 46 grams, 39 grams, and 20 grams), while the larger-volume packages around 130 grams are more commonly found in larger supermarkets. The simple package and name designs allow the brand to be easily identified by the consumers. The range of bright, solid colors that characterize Nabati wafers demonstrates the brand's intent to target children below the age of 16. The formulation of the colors, segmentation, packaging, and name, that make up the brand, is aimed at developing a consumer perception of Nabati wafers as the preferred snack for children.



Figure 1. Workshop on Branding Strategy at Kesatuan High School Bogor

Different conclusions can be observed from Tango wafers where the product colors tend to be in dark tones and less variances, with more complex illustrations on the packaging. This shows that Tango appears to be designed for mature consumers aged 16 and above. In addition, Tango seems to focus on slightly higher volume packs, such as 100 grams, 110 grams, 130 grams, 176 grams, and 300 grams. However, Tango seems to be attempting to extend the market by offering the 47-gram wafers at the minimarkets and small shops. Tango wafer brand formulation gives the impression that the product value offered is sweet snacks for young adults.

To further advance the students' understanding, a brief survey was conducted during the workshop on their product color preferences. This was intended to provide evidence that a distinct range of colors tends to be preferred by different segments. Considering that the 10<sup>th</sup> graders' age ranges between 14 to 15 years old, the survey conducted would provide inferences on preferred colors for the particular age range. The survey showed that 74 students preferred yellow, 21 students preferred brown, 14 students preferred purple, and no students selected green colors. Based on the quick survey, participants showed an appeal for bright colors as commonly found in younger consumers' preferences. Hence, marketers could infer that color selection would appeal to certain market segments.

Upon the completion of the workshop, the students were expected to have learned how brand formulation would determine the performance of marketing programs and the competitive advantage of the business. The workshop allowed the students to gain valuable lessons that would advance Kesatuan High School's curriculum through enhanced learning experiences. Advancing knowledge on branding strategy would help students in their business development projects. The workshop equipped the students with the necessary tools to design the right branding strategy for their chosen products, which cannot be disconnected from how the business is organized. Particularly, product and brand formulations must be integrated and should not be independent of the business processes that need to be in place. Ultimately, the workshop conducted was designed to deliver solid arguments and sufficient evidence that demonstrate how successful businesses depend on the entrepreneur's ability to organize, make, and implement decisions accordingly.

### **Feedback Results**

To end the workshop on a high note, selected students were given souvenirs for their participation during the session. Specifically, three students were selected based on the questions they asked during the workshop. Upon the completion of the workshop, a feedback survey was conducted to assess the effectiveness of the session in four indicators, namely educative, objectivity, accountability, and transparency. First, the educative indicator was designed to capture participants' perceptions of how well the workshop was conducted provided value, and in accordance to the needs of the students. Second, the objective component measured the extent to which the participants perceived the material discussed to be useful in addressing current issues. The third component, accountability, was used to measure how well the workshop material was able to be absorbed by the audience. The fourth and final component, transparency, was used to determine the extent of allowable participants' involvement during the workshop.

Table 1. The Community Service Feedback Questionnaire Results

No.	Component	Average
1.	Educative	3.124
2.	Objectiveness	3.062
3.	Accountability	3.106
4.	Transparency	3.009

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Total Average	3.075
Number of Respondents	113

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Based on the descriptive analyses, the feedback survey found that the overall score for the workshop was 3.075 out of 4.00, which demonstrated positive feedback from workshop participants. Specifically, the top two components with the highest scores were educative (3.124) and accountability (3.106). These scores showed that Kesatuan High School 10<sup>th</sup>-grade students perceived the workshop to be useful in meeting their needs, and the material presented was delivered in a manner appropriate to their information processing ability. In other words, the workshop provided them with the knowledge for improving their project performance, and the material delivery optimized their learning.

Similarly, the objectiveness (3.062) and transparency (3.009) scores also showed positive feedback. The objectiveness score demonstrates the student's positive impression that the material discussed will help solve the problems they encountered in formulating new business ideas. Furthermore, the transparency score provides evidence that participants were actively involved during the workshop. Although the transparency score falls under acceptable, it showed to be the lowest component, which was suspected due to the limited time and the number of participants reaching 113 students. Such circumstances limited the ability of the lecturer to get all participants involved during the discussions. Regardless of the slight variances between the feedback components, the scores indicate that the workshop was delivered optimally and in line with the predetermined objectives.

### Conclusions

Integrating entrepreneurship development in the high school curriculum is necessary to start building the appropriate managerial capabilities. In addition to gaining knowledge and skills, entrepreneurship education in high schools would cultivate seeds of innovation and motivate fresh graduates to start their businesses. To take part in entrepreneurship education for young adults, the Management Program of UBM contributed by organizing community service in a workshop format on the topic of branding strategy at Kesatuan High School in Bogor. The community service activity was intended to improve the student's knowledge in management and business, coherent with the business development project assigned by their school curriculum. Hence, this community service exemplifies an alternative model for faculty members to share knowledge and contribute to improving the learning experience as well as advancing high school education.

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