

BUSINESS PROPOSAL TRAINING AS A MEANS OF DEVELOPING BUSINESS IDEAS FOR STIE WIKARA STUDENTS

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Abstrak

Pelatihan proposal bisnis merupakan kegiatan pengabdian kepada masyarakat yang bertujuan untuk meningkatkan kemampuan mahasiswa dalam memahami dasar-dasar penyusunan rencana bisnis sejak awal perkuliahan. Kegiatan ini diselenggarakan di STIE Wikara Purwakarta dengan 18 peserta pada kelas malam semester 1 (1WM03) Program Studi Manajemen. Pelatihan difokuskan pada pengenalan konsep dan penyusunan draf proposal bisnis yang meliputi aspek metode bisnis, tinjauan literatur, strategi pemasaran, perencanaan keuangan, operasional, dan manajemen sumber daya manusia. Metode implementasi meliputi kuliah interaktif, simulasi kelompok, dan pendampingan langsung dalam menyusun struktur proposal bisnis yang sistematis. Hasil kegiatan menunjukkan peningkatan pemahaman mahasiswa tentang tahapan perencanaan bisnis dan kemampuan mengintegrasikan teori manajemen ke dalam praktik penyusunan proposal. Pelatihan ini diharapkan dapat menjadi langkah awal dalam menumbuhkan minat kewirausahaan dan kemandirian ekonomi mahasiswa STIE Wikara.

Kata Kunci: Pelatihan Bisnis, Proposal Bisnis, Perencanaan Bisnis, Mahasiswa STIE Wikara

Abstract

Business proposal training is a community service activity that aims to improve students' ability to understand the basics of preparing a business plan from the beginning of lectures. This activity was held at STIE Wikara Purwakarta with 18 participants in the 1st semester night class (1WM03) of the Management Study Program. The training is focused on the introduction of concepts and the preparation of business proposal drafts which include aspects of business methods, literature review, marketing strategies, financial planning, operations, and human resource management. The implementation method includes interactive lectures, group simulations, and direct assistance in compiling a systematic business proposal structure. The results of the activity show an increase in students' understanding of the stages of business planning and the ability to integrate management theory into the practice of preparing proposals. This training is expected to be the first step in fostering entrepreneurial interest and economic independence of STIE Wikara students.

Keywords: Business Training, Business Proposals, Business Planning, STIE Wikara Students

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Introduction

Business proposal preparation training activities are a tangible form of community service programs that aim to improve students' ability to understand the basics of business planning from an early age. This training not only serves as a means of theoretical learning, but also as a forum for the development of practical skills, creativity, and entrepreneurial spirit among students. According to (Cahyani et al., 2018), structured entrepreneurship training is able to improve students' ability to design and implement business plans that are relevant to market needs.

Business proposal preparation training integrates various managerial aspects such as marketing, finance, human resources, and business operations. Through a hands-on approach, simulation, and intensive mentoring, students not only understand theory, but are also able to develop applicable business ideas. Research (Faliza et al., 2022) shows that entrepreneurship proposal making training (PKM-K) helps students find new business ideas, prepare sustainable business proposals, and increase interest in independent entrepreneurship. The Smart Entrepreneur Model (SEM) developed at Padang State University also emphasizes the importance of structured training design in improving students' managerial and entrepreneurial skills (Yulastri, 2020). The ADDIE approach used in this training helps participants understand digital business processes, market analysis, and data-driven business management. Meanwhile, the results of the study (Suprpto, 2023) show that business proposal preparation training can improve participants' ability to prepare business documents that are more systematic, logical, and market-oriented.

This activity is increasingly relevant when it is associated with the development of the tourism sector as a potential business field. The tourism sector requires special skills in creating products and services that are oriented to the customer experience (experiential product). Based on research (Paudyal, 2019), entrepreneurship training in the tourism sector is able to create skilled workers who not only understand business aspects, but also are able to develop innovations based on local wisdom to strengthen the competitiveness of tourist destinations. Similarly, tourism business development training activities for students in Batam have been proven to increase their understanding of tourism business management strategies, service management, and creative business opportunities in the tourism industry (Wahyudi et al., 2025). In addition, entrepreneurship training in the tourism sector also encourages the development of products and services that have economic and social value. According to (Wulandari et al., 2024), training based on local potential such as making cultural souvenirs and marketing tourism products has improved participants' ability to identify business opportunities and strengthen the economy of tourist villages. Similarly, research (Kondojo et al., 2024) confirms that the younger generation can play a role as tourism innovators by developing tour products, local culinary, and travel services based on digital technology.

In the context of training at STIE Wikara Purwakarta, the integration between the concept of entrepreneurship and tourism business development is very important. Students are not only trained to prepare general business proposals, but also directed to understand opportunities in the service sector such as thematic culinary, travel experiences, and creative products based on local culture. This approach is in line with the results of research (Chia & Liang, 2016) which shows that creativity and social networks have a significant influence on the entrepreneurial intentions of tourism students. Thus, the training in preparing business proposals at STIE Wikara Purwakarta not only improves students' competence in preparing professional business documents, but also broadens their horizons on business opportunities in the fields of tourism, creative products, and services. This activity is expected to be able to create a young generation that is entrepreneurial, innovative, and highly competitive in supporting the local and national economy based on

sustainable tourism.

Research Methods

The Wikara Purwakarta College of Economics (STIE) is one of the private universities in West Java that is committed to producing excellent graduates in the field of management and accounting with an entrepreneurial spirit. In its curriculum, STIE Wikara integrates WikaraPreneur courses as a tangible form of practice-based entrepreneurship education. Through this program, students are not only equipped with business theory, but are also directed to create business ideas, prepare business proposals, and carry out entrepreneurial activities that are relevant to the local economic potential in Purwakarta.



Figure 1. STIE Wibawa Karta Raharja Logo

Entrepreneurship education such as WikaraPreneur is in line with the development of the higher education model in Indonesia which emphasizes transformation towards an entrepreneurial university a university oriented towards innovation, economic independence, and community empowerment. According to (Novela et al., 2021), entrepreneurship-based universities play an important role in building an innovation ecosystem that encourages students to become business actors, not just job seekers. Furthermore, research (Amalia & von Korfflesch, 2021) shows that entrepreneurship education in Indonesian universities is still developing unevenly, but programs that are integrated with real practices such as WikaraPreneur have proven to be more effective in fostering entrepreneurial competence and character. This model is also in line with the findings (Susilaningsih, 2021), which emphasizes that the success of entrepreneurship education is determined by institutional commitment, campus ecosystem support, and collaboration with the industrial world. In addition, research (Permatasari & Agustina, 2018) shows that the integration of entrepreneurial learning in Indonesian private universities significantly influences student entrepreneurial behavior and interests, especially when the learning method involves a real business context. This is the basis for STIE Wikara to continue to develop WikaraPreneur as a forum for incubating student business ideas, as well as encouraging collaboration across study programs to produce community-based innovations and digital technology.

Thus, STIE Wikara Purwakarta through the WikaraPreneur course plays a strategic role in producing a young generation who are not only competent in the fields of economics and management, but also have an entrepreneurial spirit oriented towards sustainability, independence, and empowerment of local communities.

The business proposal training activity was held on October 21, 2025 at the STIE Wibawa Karta Raharja (Wikara) Purwakarta Campus, with a focus on improving students' basic understanding of the systematic preparation of business plans.

1. The Intended Audience

The participants of this activity were 18 students of the 1st semester night class (1WM03) of the

STIE Wikara Management Study Program. Participants were chosen because they were just entering the early stages of lectures and needed to get practical briefings on the basics of entrepreneurship. Students are expected to be able to get acquainted with the structure of business proposals and understand the relationship between management theory and application in the real business world.

2. Activity Method

The implementation of activities is carried out through three main stages, namely:

- a. **Material Provision Stage:** Giving interactive lectures by accompanying lecturers on the basic concepts of entrepreneurship, business proposal structure, and main components which include aspects of business methods, literature review, marketing, finance, operations, and human resources.
- b. **Simulation and Mentoring Stage:** Participants are divided into small groups to draft a simple business proposal. Lecturers facilitate each group with direct guidance and feedback on the results of the preparation.
- c. **Evaluation and Reflection Stage:** Participants present the results of their draft proposal to receive evaluation from facilitators and peers, in order to improve their understanding and develop business analysis skills.

3. Facilitating and Impeding Elements

Factors that facilitate the activity include the enthusiasm of the participants, full support from the campus, and the availability of learning facilities such as classrooms, LCDs, and training modules. Meanwhile, the inhibiting factors faced include differences in student understanding levels, limited implementation time, and obstacles in the adaptation of new students to technical terms in the preparation of business proposals. Nevertheless, the activity went smoothly with significant learning outcomes for all participants.



Figure 2. Business Proposal Material Training

Results and discussion

1. Results of Activity Implementation

The business proposal training which was held on October 21, 2025 at the STIE Wikara Purwakarta Campus went well and received a positive response from the participants. The activity was attended by 18 students of the 1st semester night class (1WM03) of the Management Study Program. During the training, students actively participated in a series of activities, ranging from material presentations, discussions, to simulations of preparing business proposal drafts. The training material is focused on the introduction of the main components of the business proposal, such as business methods, literature review, marketing strategies, financial planning, operations, and human resource management. The results of the activity showed an increase in students' understanding of the structure and function of business proposals. Students are able to prepare a simple business plan draft with a systematic format according to the guidelines provided. In

addition, interactive discussions between lecturers and students help participants understand the relationship between management theory and its application in the context of entrepreneurship.

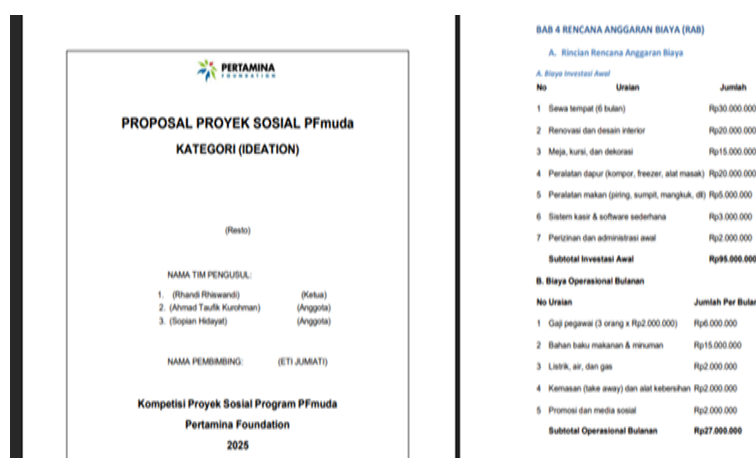


Figure 3. Sample business proposal material

2. Examining the Outcomes of Activity Implementation

The evaluation of the training was carried out through participatory observation and written feedback from participants. The results of the evaluation showed that around 65% of the participants experienced a significant increase in understanding of basic business concepts and proposal preparation techniques. Most students assess that the interactive lecture methods, case studies, and hands-on mentoring help them understand the relationship between financial, marketing, operational, and human resource aspects in business planning. The main success factors of this activity came from the enthusiasm of the participants, the support of the facilitators, and the practical and contextual approach to learning. Participants felt that the training provided a real picture of how management theory can be applied in the preparation of business plans. However, several obstacles were found, such as limited implementation time and differences in students' basic abilities in understanding managerial and financial terms, considering that most of them are still in the early semester.

Overall, this training activity is considered effective and relevant to the needs of new STIE Wikara students. The training succeeded in fostering initial motivation to be entrepreneurial and provided basic skills in designing systematic business proposals, which can be further developed in entrepreneurship courses in the next semester.

3. Feedback and Post-Training Evaluation

To understand the effectiveness of the business proposal training, a post-training feedback evaluation was conducted involving all 18 student participants. The evaluation aimed to capture participants' perceptions regarding the clarity of the training materials, the usefulness of the mentoring sessions, and their overall understanding of business proposal preparation after completing the activity. Feedback was collected through a simple questionnaire distributed at the end of the training session. The responses were then summarized descriptively to illustrate participants' learning experiences and perceived improvements in their understanding of business planning concepts. Although the evaluation did not employ a formal pre-test and post-test experimental design, the feedback results provide an initial indication of the learning outcomes and participant satisfaction with the training program.

Table 1. Participant Feedback on Business Proposal Training

Evaluation Aspect	Very Good	Good	Fair	Percentage
Understanding of business proposal structure	7	6	5	72%
Clarity of training materials	8	7	3	83%

Usefulness of group simulation activities	9	6	3	83%
Lecturer mentoring and guidance	10	6	2	89%
Overall satisfaction with the training	9	7	2	89%

Source: Processed (2026)

Overall, the feedback results demonstrate that most participants perceived the training as beneficial in enhancing their understanding of business proposal preparation and entrepreneurial planning.

Conclusion

The training activity on the preparation of business proposals for students of the 1st semester night class (1WM03) of STIE Wikara Purwakarta succeeded in achieving the main goal, which is to improve students' basic understanding of the preparation of systematic and applicable business plans. Through interactive learning methods and direct mentoring, students are able to identify important components in business proposals, such as aspects of business models, marketing, finance, operations, and human resources. This approach is in line with research findings that state that entrepreneurship education that integrates practical learning, such as business plan preparation and business simulations, is able to improve students' entrepreneurial competence and strengthen their readiness to start a business (Lv et al., 2021; Schultz, 2021).

In addition, the training activities also encourage students to think critically and creatively in designing realistic business ideas by utilizing local potential. Research shows that experiential learning can improve students' ability to recognize business opportunities, make decisions, and build confidence in entrepreneurship (Chasaya, 2023) (Nevondwe & Ebewo, 2022).

Based on the results of post-training feedback from 18 participants, most students gave a positive perception of this activity, especially related to the clarity of the material, mentoring support, and the benefits of group simulation sessions in understanding the process of preparing business proposals. These findings are in line with research that states that entrepreneurship education contributes significantly to increasing students' interest and entrepreneurial intention through improving attitudes, subjective norms, and perceived behavioral control (Suryadi & Anggraeni, 2023) (Magasi, 2022).

Despite several obstacles, such as limited time and variations in participants' abilities, this activity still has a positive impact on increasing entrepreneurial interest and students' awareness of the importance of business planning from the beginning of the lecture period.

Suggestion

For future implementation, it is recommended that the duration of the training be extended to allow participants more time to develop and refine their business proposal drafts. Additional follow-up activities such as entrepreneurship mentoring and business idea pitching sessions should also be incorporated to help students apply their ideas in a more practical and sustainable manner. Furthermore, the involvement of lecturers from different fields, including accounting, marketing, and operations management, would enrich the learning process and provide students with broader perspectives in designing comprehensive business proposals. Future programs are also encouraged to include more structured evaluation methods, such as rubric-based proposal assessments or pre- and post-training evaluations, in order to better measure the effectiveness of the training outcomes. With continuous institutional support, this program has strong potential to become a sustainable initiative for fostering students' entrepreneurial skills and innovative thinking at STIE Wikara.

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