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Developing Students' Leadership and Entrepreneurial Mindsets through Soft Skills Training at SMAN 10 Pandeglang: A Community Service Report

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Abstract: Secondary school is an important period for developing the interpersonal and entrepreneurial capabilities that support students' transition to further education, work, and community life. On 22 October 2026, Universitas Pamulang PSDKU Serang conducted a community-service activity at SMAN 10 Pandeglang focused on leadership, teamwork, entrepreneurial thinking, communication, and confidence. A total of 200 students participated. The activity used interactive explanations, case discussions, group discussion, educational games, reflection, and question-and-answer sessions. This article presents a descriptive account based on the activity materials, event photographs, information from the organizing team, and contemporaneous media coverage. The percentage improvement in students' leadership, teamwork, communication, and entrepreneurial competencies, as well as the number and quality of student group outputs and entrepreneurial ideas, require further evaluation. The article therefore reports the implementation and learning focus without claiming numerical competency gains.

Keywords: student leadership, soft skills, entrepreneurship education, teamwork, community service.

INTRODUCTION

The transition from secondary school to higher education, employment, or entrepreneurship requires more than subject knowledge. Young people also need to communicate ideas, collaborate with peers, respond constructively to disagreement, take responsibility, and recognize opportunities. These capabilities are often described as soft skills because they concern how knowledge is applied in social and practical situations. Employers

and educators have repeatedly emphasized the value of communication, adaptability, and interpersonal competence, although students and employers may rank individual skills differently (OECD, 2021, 2025; Succi & Canovi, 2020; Jackson & Bridgstock, 2021; Jackson & Dean, 2023; Jackson & Rowe, 2023; World Economic Forum, 2025). The growing emphasis on transferable capabilities makes it important to provide students with structured opportunities to practise them rather than treating them as incidental outcomes of classroom learning.

Evidence from school-based social and emotional learning indicates that well-designed interventions can support students' social skills, attitudes, behaviour, relationships, and school functioning. A contemporary meta-analysis synthesized 424 studies and reported benefits across multiple student outcomes, while also noting that implementation quality and program characteristics matter (Cipriano et al., 2023; Durlak et al., 2011). A systematic review of soft skills interventions across educational levels similarly identified workshops, creative activities, projects, role-play, games, reflection, and feedback as common approaches (Orih et al., 2024; Mohamed Zahir et al., 2025). These findings support a practical training design in which students actively participate, receive feedback, and reflect on how a skill can be used in everyday contexts.

Leadership development during adolescence is particularly relevant because students are beginning to take on responsibilities in class groups, school organizations, community activities, and early work experiences. Meyer and Rinn (2021) found that the leadership-development literature for adolescents and emerging adults remains diverse in its definitions and methods, reinforcing the need for clear program objectives and evaluation. Leadership in this article is therefore treated as a set of learnable behaviours—listening, taking initiative, coordinating tasks, making decisions, and accepting accountability—rather than as a fixed personal trait. Team activities can give students a low-risk setting in which to practise these behaviours and observe how they affect collective work.

Entrepreneurship education adds a complementary dimension. It can help students recognize problems, generate ideas, evaluate opportunities, and translate a simple concept into a possible product or service. Research syntheses show that entrepreneurship education has a broad range of objectives and uses different teaching methods, while evidence about outcomes depends on how programs are designed and assessed (Mwasalwiba, 2010; Nabi et al., 2017). Meta-analytic work also indicates that entrepreneurship education is associated with entrepreneurial intentions, but the relationship is shaped by program and participant characteristics (Bae et al., 2014; Fayolle & Gailly, 2015; Martin et al., 2013; Rauch & Hulsink, 2015). More recent work on adolescent entrepreneurship education calls for theory-driven evaluation and attention to the conditions under which programs work (Zarea & Obschonka, 2026). This makes it important to connect entrepreneurial thinking with teamwork, communication, and reflection instead of focusing only on business-plan terminology.

Recent Indonesian community-service studies involving student entrepreneurship have examined how marketing knowledge relates to product competitiveness and purchase intention. Fuspianes et al. (2025) focused on the marketing mix and competitiveness of student products, while Ismail and Ibadurohmah (2025) and Ismail et al. (2025) considered marketing mix in relation to purchase interest and intention. These studies address market-facing outcomes rather than the interpersonal competencies required to develop and present an idea. The present community-service activity complements that work by treating communication, teamwork, initiative, and opportunity recognition as foundational capabilities that can support later entrepreneurial practice.

The community-service activity at SMAN 10 Pandeglang addressed two connected development priorities: opportunities for students to practise leadership, communication, and teamwork, and the development of entrepreneurial thinking and awareness of simple business opportunities. The activity was held on 22 October 2026 and involved 200 students. A report

published by Biem.co on 3 November 2026 describes the activity, its three principal topics, and its interactive learning methods (Yusdiansyah, 2026). This article also draws on the original activity materials, event photographs, and information from the organizing team to report the implementation. The percentage improvement in students' competencies and the number and quality of student group outputs require further evaluation.

METHODS

This article uses a descriptive community-service reporting approach based on the original PKM materials, session content, event photographs, information from the organizing team, and contemporaneous media coverage. These sources were reviewed to describe the activity's objectives, participants, learning topics, delivery methods, and implementation. The report documents the activity rather than presenting an experimental evaluation. It does not quantify the percentage improvement in students' soft skills or entrepreneurial competencies.

The activity was conducted at SMAN 10 Pandeglang in Pasireurih, Cisata District, Pandeglang Regency, Banten, Indonesia, on 22 October 2026 and was attended by 200 students. The team was led by Salma Wildayani Lubi, with St. Nurmuharomah and Suci Safitriyanti as presenters and Anita Putri and Amalia Faizatus Salma as team members. Academic supervision was provided by Dr. Muhammad Iqbal Ismail, S.Farm., M.M., CLSP., CSEP., CPM., Dipl.B. of Universitas Pamulang. The school partner was led by Ibu Hj. Aan Qonaah, S.Pd., M.Pd. The media report provides additional context about the school's response and the learning topics delivered (Yusdiansyah, 2026).

The activity delivered three connected learning modules. The first addressed leadership and teamwork through explanations, case discussions, and team exercises. The second introduced entrepreneurial thinking by encouraging students to identify everyday problems, generate simple ideas, and consider the value of possible solutions. The third focused on communication and confidence through opportunities to express ideas, group presentations, educational games, reflection, and question-and-answer sessions. This sequence connected personal and collective behaviour with opportunity recognition and the communication of ideas. The approach is consistent with experiential learning, which links concrete activity, reflection, conceptual understanding, and further action (Morris, 2020).

Although 200 students participated, this article does not quantify the percentage improvement in leadership, teamwork, communication, or entrepreneurial competencies. The number and quality of student group outputs, presentations, and entrepreneurial ideas also require further documentation and evaluation. The discussion therefore focuses on the delivered learning activities and their educational rationale rather than unmeasured outcomes.



Figure 1. The PKM team and school representatives during the leadership and soft skills training at SMAN 10 Pandeglang, 22 October 2026.

RESULTS AND DISCUSSION

Implementation and Alignment of the Program Objectives

A total of 200 students participated in the activity. The implementation connected two priority areas with three learning modules. Leadership and personal development were addressed through a session on leadership and teamwork, while entrepreneurial thinking was addressed through activities focused on recognizing everyday problems and discussing simple opportunities. Communication and confidence functioned as cross-cutting capabilities because students needed them to coordinate group work and explain ideas.

Table 1 summarizes the priority areas and learning activities delivered during the session, together with the competencies that should be examined in further evaluation.

Table 1. Alignment between activity priorities and delivered learning activities

Priority area	Activity delivered	Further evaluation
Leadership and teamwork	Interactive explanations, team tasks, role allocation, mini cases, and reflection	Assess leadership behaviours, listening, initiative, task coordination, and shared responsibility.
Entrepreneurial thinking	Identification of everyday problems, idea generation, and discussion of simple business opportunities	Document the number of group ideas and evaluate their relevance, creativity, and feasibility.
Communication and confidence	Short presentations, question-and-answer sessions, educational games, and reflection	Evaluate communication clarity, confidence, active listening, and presentation quality.

Learning Design: From Participation to Reflection

The activity used interactive presentations, mini case studies, group discussion, educational games, reflection, and question-and-answer sessions. These methods are relevant to soft skills training because students need opportunities to negotiate roles, make choices, communicate, and explain their reasoning rather than only listen to definitions. Short explanations established shared concepts, while group tasks provided a setting for students to practise coordination and constructive communication. Reflection helped connect the

experience with principles that can be applied in school, organizational, and community settings.

The learning activities provided opportunities for different forms of contribution. Students could initiate ideas, organize information, listen to peers, or present a group decision. Leadership should not be equated with speaking the most; facilitators can distribute roles and invite contributions from less vocal participants. This approach is consistent with research on adolescent leadership development, which emphasizes that opportunities to practise leadership behaviours shape what students can learn (Meyer & Rinn, 2021).

Table 2. Learning sessions and competencies addressed

Session	Activity delivered	Competency focus
Leadership and teamwork	Team challenge, discussion of leadership behaviours, and role allocation	Initiative, listening, coordination, and shared responsibility
Entrepreneurial mindset	Identify an everyday problem, propose an idea, and discuss who may benefit	Opportunity recognition, creativity, and value creation
Communication and confidence	Brief group presentation, question-and-answer session, and reflection	Message clarity, confidence, active listening, and constructive response

Evaluation Framework and Available Evidence

Further evaluation should distinguish knowledge, observable performance, and self-perception. A structured rubric can assess teamwork, contribution, communication clarity, initiative, task coordination, and the quality of a group's reasoning. Reflection can capture what students believe they learned and how they intend to use it. Each instrument answers a different question; combining them is more informative than relying on a single satisfaction questionnaire.

The percentage improvement in students' leadership, communication, teamwork, and entrepreneurial competencies has not been calculated in this article. The number and quality of group outputs, presentations, and entrepreneurial ideas have also not been systematically tabulated or scored. A subsequent evaluation should apply transparent criteria, document the number of students or groups assessed, and provide anonymized examples of outputs where permission has been obtained. Social and emotional learning research shows that outcomes vary by program design and implementation quality (Cipriano et al., 2023; Taylor et al., 2017).

Entrepreneurship as a Practical Extension of Soft Skills

The entrepreneurial module connected opportunity recognition with practical problem-solving. Students can be guided to identify an everyday problem, describe the person affected, suggest a possible solution, and explain how the solution could create value. The purpose of this learning sequence is not to require an immediately viable business plan, but to practise curiosity, opportunity recognition, teamwork, and persuasive communication. Such an approach is consistent with entrepreneurship education research that treats entrepreneurial learning as a combination of knowledge, action, and reflection (Nabi et al., 2017; Neck & Greene, 2011; Pittaway & Cope, 2007).

For secondary-school students, a realistic short-term learning focus is the ability to describe a problem, propose an idea, listen to feedback, and revise the idea. Entrepreneurial education should not be evaluated only through immediate business creation or a declared intention to become an entrepreneur. Meta-analytic studies report positive relationships between entrepreneurship education and entrepreneurial outcomes, but these relationships depend on program design and measurement (Bae et al., 2014; Martin et al., 2013). The

activity's impact should therefore be assessed through observable learning behaviours as well as self-reported interest.

Program Contribution and Reporting Boundary

The activity brought leadership, entrepreneurial thinking, and communication together within a school-based training program attended by 200 students. Its practical contribution lies in connecting each priority area with an interactive learning task and a potential source of evaluation evidence. The media report describes the school's positive response and the relevance of the topics to students' daily lives and future readiness (Yusdiansyah, 2026).

The available documentation supports a descriptive account of the activity and confirms participation by 200 students. However, the percentage improvement in students' competencies and the number and quality of group outputs and entrepreneurial ideas have not been quantified. The contribution reported here is therefore the implementation of an integrated learning sequence and the documentation of its educational rationale. Further evaluation is needed before making claims about measurable learning gains or sustained behavioural change.



Figure 2. Students and facilitators during the leadership, teamwork, and entrepreneurship community-service activity.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The community-service activity at SMAN 10 Pandeglang, conducted on 22 October 2026 and attended by 200 students, connected leadership and teamwork, entrepreneurial thinking, and communication in a practical training sequence. The sessions used interactive explanations, case discussions, group activities, educational games, presentations, reflection, and question-and-answer sessions. The activity's contribution lies in bringing these competencies together and relating them to students' school, community, and future work contexts. The percentage improvement in student competencies and the number and quality of group outputs require further evaluation; this article therefore makes no numerical claim about measured improvements.

Limitations

This report is based on the activity materials, photographs, information from the organizing team, and contemporaneous media coverage. The activity involved 200 students.

However, the percentage improvement in leadership, teamwork, communication, and entrepreneurial competencies has not been quantified, and the number and quality of student group outputs and entrepreneurial ideas have not been systematically assessed. The article should therefore be read as a descriptive account of implementation rather than a measured evaluation of effectiveness.

Recommendations

Further evaluation should use a consistent rubric for teamwork, leadership behaviours, communication, opportunity recognition, and presentation quality. The number of group outputs and entrepreneurial ideas should be documented, and their quality should be assessed against transparent criteria. Anonymized student work may be included only with appropriate permission. A follow-up through class projects, student organizations, or entrepreneurship activities could examine whether students use the skills beyond the workshop. A short facilitator guide and role-rotation procedures would help the school repeat the learning sequence and distribute participation opportunities fairly.

Author Contributions

The student authors contributed to the preparation and implementation of the community-service activity and to the development of this manuscript. Muhammad Iqbal Ismail provided academic supervision and guidance. All listed authors are responsible for the accuracy and integrity of the final manuscript.

AI Disclosure Statement

Generative AI (ChatGPT, OpenAI) was used to assist with English-language drafting, manuscript organization, and language editing. The authors reviewed the content, remain responsible for the accuracy of all factual statements and references, and take responsibility for the final manuscript.

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