

Halim, H., *et.al.*, (2025). Workshop Developing Entrepreneurial Spirit Based on Socio-Technopreneurship for Students of SMAN 3 Unggul Sigli. *Jurnal Pengabdian Bakti Akademisi*, 2(1). 38-48.

Workshop Developing Entrepreneurial Spirit Based on Socio-Technopreneurship for Students of SMAN 3 Unggul Sigli

Hendra Halim^{1*}, Muhammad Haris Riyaldi², Teuku Meldi Kesuma³, M. Ridha Siregar⁴, Diana Setya Ningsih⁵, Endang Pitaloka⁶, Fakhurrrazi Amir⁷, Meutia Dwi Novita Sari⁸, Syahriyal⁹, Raisa Ulyya Nisva¹⁰

^{1, 2, 3, 4, 7, 8, 9} Fakultas Ekonomi dan Bisnis, Universitas Syiah Kuala, Indonesia

⁵ Fakultas Kedokteran Gigi, Universitas Syiah Kuala, Indonesia

⁶ Departemen Manajemen, Universitas Pembangunan Jaya, Indonesia

¹⁰ Pusat Riset Komunikasi Pemasaran, Pariwisata, dan Ekonomi Kreatif, Universitas Syiah Kuala, Indonesia

^{*)} Corresponding Author: hendra.halim@usk.ac.id

ARTICLE INFO

Received: 15-02-2025

Revised: 19-02-2025

Accepted: 19-02-2025

Available online: 24-02-2025

ISSN: 3047-8820

DOI:

<https://doi.org/10.248/jpba.v2i1.44537>

Keyword: Workshop, Developing Entrepreneurial, Socio-Technopreneurship, Students.

ABSTRACT

This community service activity aims to foster an entrepreneurial spirit based on socio-technopreneurship among students of SMAN 3 Unggul Sigli, Pidie Regency, Aceh. The main issue addressed is the low interest and ability of students in entrepreneurship, primarily due to limited exposure to practical and technology-relevant entrepreneurship education. Using the Service Learning (SL) approach, the activity was conducted in the form of a workshop consisting of three main sessions: material presentation, business plan preparation practice, and presentation of results. The participants included 50 students guided by a team from the Program Studi Ekonomi Islam Fakultas Ekonomi Universitas Syiah Kuala and the Pusat Riset Komunikasi Pemasaran, Pariwisata, dan Ekonomi Kreatif Universitas Syiah Kuala. The results showed a significant increase in students' understanding of socio-technopreneurship (from 60% to 85%) and their interest in entrepreneurship (75%). Additionally, 60% of the participant groups successfully developed innovative business plans. This activity contributes to achieving the Sustainable Development Goals (SDGs), particularly in creating decent work and promoting sustainable economic growth.

1. Introduction

In recent decades, entrepreneurship has become one of the main drivers of global economic growth (Wirtz et al., 2015). According to data from the Global Entrepreneurship Monitor (GEM), more than 100 million new businesses are launched each year, creating millions of jobs and contributing significantly to the Gross Domestic Product (GDP) of countries (Global Entrepreneurship Monitor, 2024). However, amidst this enormous potential, a significant challenge is the lack of entrepreneurial understanding and skills among young people, especially in developing countries (Brixiová et al., 2015; Nkechi et al., 2012). That is compounded by unequal access to entrepreneurship education and technological infrastructure, which are significant barriers to creating an inclusive and sustainable entrepreneurship ecosystem (Guerrero et al., 2021; Malhotra et al., 2024).

The Sustainable Development Goals (SDGs) launched by the United Nations (UN) in 2015 emphasize the importance of entrepreneurship in achieving several goals, especially Goal 8 (Decent Work and Economic Growth) and Goal 9 (Industry, Innovation, and Infrastructure). Entrepreneurship is not only seen as a tool to create jobs but also as a means to encourage innovation, reduce inequality, and promote inclusive development (Davis, 2002; McMullen, 2011). However, to achieve this, a holistic and integrated approach is needed, which not only focuses on economic aspects but also considers social and environmental impacts. In Indonesia, similar challenges also occur. Although the government has launched various programs to encourage entrepreneurship, such as the National Movement of 1000 Digital Startups and the Pre-Employment Card Program, interest and entrepreneurial skills among students are still relatively low (Pratama et al., 2023). That is due to the lack of exposure to practical entrepreneurship education that is relevant to the latest technological developments (Hardana, 2018).

SMAN 3 Unggul Sigli, located in Pidie Regency, Aceh, faces challenges in developing an entrepreneurial spirit that is relevant to the needs of the global and technology-based market. The lack of introduction to socio-technopreneurship as a modern entrepreneurial approach means that students do not yet have sufficient perspective to utilize technology in creating social and economic solutions. That is also exacerbated by limited access to entrepreneurship training and mentoring that focuses on technology-based innovation and social impact.

Based on a literature review, the socio-technopreneurship approach has been recognized as one of the practical solutions to overcome the problem of low interest and entrepreneurial ability among students (Halim, Anggraeni, et al., 2024; Halim, Hasibuan, et al., 2024). Socio-technopreneurship is a concept that combines social, technological, and entrepreneurial aspects with the aim of creating a business that is not only economically profitable but also has a positive impact on society and the environment (Halim, Hasibuan, et al., 2024). A study by Mulyany et al. (2023) shows that the integration of technology in entrepreneurship learning can increase students' creativity and innovation, while research by Halim, Fadhil, et al. (2024) found that a socio-entrepreneurship-based approach is able to create sustainable business solutions. In addition, several previous community service programs have proven the effectiveness of entrepreneurship training and workshops in improving the entrepreneurial spirit of community service partners (bin Abd Karim et al., 2024; Halim, Hanidah, et al., 2024; Halim, Novindra, et al., 2024; Halim, Permata, et al., 2024; Halim, Ramadhani, et al., 2024; Hanidah et al., 2024; Rivani et al., 2024; Riyaldi, Halim, Firdaus, et al., 2024; Riyaldi, Halim, Nurdin, et al., 2024; Riyaldi, Syahrizal, et al., 2024; Yusrizal et al., 2024).

Based on the gap analysis, the problem of lack of understanding and entrepreneurial skills among students of SMAN 3 Unggul Sigli requires a comprehensive and innovative solution. This workshop is designed to fill this gap by introducing the concept of socio-technopreneurship, which is expected to provide a more holistic understanding of entrepreneurship. This approach was chosen because it is considered capable of providing solutions that not only focus on economic aspects but also consider social and environmental impacts. The main objective of this community service activity is to improve the understanding and entrepreneurial skills of SMAN 3 Unggul Sigli students through the socio-technopreneurship approach. In addition, this activity also aims to motivate students to utilize technology in creating innovative and sustainable business opportunities.

The purpose of writing this article is to document the process and results of community service activities as a reference for the development of similar programs in the future. This article contributes to two main aspects. First, in terms of the development of science and technology, this article introduces a socio-technopreneurship approach in the context of secondary education, which can be a reference for further research and community service programs. Second, in terms of achieving SDGs, this activity supports Goal 8 (Decent Work and Economic Growth) and Goal 9 (Industry, Innovation, and Infrastructure) by creating a young generation that is ready to face global economic challenges through innovative and sustainable entrepreneurship.

2. Methods

The target community in this community service activity is students of SMAN 3 Unggul Sigli, Pidie Regency, Aceh. The number of participants involved in this activity is 50 students (Figure 1) from class XII, who are selected based on their interests and potential in the field of entrepreneurship. The role of the target community in this activity is very active, starting from participation in training sessions to the preparation of technology-based business plans. This activity involves several parties with different backgrounds and expertise, namely:

- Community Service Team from the Program Studi Ekonomi Islam Fakultas Ekonomi Universitas Syiah Kuala: Consisting of 5 people with expertise in entrepreneurship, Sharia economics, and technology. This team is responsible for designing training materials, providing supplies, and guiding students in preparing business plans.
- Pusat Riset Komunikasi Pemasaran, Pariwisata, dan Ekonomi Kreatif: Providing 1 expert in the field of digital marketing and creative economy. Their role is to provide an understanding of the use of technology in marketing and business development.
- Teachers and Staff of SMAN 3 Unggul Sigli: A total of 1 teacher was involved as a facilitator who assisted in coordinating and mentoring students during the activity.

This activity was carried out using the Service Learning (SL) approach, which combines experiential learning with fundamental contributions to the community (Agus Afandi et al., 2022). The stages of implementation are as follow:

- Preparation Stage: The community service team conducted an initial survey to identify student needs and potential. Training materials were prepared based on the results of the survey.
- Implementation Stage: The activity was carried out in the form of a 3-hour workshop consisting of:

- Material Presentation Session: Introduction to the concept of socio-technopreneurship, utilization of technology in entrepreneurship, and technology-based business case studies.
- Practice Session: Students were divided into small groups to prepare a simple technology-based business plan. A mentor from the community service team accompanied each group.
- Presentation and Discussion Session: Each group presented their business plan and received feedback from the community service team and other participants.
- Evaluation Stage: The community service team evaluates the workshop results and provides recommendations for further development.



Figure 1. Community Service Participants

This activity introduces the concept of socio-technopreneurship, which combines social, technological, and entrepreneurial aspects. Some of the knowledge and technology transferred include:

- Social Entrepreneurship Concept: Understanding how to create a business that is not only economically profitable but also has a positive impact on society.
- Utilization of Digital Technology: Introduction to digital tools such as social media, e-commerce, and marketing applications to develop a business.
- Business Plan Preparation: Basic techniques in preparing a realistic and sustainable business plan.

Some of the instruments and tools used in this activity include:

- Training Module: Contains material on socio-technopreneurship, business plan preparation guidelines, and case studies.
- Presentation Tools: Projector, laptop, and sound system to support the material presentation session.
- Evaluation Form: Used to measure the level of understanding and satisfaction of participants with the activity.

-
- Stationery and Paper: For brainstorming and business plan preparation.

Data were collected through several techniques, namely:

- Pre-test and Post-test: To measure the increase in participants' understanding before and after attending the workshop.
- Observation: The community service team observed the participation and enthusiasm of participants during the activity.
- Questionnaire: Used to evaluate participant satisfaction and collect feedback for improving future activities.

The success of this activity was measured based on several indicators, namely:

- Increased Understanding: At least 70% of participants showed an increase in understanding of socio-technopreneurship based on the results of the pre-test and post-test.
- Interest in Entrepreneurship: At least 60% of participants expressed interest in starting a business after attending the workshop.
- Business Plan Quality: At least 50% of groups were able to prepare realistic and innovative business plans.
- Participant Satisfaction: At least 80% of participants were satisfied with the implementation of the activity based on the results of the questionnaire.

The data collected were analyzed using quantitative and qualitative analysis techniques. Quantitative data (such as pre-test, post-test, and questionnaire results) were analyzed using descriptive statistics to calculate percentages and averages. Meanwhile, qualitative data (such as observation results and participant feedback) were analyzed thematically to identify relevant patterns and insights. The results of this analysis were used to evaluate the success of the activity and formulate recommendations for similar programs in the future. With the Service Learning (SL) approach applied, this activity is expected to not only provide direct benefits to participants but also create a sustainable impact on the development of entrepreneurship at SMAN 3 Unggul Sigli.

3. Result and Discussion

Result

The workshop activity "Developing Entrepreneurial Spirit Based on Socio-Technopreneurship" held at SMAN 3 Unggul Sigli successfully achieved the set objectives. The following are the main results of this activity:

1. Presentation of Speakers

Entrepreneurial skills are an important aspect of individual development, even for those who do not aspire to become entrepreneurs. This skill provides applicable provisions in various aspects of life. Not only does it equip someone with knowledge about business, but it also helps hone soft skills such as creativity, problem-solving skills, and time and resource management. In the context of education, entrepreneurial skills can increase the competitiveness of graduates in the world of work, which now demands abilities beyond academic competence.

Several direct experiences from entrepreneurial practices show that talking about business is easy, but doing it requires serious effort and the courage to try. Speakers gave examples of businesses they have been involved in, such as selling necessities and becoming a translator, each of which provides valuable lessons. Through this experience, participants are invited to understand that trying to become an entrepreneur, even a small one, will open up new insights and experiences that cannot be obtained from theory alone.

One of the challenges often faced is a sense of inability or dislike for entrepreneurship. Many people feel that they are not talented in this field, so they are reluctant to try it. However, it is important to remember the word of Allah in QS. Al-Baqarah: 216, which teaches that something we hate may be the best for us, while what we like may not bring goodness. This principle encourages us to get out of our comfort zone and try new things that have the potential to improve our skills and insights.

In entrepreneurial practice, understanding consumer needs is key. The resource person emphasized five main components that must be prioritized in designing a business strategy, namely user experience, product features, product advantages compared to competitors, unmet consumer needs, and target consumers. All of these components are interrelated and play a role in creating added value for the products or services offered.



Figure 2. Community Service Expert Speaker

The Value Proposition Canvas approach by Osterwalder & Pigneur (2010) is a guide for participants to understand more deeply how to design products or services that suit market needs. Through this approach, participants are invited to analyze consumer needs, desires, and problems, and how the products offered can provide relevant solutions. This understanding is important to create products that genuinely meet consumer expectations and needs.

One of the inspiring quotes conveyed in this material is from Seth Godin, "Everyone is not your customer." This quote emphasizes the importance of market segmentation and focusing on the correct consumer targets. Not everyone is a potential customer, so marketing efforts must

be explicitly directed to reach the audience that is most likely to need and be interested in the product or service offered.

At the end of the session, the resource person encouraged participants to immediately practice the knowledge they had gained through a simple simulation. This practice aims to allow participants to experience firsthand the process of designing a product or service, from identifying consumer needs to determining marketing strategies. Thus, participants are expected to be more confident in trying entrepreneurship in the real world, even if on a small scale first.

2. Improving Student Understanding

Based on the results of the pre-test and post-test, there was a significant increase in students' understanding of the concept of socio-technopreneurship. Before attending the workshop, only 60% of students had a basic understanding of technology-based and social entrepreneurship. After attending the activity, this percentage increased to 85%. This data shows that the learning method used is efficacious in improving students' knowledge.

Table 1. Pre-test and Post-test Results

Indicator	Pre-test (%)	Post-test (%)	Increased (%)
Basic Knowledge of Entrepreneurship	60	85	25
Entrepreneurial Intention	50	75	25

Source: Primary Data (processed), 2024

3. Entrepreneurial Intention

After attending the workshop, 75% of students expressed interest in starting a business after graduating from school. That shows that this activity has succeeded in motivating students to see entrepreneurship as a promising career choice.

4. Quality of Business Plans

As many as 60% of the participant groups were able to prepare realistic and innovative business plans. Some of the business ideas generated include digital-based local product marketing applications, technology-based service providers, and culinary businesses that utilize social media for promotion.

Discussion

1. Relevance to Previous Theories and Studies

The results of this activity are in line with the findings of Mulyany et al. (2023) which show that the integration of technology in entrepreneurship learning can increase students' creativity and innovation. In addition, the socio-technopreneurship approach used in this activity is also in accordance with research by Halim, Hasibuan, et al. (2024), which found that this approach is able to create sustainable business solutions and provide positive social impacts.

2. Success as Best Practice

The success of this activity can be used as best practice for similar programs in the future, especially in areas with limited access to education and technology. Some success factors include:

- **Service Learning (SL) Approach:** This method allows students to learn through direct experience so that the material presented is easier to understand and apply.
- **Multidisciplinary Collaboration:** Collaboration between entrepreneurship, technology, and creative economy experts provides a holistic perspective to participants.
- **Support from Schools:** The active role of teachers and school staff in facilitating activities is also key to success.



Figure 3. Certificate of Appreciation from the PIC of the Community Service

3. Contribution to SDGs Achievement

This activity directly contributes to the achievement of the Sustainable Development Goals (SDGs), especially Goal 8 (Decent Work and Economic Growth) and Goal 9 (Industry, Innovation, and Infrastructure). By increasing students' entrepreneurial interests and abilities, this activity helps create inclusive jobs and encourage sustainable economic growth at the local level.

4. Constraints Faced

Although this activity succeeded in achieving its objectives, there were several constraints faced, including:

- **Time Limitations:** The duration of the workshop, which was only 3 hours, was deemed insufficient to provide a deep understanding of socio-technopreneurship.
- **Level of Participation:** Although the majority of students are active, some students are less enthusiastic due to a lack of initial understanding of entrepreneurship.



Figure 4. Documentation after Community Service

4. Conclusion

The workshop activity "Developing Entrepreneurial Spirit Based on Socio-Technopreneurship" held at SMAN 3 Unggul Sigli has succeeded in achieving the stated objectives, namely improving students' understanding and entrepreneurial skills through a socio-technopreneurship approach. Based on the results of the pre-test and post-test, there was a significant increase in students' understanding of the concept of technology and social-based entrepreneurship, from 60% to 85%. In addition, 75% of students expressed interest in starting a business after graduating from school, and 60% of participant groups were able to prepare realistic and innovative business plans. These data indicate that the Service Learning (SL) approach used is practical in providing meaningful and applicable learning experiences.

The implications of this activity are very relevant to efforts to achieve the Sustainable Development Goals (SDGs), especially Goal 8 (Decent Work and Economic Growth) and Goal 9 (Industry, Innovation, and Infrastructure). By increasing students' interest and entrepreneurial skills, this activity not only creates the potential for new jobs but also encourages sustainable economic growth at the local level. In addition, this activity can be used as a best practice model for similar programs in other areas, especially in areas with limited access to education and technology. Overall, this activity has provided tangible benefits for students of SMAN 3 Unggul Sigli, while contributing to the development of science and technology through the application of a socio-technopreneurship approach in the context of secondary education. It is hoped that this activity can be the first step for the development of a broader and more sustainable entrepreneurship program in the future.

Acknowledgment

This Community Service Activity is a collaboration of the Program Studi Ekonomi Islam Fakultas Ekonomi Universitas Syiah Kuala with the Pusat Riset Komunikasi Pemasaran, Pariwisata, dan Ekonomi Kreatif Universitas Syiah Kuala and SMAN 3 Unggul Sigli. In addition, in writing this article, there are contributions from various parties, for which we would like to express our gratitude.

References

Agus Afandi, Nabelia Laily, Noor Wahyudi, Muchammad Helmi Umam, Ridwan Andi Kambau, Siti Aisyah Rahman, Mutmainnah Sudirman, Jamilah, Nurhira Abdul Kadir, Syahrani Junaid, Serliah Nur, Rika Dwi Ayu Parmitasari, Nurdiyanah, Jarot Wahyudi, & Marzuki Wahid.

-
- (2022). *Metodologi pengabdian masyarakat*. Direktorat Pendidikan Tinggi Keagamaan Islam Direktorat Jenderal Pendidikan
- bin Abd Karim, M. R., Lada, S., Halim, H., Kesuma, T. M., Siregar, M. R., Riyaldi, M. H., Nizam, A., Abd Majid, M. S., Dawood, T. C., & Priantana, R. D. (2024). Training on Management Control System in Printing Entrepreneurs. *Jurnal Pengabdian Bakti Akademisi*, 1(4).
- Brixiová, Z., Ncube, M., & Bicaba, Z. (2015). Skills and youth entrepreneurship in Africa: Analysis with evidence from Swaziland. *World Development*, 67, 11–26.
- Davis, S. M. (2002). Social entrepreneurship: Towards an entrepreneurial culture for social and economic development. *Available at SSRN 978868*.
- Global Entrepreneurship Monitor. (2024). *GEM 2023/2024 Global Report*. <http://www.witchwoodhouse.com>
- Guerrero, M., Liñán, F., & Cáceres-Carrasco, F. R. (2021). The influence of ecosystems on the entrepreneurship process: a comparison across developed and developing economies. *Small Business Economics*, 57(4), 1733–1759.
- Halim, H., Anggraeni, D., Umuri, K., Haryati, T., Pratiwi, C. P., Ramadhani, E., Manggabarani, A. S., Farida, F., Syahrizal, T. M., & Ardiansyah, T. (2024). *SOCIO-TECHNOPRENEURSHIP*.
- Halim, H., Fadhil, R., & El Rahimi, S. A. (2024). *Model of University Entrepreneurial Education Development Strategy for Preparing the Golden Generation Toward 2045: Islamic Entrepreneurship Perspective*. <https://doi.org/https://doi.org/10.55927/ajma.v3i4.11901>
- Halim, H., Hanidah, I. I., Fadhil, R., Ramadhani, E., Rahimi, S. A. El, Khairi, F., Sari, N., Muftahuddin, M., Amri, K., & Raisa Ulyia Nisva. (2024). Sharing Session: Successful Student Entrepreneurship Management at the University Level. *Asian Journal of Community Services*, 3(12), 1103–1112. <https://doi.org/10.55927/ajcs.v3i12.12299>
- Halim, H., Hasibuan, A., Abdullah, S., Fadhil, R., Kesuma, T. M., Nizam, A., Markonah, M., Dewi, I. K., Simanjuntak, M., & El Rahimi, S. A. (2024). *Socio-Technopreneurship: Teori dan Aplikasi*. Yayasan Kita Menulis.
- Halim, H., Novindra, N., Maisaroh, M., Fadhil, R., Miftahuddin, M., Murkhana, M., & Riyaldi, M. H. (2024). Empowering Local Economies: Training on Management and Development of Gampong-Owned Business Entity (BUMG). *Jurnal Pengabdian Bakti Akademisi*, 1(2).
- Halim, H., Permata, S. U., Kesuma, T. M., Siregar, M. R., Riyaldi, M. H., & DM, B. S. (2024). Empowering Creativity and Entrepreneurial Spirit: A Service-Learning Approach for MTs Students. *IJCS: International Journal of Community Service*, 3(1), 58–65.
- Halim, H., Ramadhani, E., Kadriadi, K., Aziz, F., Subakty, E., Susiatmojo, A., & Putra, I. G. J. E. (2024). Enhancing Entrepreneurship Resource Competence through Business Incubator Consultant Certification. *Asian Journal of Community Services*, 3(4), 347–356.
- Hanidah, I.-I., Halim, H., Fadhil, R., Kesuma, T. M., Siregar, M. R., Ramadhani, E., Ginting, L. M., Najla, N., Fakhrrurrazi, F., & El Rahimi, S. A. (2024). Training to Build a Creative and Innovative Young Entrepreneur Mindset. *Jurnal Pengabdian Bakti Akademisi*, 1(4).
- Hardana, A. (2018). Model pengembangan kewirausahaan di perguruan tinggi. *Al-Masharif: Jurnal Ilmu Ekonomi Dan Keislaman*, 6(2), 31.
- Malhotra, S., Kaur, T., Jain, K., Pandey, P. K., & Sengupta, A. (2024). Inclusive entrepreneurship ecosystem for PwDs: a reflection on SDGs. *International Journal of Manpower*.
- McMullen, J. S. (2011). Delineating the domain of development entrepreneurship: A market-based approach to facilitating inclusive economic growth. *Entrepreneurship Theory and Practice*, 35(1), 185–215.
- Mulyany, R., Muhammad, S., Geumpana, T. A., Halim, H., & Pertiwi, C. D. (2023). A Potential Framework For an Impactful Technopreneurship Education. *Indonesian Journal of Business and Entrepreneurship (IJBE)*, 9(2), 208.
- Nkechi, A., Emeh Ikechukwu, E. J., & Okechukwu, U. F. (2012). Entrepreneurship development and employment generation in Nigeria: Problems and prospects. *Universal Journal of Education and General Studies*, 1(4), 88–102.

-
- Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers* (Vol. 1). John Wiley & Sons.
- Pratama, Y., Suharyat, Y., Laily, N., Hidayati, U., Sari, J., Martoatmodjo, G. W., Mahfudoh, M., Irmayani, N. W. D., Setyorini, N., & Supriyati, S. (2023). *Pengembangan Sumber Daya Manusia*.
- Rivani, R., Halim, H., Fadhil, R., Ramadhani, E., Agustina, R., Purnami, N. M., Dinaroe, D., Hanidah, I. I., Maulana, M. R., & Saleha, S. (2024). Training on WhatsApp Business Optimization for Student Entrepreneurs of Universitas Syiah Kuala. *Jurnal Pengabdian Bakti Akademisi*, 1(4).
- Riyaldi, M. H., Halim, H., Firdaus, M., Syahrizal, T. M., Faisal, F., Darwanis, D., Murkhana, M., & Jamal, A. (2024). Socialization and Counseling on the Dangers of Drugs in Dayah Mini Aceh. *Jurnal Pengabdian Bakti Akademisi*, 1(2).
- Riyaldi, M. H., Halim, H., Nurdin, R., Budin, D. S. A., Nizam, A., bin Abd Karim, M. R., & Lada, S. (2024). Socialization of Economic and Islamic Financial Sustainability for Student Entrepreneurs in Kota Kinabalu, Sabah, Malaysia. *Asian Journal of Community Services*, 3(7), 653–662.
- Riyaldi, M. H., Syahrizal, T. M., Halim, H., Susanna, S., & Rani11, D. M. (2024). *Socialization of Cash Waqf Management in Universities in Malaysia*.
- Wirtz, J., Tuzovic, S., & Ehret, M. (2015). Global business services: Increasing specialization and integration of the world economy as drivers of economic growth. *Journal of Service Management*, 26(4), 565–587.
- Yusrizal, Y., Sentosa, D. S., Halim, H., Majid, M. S. A., Mazwan, R., Sasra, S. F., Nasir, M. F., Zulfa, Z., Ridmailis, R., & Maira, H. (2024). Empowering Aceh's SMEs Mentors: A Journey of Excellence in Competence Development for Sustainable Growth. *Jurnal Pengabdian Bakti Akademisi*, 1(2).