



Strengthening Entrepreneurial Creativity Through Industry-Based Learning: A Community Engagement Program at Modena Home Center

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Abstract

Entrepreneurship education in vocational higher education requires learning approaches that bridge classroom theory and real-world business practices. However, students often have limited opportunities to directly observe how entrepreneurial concepts are implemented in professional industrial settings. Therefore, a community engagement program entitled “Strengthening Entrepreneurial Creativity Through Industry-Based Learning: A Community Engagement Program at MODENA Home Center” was conducted to enhance students’ entrepreneurial understanding and creativity through direct industry exposure. The program involved vocational students from Batam Tourism Polytechnic and was implemented in collaboration with MODENA Home Center Batam, a leading household appliance company. The activities consisted of participant orientation, company profile presentation, showroom observation, product knowledge sessions, interactive discussions, and reflective evaluation. To assess the effectiveness of the program, pre-test and post-test evaluations were administered before and after the activity. The results indicated a significant improvement in students’ understanding of entrepreneurship concepts and modern kitchen equipment, as reflected in the increased post-test scores compared to the pre-test scores. Students also demonstrated greater awareness of customer service, product positioning, marketing strategies, and business operations within a professional retail environment. Furthermore, the program strengthened collaboration between academia and industry while providing MODENA Home Center with opportunities to increase brand exposure among Generation Z consumers. The findings suggest that industry-based learning is an effective approach for strengthening entrepreneurial creativity and providing meaningful experiential learning opportunities for vocational students. Therefore, similar collaborative programs should be continuously developed to support entrepreneurship education and industry-academia partnerships.

Keywords: *Entrepreneurial Creativity; Industry-Based Learning; Experiential Learning; Vocational Students; Community Engagement*

INTRODUCTION

Entrepreneurship has become an increasingly important component of higher education (Mónico et al., 2021), particularly in vocational institutions where graduates are expected not only to seek employment but also to create business opportunities and contribute to economic development. In today's competitive environment, entrepreneurial competencies such as creativity, innovation,





problem-solving, and opportunity recognition are essential skills for students preparing to enter the workforce (Mellisa & Tunjungsari, 2024). Consequently, higher education institutions are encouraged to implement learning approaches that foster entrepreneurial mindsets and provide practical exposure to real business environments.

Despite the growing emphasis on entrepreneurship education, many students still experience difficulties in connecting theoretical concepts learned in the classroom with actual business practices (Lubis, Rais, et al., 2025). Traditional lecture-based instruction often provides limited opportunities for students to observe how entrepreneurship is implemented in professional settings. As a result, students may understand entrepreneurial theories conceptually but lack practical insights into business operations, customer engagement, marketing strategies, and product management. This gap highlights the need for experiential learning approaches that allow students to interact directly with industry practitioners and observe real-world business activities.

Industry-based learning has emerged as an effective educational strategy for enhancing entrepreneurial competencies through direct engagement with business organizations (Ismail & Wahira, 2026). According to experiential learning theory, knowledge is more effectively acquired when learners actively participate in meaningful experiences and reflect upon them. Through industry visits, field observations, and interactions with practitioners, students can gain a deeper understanding of entrepreneurial processes while developing creativity and critical thinking skills (Lubis et al., 2026). Previous studies have also demonstrated that experiential learning contributes positively to students' entrepreneurial intentions, self-confidence, and ability to identify business opportunities.

To address these challenges, a community engagement program was conducted in collaboration with MODENA Home Center Batam. MODENA is one of Indonesia's leading household appliance brands, recognized for its commitment to innovation, product quality, and customer-oriented services. The company provides a suitable learning environment where students can observe various aspects of business management, including product display strategies, customer service practices, brand positioning, and operational management. Through direct exposure to these activities, students are expected to gain valuable insights into how entrepreneurial concepts are applied within a professional business context.





In addition, entrepreneurial creativity is particularly relevant for students enrolled in tourism and hospitality-related programs (Lubis, Fatimah, et al., 2025). The tourism industry is highly dynamic and service-oriented, requiring individuals to continuously develop innovative ideas, adapt to changing customer preferences, and identify emerging business opportunities. Exposure to industrial environments enables students to observe how creativity is translated into products, services, and customer experiences that generate value for both businesses and consumers. Through direct interaction with industry practitioners, students can better understand the relationship between innovation, market demand, and business sustainability. Such experiences are expected to inspire students to develop entrepreneurial thinking and apply creative problem-solving skills in their future careers (Gunawan et al., 2025).

Therefore, this community engagement program aimed to strengthen entrepreneurial creativity among vocational students through industry-based learning at MODENA Home Center. Specifically, the program sought to enhance students' understanding of entrepreneurship, increase their awareness of business practices, and provide experiential learning opportunities that bridge the gap between academic knowledge and industrial application.

COMMUNITY OVERVIEW

The primary beneficiaries of this community engagement program were vocational students from Batam Tourism Polytechnic. As learners preparing to enter the tourism, hospitality, and business sectors, these students require not only theoretical knowledge but also practical exposure to real business environments. While entrepreneurship-related subjects are incorporated into the curriculum, opportunities to directly observe entrepreneurial practices in professional settings remain relatively limited. Consequently, there is a need for learning activities that allow students to connect classroom concepts with real-world business operations and strengthen their entrepreneurial creativity through experiential learning (Azahra et al., 2025).

Vocational students are expected to possess competencies that enable them to adapt to changing industry demands, identify business opportunities, and develop innovative solutions. In the tourism and hospitality sectors, entrepreneurial creativity is particularly important because service innovation, customer





satisfaction, and value creation play critical roles in achieving business success (Lubis et al., 2024). Therefore, providing students with direct industry exposure can help broaden their perspectives, improve their understanding of business management, and encourage the development of entrepreneurial mindsets.

The community engagement program was implemented in partnership with MODENA Home Center Batam, a retail and service center operated by MODENA, one of Indonesia's leading household appliance brands. MODENA is recognized for offering high-quality products that integrate functionality, innovation, and modern design. The company provides a comprehensive range of household appliances, including cooking equipment, kitchen appliances, water heaters, refrigeration products, and home care solutions. Through its commitment to product excellence and customer satisfaction, MODENA has established a strong reputation in the Indonesian market.

MODENA Home Center Batam was selected as the industry partner because it offers a professional business environment that enables students to observe various aspects of entrepreneurial practice. These include product management, showroom organization, customer service strategies, marketing approaches, and brand positioning. In addition, the company's interaction with consumers provides valuable insights into how businesses create value and maintain competitiveness in a dynamic marketplace. Through collaboration with MODENA Home Center, students were able to gain firsthand experience and practical knowledge that complemented their academic learning.

The partnership between Batam Tourism Polytechnic and MODENA Home Center reflects a shared commitment to supporting student development through industry-academia collaboration. By providing opportunities for direct engagement with industry practitioners, the program sought to enhance entrepreneurial creativity, strengthen practical competencies, and prepare students for future professional and entrepreneurial endeavors.





Figure 1. Front View of Modena Home Center

METHODOLOGY

This community engagement program employed an industry-based learning approach designed to strengthen entrepreneurial creativity through experiential learning. The program was conducted at MODENA Home Center Batam and involved vocational students from Batam Tourism Polytechnic as the primary participants. The activity was designed to provide direct exposure to business operations and entrepreneurial practices within a professional industrial environment (Naitupulu & Manalu, 2023).

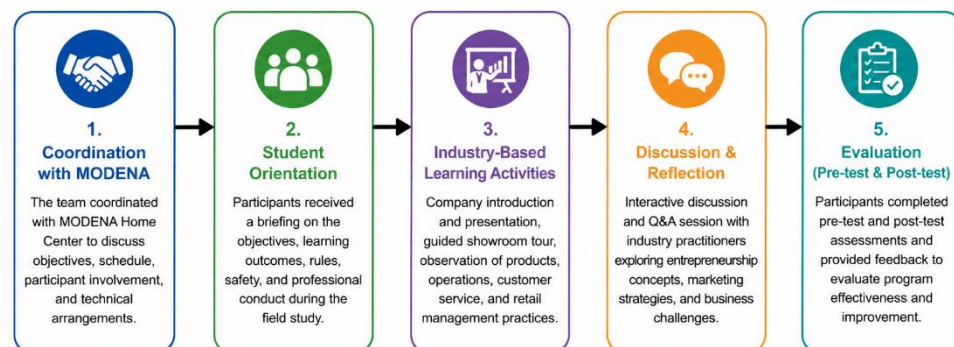


Figure 2. Stages of The Community Engagement Program

The implementation of the program consisted of five main stages. The first stage involved coordination and preparation with the industry partner. During this stage, the community engagement team communicated with representatives of MODENA Home Center to discuss the objectives, schedule, participant involvement, and technical arrangements required for the activity.



The second stage focused on student preparation and orientation. Participants received a briefing regarding the objectives of the program, expected learning outcomes, and regulations that had to be followed during the field study. Students were also informed about safety considerations and professional conduct while interacting within the industrial environment.

The third stage involved the implementation of the field-based learning activities. Representatives from MODENA Home Center introduced the company's background, business development, product portfolio, and customer service practices. Following the presentation, students participated in a guided showroom tour where they observed various household appliances, product display strategies, customer engagement approaches, and retail management practices.

The fourth stage consisted of interactive discussions and question-and-answer sessions between students and industry practitioners. This activity enabled participants to explore entrepreneurial concepts, marketing strategies, customer relationship management, and business challenges encountered in real-world operations. The discussion session encouraged active participation and critical reflection among students.

The final stage involved evaluation and reflection. To assess learning outcomes, participants completed pre-test and post-test assessments before and after the program. The evaluation focused on measuring students' understanding of entrepreneurship concepts and modern household appliance knowledge. In addition, participant feedback was collected to evaluate the effectiveness of the program and identify opportunities for future improvement. The overall methodology was designed to integrate observation, interaction, reflection, and evaluation, thereby providing students with meaningful experiential learning opportunities while strengthening their entrepreneurial creativity and practical business understanding.

SUSTAINABLE RESULT AND POTENTIAL

The sustainability of a community engagement program should not only be viewed from the completion of activities within a specific period, but also from the extent to which the program creates meaningful learning outcomes, strengthens stakeholder relationships, and opens opportunities for future development. In this program, sustainability was reflected through the improvement of students'





competencies, the creation of practical entrepreneurial learning experiences, the strengthening of industry-academia collaboration, and the potential for continuous partnership between Batam Tourism Polytechnic and MODENA Home Center. Therefore, the sustainable results of this program can be understood from several interconnected dimensions as follows.

Improvement in Students' Competencies

One of the most visible outcomes of this community engagement program was the improvement in students' competencies after participating in the industry-based learning activity (Siregar & Albina, 2025). The evaluation was conducted through pre-test and post-test assessments to measure students' understanding before and after the program. The assessment focused on two main competency areas, namely knowledge of modern kitchen equipment and understanding of entrepreneurship concepts.

Table 1. Comparison of Pre-test and Post-test Results

Competency Area	Pre-test (%)	Post-test (%)	Improvement (%)
Kitchen Equipment Knowledge	62	88	26
Entrepreneurship Understanding	68	91	23
Average Score	65	89.5	24.5

The table shows that students' knowledge of modern kitchen equipment increased from 62% in the pre-test to 88% in the post-test, indicating an improvement of 26 percentage points. This improvement demonstrates that direct exposure to MODENA's products allowed students to understand not only the basic functions of kitchen equipment, but also their features, technology, product differentiation, and practical value for consumers. Through the showroom tour and product explanation session, students were able to observe how product knowledge becomes an important part of business communication and customer service.

In terms of entrepreneurship understanding, students' scores increased from 68% to 91%, showing an improvement of 23 percentage points. This result





indicates that students gained a stronger understanding of how entrepreneurial concepts are implemented in real business practices. They were able to connect classroom theories with practical aspects such as marketing strategy, product positioning, customer relationship management, service quality, and brand image. The overall average score also increased from 65% to 89.5%, with an average improvement of 24.5 percentage points, suggesting that the program had a positive impact on students' learning outcomes.

Sustainable Impact on Students

Beyond the numerical improvement shown in the pre-test and post-test results, the program also generated broader educational impacts for students. Through direct observation in a professional business environment, students were able to experience learning that was more contextual, practical, and relevant to real industry conditions (Tete et al., 2014). This type of learning is important because entrepreneurship cannot be fully understood only through classroom lectures; it requires exposure to actual business situations where students can observe how decisions are made, how customers are served, and how products are marketed.

The activity also helped students develop entrepreneurial creativity. By observing the way MODENA organizes its showroom, explains product value, and builds customer experience, students gained inspiration on how creativity can be applied in business. They learned that entrepreneurship is not only about starting a business, but also about identifying opportunities (Wangania et al., 2024), creating value, solving customer problems (Dhabitah et al., 2024), and building trust through service excellence (Sipahutar et al., 2024). These insights can support students in developing future business ideas, academic projects, or entrepreneurial initiatives.





Figure 3. Group Photo of PKM Participants and Partners

Furthermore, the program encouraged students to become more confident in interacting with industry practitioners. During the discussion session, students had the opportunity to ask questions, express opinions, and reflect on the business practices they observed. This process strengthened their communication skills, critical thinking, and ability to analyze business phenomena. These soft skills are essential for vocational students because they are closely related to workplace readiness and entrepreneurial success.

Sustainable Benefits for the Industry Partner

The sustainability of this program was also reflected in the benefits gained by MODENA Home Center as the industry partner. Through this activity, MODENA had the opportunity to introduce its products, services, and corporate values to vocational students, particularly those belonging to Generation Z. This is important because Generation Z is highly connected to digital platforms and has strong potential to influence brand awareness through social interaction and online sharing.

The program also supported MODENA's positioning as a company that is open to educational collaboration. By welcoming students and lecturers into its business environment, MODENA demonstrated its commitment to supporting learning beyond the classroom. This can strengthen the company's image as an industry partner that contributes to education, community development, and human resource improvement.





In addition, interaction with students may provide indirect feedback for the company. Students' questions, responses, and impressions can offer insight into how young consumers perceive household appliances, showroom experiences, product presentation, and customer service. Although the activity was not designed as market research, the engagement created an opportunity for MODENA to better understand the perspectives of future consumers.

Future Collaboration Potential

The successful implementation of this program provides a strong foundation for future collaboration between Batam Tourism Polytechnic and MODENA Home Center. The positive learning outcomes and active participation of students indicate that industry-based learning can be continued and expanded as part of entrepreneurship education in vocational higher education.



Figure 4. Photo of PKM activities

Future collaboration may take several forms, such as regular field study programs, guest lectures by industry practitioners, product knowledge workshops, entrepreneurship mentoring, internship opportunities, or collaborative projects involving students and lecturers. These activities would allow students to gain deeper and more continuous exposure to industry practices, while also strengthening MODENA's relationship with the academic community.

Moreover, this model can be replicated with other industry partners in different business sectors. The structure of the program—consisting of preparation, industry exposure, guided observation, discussion, and evaluation—can be adapted to various learning contexts. This makes the program not only beneficial as a one-time community engagement activity, but also as a sustainable model for industry-based entrepreneurship learning.





Overall, the program demonstrated that community engagement activities can create long-term value when they are designed as collaborative learning experiences. The improvement in students' competencies, the strengthening of entrepreneurial creativity, the benefits for the industry partner, and the potential for future collaboration indicate that this program has strong sustainability. Therefore, similar programs should be continuously developed to support vocational education, entrepreneurship learning, and stronger industry-academia partnerships.

CONCLUSION

The community engagement program entitled "Strengthening Entrepreneurial Creativity Through Industry-Based Learning: A Community Engagement Program at MODENA Home Center" was successfully implemented and achieved its intended objectives. Through direct exposure to a professional business environment, vocational students gained valuable insights into entrepreneurship, product management, customer service, and business operations. The industry-based learning approach enabled students to connect theoretical concepts acquired in the classroom with practical applications observed in the field. The evaluation results demonstrated a positive impact on students' competencies. Knowledge of modern kitchen equipment increased from 62% to 88%, while understanding of entrepreneurship concepts improved from 68% to 91%. These findings indicate that experiential learning activities conducted in collaboration with industry partners can effectively enhance students' entrepreneurial knowledge and creativity. Beyond the immediate learning outcomes, the program also strengthened collaboration between Batam Tourism Polytechnic and MODENA Home Center. The partnership created mutual benefits by providing meaningful learning experiences for students while increasing industry engagement with the academic community. Furthermore, the program demonstrated strong potential for sustainability through future initiatives such as field studies, guest lectures, entrepreneurship workshops, internships, and other collaborative educational activities. Overall, the findings suggest that industry-based learning is an effective strategy for strengthening entrepreneurial creativity among vocational students and can serve as a valuable model for future community engagement programs aimed at bridging the gap between academic learning and industry practice.

SUGGESTION

Based on the implementation and outcomes of the community engagement program, several recommendations can be proposed for future initiatives. First, similar industry-based learning activities should be conducted on a regular basis to provide students with continuous exposure to real business environments. Repeated engagement with industry partners can further strengthen





entrepreneurial competencies and enhance students' ability to connect theoretical knowledge with practical applications. Second, future programs should consider extending the duration of industry visits and incorporating more interactive learning components, such as business case studies, product demonstrations, entrepreneurship simulations, and project-based assignments. These activities would enable students to gain a deeper understanding of business operations and improve their problem-solving and decision-making skills. Third, educational institutions are encouraged to expand collaborations with a wider range of industry partners across different sectors. Broader industry involvement would expose students to diverse business models, entrepreneurial strategies, and workplace cultures, thereby enriching their learning experiences and professional perspectives. Fourth, future community engagement programs should adopt more comprehensive evaluation methods, including reflective journals, group presentations, and competency-based assessments. Such approaches would provide a more holistic understanding of students' learning outcomes and the long-term impact of experiential learning activities. Finally, the partnership between Batam Tourism Polytechnic and MODENA Home Center should be further strengthened through sustainable collaborative programs such as guest lectures, internships, entrepreneurship mentoring, applied research projects, and recurring community engagement activities. Continuous collaboration between academia and industry will contribute to the development of innovative, adaptable, and entrepreneurially minded graduates who are better prepared to meet the challenges of the modern business environment.

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