

Enhancing Student Motivation and Creativity through HR Planning to Foster Entrepreneurship at SMKN 1 Ciruas

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Abstract

This Community Service Program (PKM) aims to enhance the motivation, creativity, and human resource (HR) planning skills of students at SMKN 1 Ciruas in order to foster an entrepreneurial spirit from an early age. The program is motivated by low learning motivation, lack of self-confidence, and limited student understanding in developing career planning and optimizing personal potential. The implementation of the program employed expository and inquiry-based approaches. The expository method was used to deliver fundamental concepts of HR planning, motivation, creativity, and entrepreneurship. Meanwhile, the inquiry method was applied through group discussions, case studies, business idea brainstorming, and career planning simulations. This approach was designed to encourage active student participation and to integrate theoretical understanding with practical experience. The results indicate an improvement in students understanding of the importance of individual-level HR planning, particularly in identifying personal potential, setting short-term and long-term goals, and designing career development strategies. Students learning motivation and interest in entrepreneurship also increased, as reflected in active participation during discussions, increased confidence in expressing opinions, and the ability to generate creative business ideas relevant to their surrounding environment. The impact of this program was experienced by both students and the school through the enhancement of a structured self-planning mindset and the development of an entrepreneurial culture within the school environment. This PKM activity contributes to improving the quality of human resources among students at SMKN 1 Ciruas and strengthens the synergy between schools and higher education institutions in developing student competencies.

Keywords: Motivation; Creativity; Human Resource Planning; Entrepreneurship; Community Service.

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1. Introduction

Vocational education plays a strategic role in preparing human resources who are work-ready, independent, and adaptive to the development of the business and industrial sectors. However, based on observations and discussions with the school, several problems are still found among students, particularly low learning motivation, limited creativity, and insufficient understanding of human resource (HR) planning and self-potential development. These conditions have an impact on students' low readiness in determining their career paths, both for entering the workforce and for pursuing entrepreneurship after graduation.

These problems are further exacerbated by the limited availability of mentoring and non-academic development activities that specifically address HR planning, motivation enhancement, and creativity development. In the era of global competition and rapid

technological advancement, students are required not only to possess technical skills (hard skills) but also non-technical skills (soft skills) such as achievement motivation, creativity, self-planning abilities, and an entrepreneurial mindset. Without appropriate intervention, students are likely to experience confusion in making career choices and lack confidence in facing future challenges.

Therefore, the implementation of this Community Service Program is highly urgent as a form of higher education institutions' contribution to improving the quality of human resources in the school environment. This PKM activity is designed as an educational and practical program through socialization, counseling, and interactive discussions that focus on enhancing students' motivation, creativity, and HR planning skills. This approach is expected to provide students with a more comprehensive understanding of the importance of recognizing their potential and planning their future in a structured manner.

The main objective of this PKM is to improve students' learning motivation, encourage creativity in thinking and action, and equip students with basic HR planning skills as a foundation for fostering an entrepreneurial spirit from an early age. Through this program, it is expected that students of SMKN 1 Ciruas will have better mental readiness, knowledge, and attitudes in facing the world of work as well as in creating independent business opportunities.

2. Methods

This Community Service Program (Pengabdian kepada Masyarakat/PKM) was implemented using an educational and participatory approach oriented toward empowering students as the main subjects of the activity. This approach was selected because it aligns with the nature of community service, which emphasizes collaborative learning processes, capacity building for partners, and the practical application of knowledge. The methods employed were designed to encourage active student involvement in understanding the importance of motivation, creativity, and human resource (HR) planning as essential provisions for entering the workforce and engaging in entrepreneurship.

The first stage was the preparation phase. At this stage, the PKM team conducted initial coordination with SMKN 1 Ciruas to obtain an overview of students' conditions and the needs of the partner institution. Preparatory activities included identifying the problems faced by students, particularly those related to learning motivation, creativity, and understanding of self-planning and entrepreneurship. In addition, the PKM team developed socialization materials tailored to the characteristics of vocational high school students, covering topics such as motivation enhancement, creativity development, basic concepts of individual-level HR planning, and an introduction to simple entrepreneurship. The preparation of supporting facilities and infrastructure, including presentation media and student worksheets, was also carried out to ensure the smooth implementation of the program.

The second stage was the implementation phase. During this phase, activities were carried out through interactive socialization and counseling methods. The delivery of materials was conducted in a communicative manner by combining short lectures, group discussions, case studies, and simulations of self-planning and simple business ideas. Students were encouraged to actively participate through question-and-answer sessions and discussions to help them relate the material to their real-life experiences and situations. Through simulations, students were trained to identify their personal potential, set short-term and long-term goals, and design simple steps for career and entrepreneurship planning. This approach was expected to help students understand that HR planning is not only applicable

within organizations but is also important in personal life.

The third stage was the evaluation phase. Evaluation was conducted qualitatively through observations of students' participation, enthusiasm, and responses during the activities. The PKM team observed changes in students' attitudes, such as increased confidence in expressing opinions, active involvement in discussions, and the emergence of creative ideas relevant to their surrounding environment. This evaluation aimed to assess the extent to which the PKM activities enhanced students' understanding of the importance of motivation, creativity, and HR planning, as well as fostered their interest in entrepreneurship.

The PKM activity was conducted at SMKN 1 Ciruas, Serang Regency, with a total of 35 student participants. The program was implemented over two days, on October 1–2, 2025, with the duration of activities adjusted to the school schedule. Through a structured and participatory implementation method, this activity is expected to provide meaningful learning experiences for students and contribute to improving their readiness to enter the workforce and develop an entrepreneurial spirit from an early stage. *wirausaha*.

3. Results and Discussions

The implementation of the Community Service Program (Pengabdian kepada Masyarakat/PKM) at SMKN 1 Ciruas had a significant positive impact on the students as program beneficiaries. Based on observations during the implementation, an improvement in students' learning motivation was evident. This was reflected in students' enthusiasm in participating in each session, their active involvement in discussions, and their increased confidence in expressing opinions and asking questions related to the presented materials. These findings indicate that the educational and participatory approach applied was effective in stimulating students' interest and motivation to understand the importance of self-development and future planning.

Figure 1. Question and Answer Session from PKM Activity Participants



In addition to increased motivation, the PKM activities also contributed to the development of students' creativity. Through group discussions, case studies, and simulations of self-planning and simple business ideas, students were encouraged to think creatively and propose solutions to problems in their surrounding environment. Students began to express business ideas that were relevant to their potential and skills, although still at a basic level. This suggests that the PKM activities served as an initial stimulus for fostering creativity and encouraging students to innovate.

Picture 2. Material Delivery Activities to Students of SMKN 1 Ciruas



Another observed impact was the improvement in students' understanding and skills related to individual-level human resource (HR) planning. Prior to the PKM activities, most students had limited awareness of the importance of self-planning, goal setting, and strategic steps in career planning. After participating in the program, students demonstrated a better understanding of how to identify their personal potential, recognize strengths and weaknesses, and formulate short-term and long-term goals. This enhanced understanding serves as an important foundation for students in determining their career paths, both for entering the workforce and for pursuing entrepreneurship.

Picture 3. PKM Team with Students of SMKN 1 Ciruas



The PKM activities also contributed to the development of students' self-confidence and mental readiness in facing the world of work and entrepreneurship. Students exhibited more positive attitudes, including increased self-confidence, stronger learning motivation, and

greater awareness of the importance of having clear life planning. The interactive discussions and simulations helped students connect the materials with real-life situations, making the learning process more meaningful and applicable.



Overall, the results of the PKM implementation demonstrate that the program provided tangible benefits to the partner institution, particularly in improving students' motivation, creativity, understanding, and HR planning skills. These impacts are expected to be sustainable with the active support of the school and teachers in integrating motivation, creativity, and self-planning materials into the learning process. Thus, this PKM activity not only offers short-term benefits but also contributes to preparing SMKN 1 Ciruas graduates who are more prepared, independent, and competitive.

4. Conclusions

The Community Service Program (Pengabdian kepada Masyarakat/PKM) implemented at SMKN 1 Ciruas successfully generated positive impacts on students as the program beneficiaries. The program was proven to enhance students' learning motivation, creativity, as well as their understanding and skills in individual-level human resource (HR) planning. Through an educational and participatory approach, students became more active, confident, and aware of the importance of career planning and early self-development. The program also contributed to fostering students' entrepreneurial interest and mental readiness in facing the world of work. Overall, this PKM activity provided tangible benefits as an effort to empower students and improve the quality of human resources within the school environment.

As a recommendation, similar programs should be implemented on a continuous basis with broader participant coverage and supported by stronger collaboration between schools and higher education institutions. In addition, the integration of motivation, creativity, and self-planning materials into school learning activities needs to be strengthened to ensure the long-term sustainability of the program's impact.

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Author Contributions Statement (mandatory) (10 PT)

Anak Agung Gede Darma Jata contributed to conceptualization, activity design, methodology, supervision of the Community Service Program implementation, as well as original draft preparation and manuscript editing. Ahmad Ghoni contributed to methodology, field investigation, data collection, and manuscript writing and review. Mellyana Aisya, Wida Qonitatul Wiqoyah, and Alfi Rahmadini contributed to investigation, activity implementation, documentation, and manuscript review and editing.







Table 1. Author Contributions (CRediT)

Contributor Roles (CRediT)	Anak Agung Gede Darma Jata	Ahmad Ghoni	Mellyana Aisya	Wida Qonitatul Wiqoyah	Alfi Rahmadini
Conceptualization	✓				
Methodology	✓	✓			
Formal Analysis	✓				
Investigation		✓	✓	✓	✓
Data Curation		✓			
Supervision	✓				
Project Administration	✓				
Writing – Original Draft	✓	✓			
Writing – Review & Editing	✓	✓	✓	✓	✓
Visualization	/		✓	✓	✓
Documentation					
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