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Strengthening Financial Literacy and Marketing Skills among Students through a Thematic Community Engagement Program

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Abstract: This community service activity was part of a Thematic Community Service Program (Kuliah Kerja Nyata/KKN) aimed at strengthening students' financial literacy and marketing skills as a foundation for introducing entrepreneurship. The activity involved 32 tenth-grade students at SMA Kemala Bhayangkari in Bandung City, Indonesia. An educational-participatory approach was employed through basic accounting instruction, interactive quizzes using Kahoot!, demonstrations, and sales pitch simulations. The financial literacy materials covered debit and credit, the basic accounting equation, and simple cash flow, while the marketing materials focused on product features and benefits, hooks, and calls to action. Evaluation was conducted through quiz results and observations of students' engagement and practical performance. Students participated in the quizzes with scores ranging from 0% to 80%, while all participants were given the

Abstrak: Kegiatan pengabdian kepada masyarakat ini merupakan salah satu program kerja Kuliah Kerja Nyata (KKN) Tematik yang bertujuan memperkuat literasi keuangan dan keterampilan pemasaran siswa sebagai dasar pengenalan kewirausahaan. Kegiatan dilaksanakan dengan melibatkan 32 siswa kelas X SMA Kemala Bhayangkari Kota Bandung. Metode penerapan menggunakan pendekatan edukatif-partisipatif melalui penyampaian materi akuntansi dasar, kuis interaktif menggunakan Kahoot!, demonstrasi, dan simulasi sales pitch. Materi keuangan mencakup debit dan kredit, persamaan dasar akuntansi, serta arus kas sederhana, sedangkan materi pemasaran meliputi fitur dan manfaat produk, hook, serta call to action. Evaluasi dilakukan melalui hasil kuis dan observasi terhadap keterlibatan serta praktik peserta. Evaluasi dilakukan dengan cara siswa mengikuti kuis dan capaian skor 0–80%,

opportunity to engage in the educational and marketing practice sessions. The activity provided students with an applied learning experience in understanding the fundamentals of financial management and marketing communication, thereby contributing to the development of their entrepreneurial competencies.

Keywords: Thematic Community Service Program; Financial Literacy; Marketing; Entrepreneurship; Students.

sedangkan seluruh peserta memperoleh kesempatan mengikuti rangkaian edukasi dan praktik pemasaran. Kegiatan memberikan pengalaman belajar yang aplikatif dalam memahami dasar pengelolaan keuangan dan komunikasi pemasaran sebagai bagian dari penguatan kompetensi kewirausahaan siswa.

Kata Kunci: KKN Tematik; Literasi Keuangan; Pemasaran; Kewirausahaan; Siswa.

A. Introduction

Entrepreneurship is an important competency to develop from the secondary education level because it involves not only the ability to establish a business but also the capacity to identify opportunities, manage resources, make decisions, communicate effectively, and solve problems (Harnani et al., 2020). Entrepreneurship education at the school level can serve as a means of introducing the mindset and basic skills required to. Within this process, financial literacy represents an essential foundation, as business activities require individuals to understand income and expenditure, maintain basic financial records, and manage cash flows appropriately (Kusuma et al., 2020; Yulianti, 2025). A study by Susanti et al. (2022) involving secondary school students in Surabaya found that economic literacy, financial literacy, and entrepreneurial literacy simultaneously influenced students' entrepreneurial behavior. Although financial literacy did not demonstrate a statistically significant partial effect in that study, the findings nevertheless highlight the importance of developing financial literacy alongside economic and entrepreneurial literacy as components of students' entrepreneurial development.

The importance of financial literacy in developing entrepreneurial competencies is further supported by recent research involving secondary school students in Indonesia. A study of 434 tenth-grade students in North Sulawesi demonstrated a significant relationship between financial literacy and students' entrepreneurial skills. The study positioned financial literacy as a relevant component in supporting the development of entrepreneurial skills among secondary school students. Another study involving 700 Generation Z university students in Indonesia found that entrepreneurship education plays an important role in shaping entrepreneurial readiness, with

this effect being strengthened by digital business literacy and financial literacy. These findings suggest that entrepreneurship education should be developed in an integrated manner with various forms of literacy that support young people's readiness to engage in business activities.

In addition to financial management skills, marketing skills constitute an important competency in entrepreneurial activities. Prospective entrepreneurs are not only expected to develop products but must also be able to communicate product value, attract potential customers' attention, explain product benefits, and encourage consumers to take purchasing action. These competencies are closely associated with communication, marketing, customer service, teamwork, and problem-solving skills. Mohamad (2023) demonstrated that direct business experience through practical exposure to the business environment can develop various entrepreneurial skills among university students, including communication, teamwork, marketing, customer service, problem-solving, and time-management skills. This finding indicates that practical business experience can serve as a learning medium through which participants develop entrepreneurial skills by engaging in activities that resemble real-world business situations.

The development of entrepreneurial competencies through practice is also consistent with the experiential learning approach. Through a systematic review of studies on experiential learning in entrepreneurship education, Motta & Galina (2023), found that experiential learning has positive effects on the development of entrepreneurial skills and competencies as well as entrepreneurial intentions. This approach positions students as active learners who acquire knowledge through experience, reflection, and action, rather than relying solely on theoretical instruction. Therefore, entrepreneurship education for secondary school students should combine conceptual explanations with practical experiences so that the knowledge acquired can be connected to simple and accessible business situations.

Based on these considerations, strengthening students' entrepreneurial competencies should focus on integrating financial understanding and marketing skills. These two aspects serve complementary functions. Financial literacy provides a foundation for understanding and managing the internal aspects of business activities, whereas marketing skills support entrepreneurs' ability to communicate and convey product value to consumers. The integration of these competencies is also relevant to experiential learning because students not only acquire knowledge but are also provided with opportunities to apply it through participatory activities.

This need provided the basis for implementing a community service activity through the Young Entrepreneur Essentials: Paham Keuangan, Terampil Jualan program. The activity constituted one of the work programs of the university students' Thematic Community Service Program (*Kuliah Kerja Nyata/KKN Tematik*), designed to provide entrepreneurship education to secondary school students. In the implementation of the program, two main foundations were emphasized: financial literacy as the ability to understand basic financial management and selling skills as the ability to communicate and market products. The activity targeted 32 tenth-grade students at SMA Kemala Bhayangkari, Bandung City, West Java, Indonesia.

The target participants were tenth-grade students at the early stage of secondary education. The participation of 32 students represented both an opportunity and an intervention setting for introducing entrepreneurial competencies through an applied learning approach. The program utilized students' potential to actively participate in the learning process through accessible learning materials and hands-on activities (Avianti & Indah, 2023). In the financial component, the materials covered the concepts of debit and credit, the basic accounting equation, and simple cash flow. In the marketing component, participants were introduced to sales pitch elements, the distinction between product features and benefits, hooks, and calls to action. These topics were selected to provide students with an understanding of two fundamental aspects of business activities: how to understand basic financial conditions and how to communicate products effectively to potential consumers.

The problem underlying this community service activity was the need to introduce and strengthen students' knowledge and practical experience regarding basic financial management and marketing as components of entrepreneurial competencies. This need was addressed through an interactive learning approach that combined instructional sessions with accounting quizzes, ice-breaking activities, product-promotion demonstrations, group-based sales simulations, evaluation, and recognition of participants' achievements. This approach was selected because experiential learning provides opportunities for participants to connect knowledge with practice, as demonstrated by studies on experiential learning in entrepreneurship education (Lasminingrat et al., 2024).

This community service activity was implemented as part of the students' Thematic Community Service Program by applying their knowledge and skills in accounting and management to the community (Nurhayati et al., 2023), particularly among secondary school

students. Specifically, the activity aimed to: (1) provide students with a basic understanding of simple financial recording and management through the introduction of debit and credit, the basic accounting equation, and cash flow; (2) introduce fundamental principles of marketing and sales communication through sales pitches, hooks, product benefits, and calls to action; (3) provide students with practical experience in promoting products through sales simulations; and (4) foster students' interest in entrepreneurial activities through an interactive and engaging learning process. These objectives also position the Thematic Community Service Program as a means of applying university students' knowledge to provide educational benefits to the community through activities relevant to the development of young people's competencies.

Therefore, the Young Entrepreneur Essentials: Financial Literacy and Sales Skills , program was not merely designed to deliver entrepreneurship-related content but to introduce two complementary foundational competencies through a participatory learning approach. The integration of financial education, quizzes, demonstrations, and sales simulations was expected to provide students with a more applied learning experience while representing a tangible contribution of the Thematic Community Service Program to strengthening entrepreneurial knowledge and skills among secondary school students.

B. Method

This community service activity was implemented as part of the university students' Thematic Community Service Program using an educational-participatory approach combined with experiential learning. This approach was adopted to ensure that participants not only acquired theoretical knowledge but also had opportunities to apply the learning materials through quizzes, demonstrations, and sales simulations. The target participants were 32 tenth-grade students at SMA Kemala Bhayangkari, Bandung City, Indonesia. The activity was conducted on August 14, 2026, at SMA Kemala Bhayangkari, located at Jalan Palasari No. 46, Bandung City, West Java, Indonesia.

Implementation Stages

The activity was implemented through several interrelated stages: preparation, financial literacy education, marketing skills development, demonstration and sales simulation, and evaluation of the achievement of program objectives.

1) Preparation Stage

The preparation stage involved developing the learning materials, determining the instructional methods, preparing quiz and simulation materials, and assigning roles to the implementation team according to their respective areas of expertise. The learning materials were organized into two main components: basic accounting and marketing management. This structure followed the design of the Young Entrepreneur Essentials: Paham Keuangan, Terampil Jualan program, which integrates financial understanding as the internal foundation of business activities with selling skills as an external competency for marketing products.

2) Financial Literacy Education Stage

Financial literacy education was delivered through an applied introduction to basic accounting. The materials covered debit and credit, the basic accounting equation, and simple cash flow. The instruction was designed to provide students with an understanding of the role of financial recording in everyday life and business activities. Following the instructional session, participants completed a quiz to assess their understanding of the materials presented.

3) Marketing Skills Development Stage

The next stage focused on basic marketing communication and selling skills. Participants were introduced to the key elements of a sales pitch, including the distinction between product features and benefits, the use of a hook to capture potential customers' attention, and a call to action to encourage consumers to take a desired action. The materials were presented in a simple and accessible manner to enable participants to apply the concepts directly during the subsequent practical activities.

4) Demonstration and Sales Simulation Stage

After receiving the marketing instruction, participants were provided with a demonstration of product promotion by the facilitators. The students were then divided into groups to conduct product-promotion simulations in front of their peers. This stage

represented an experiential learning activity, as students had the opportunity to apply the marketing communication techniques they had learned in a practical setting.

5) Evaluation and Feedback Stage

Evaluation was conducted using two main approaches: an assessment of participants' understanding of the accounting materials through a quiz and an assessment of their marketing skills through observation of their product-promotion performance. During the sales simulation, participants received feedback on their performance to reinforce the concepts and techniques presented during the activity. In addition, recognition was given to the group demonstrating the strongest product-promotion performance and to the participant achieving the highest score on the accounting quiz.

Achievement Measurement Techniques and Instruments

The achievement of the program objectives was assessed using descriptive and qualitative approaches based on participants' activities and engagement throughout the program. The evaluation did not employ a pre-test and post-test comparison because such instruments were not included in the activity implementation report. Therefore, the achievement indicators were aligned with the forms of intervention provided and the available evidence documenting the implementation of the activities.

Table 1 Achievement Measurement Techniques and Instruments

Aspect Measured	Achievement Indicator	Measurement Tool/Method
Financial Literacy Knowledge	Participants' ability to answer questions concerning debit and credit, the basic accounting equation, and simple cash flow	Accounting knowledge quiz
Marketing Skills	Participants' ability to deliver product promotions by incorporating product features and benefits, a hook, and a	Observation of sales pitch practice/simulation

Aspect Measured	Achievement Indicator	Measurement Tool/Method
	call to action	
Participant Engagement	Participants' involvement in instructional sessions, quizzes, discussions, and simulations	Observation throughout the activity
Communication Skills	Participants' confidence and ability to deliver product promotions in front of their groups or class	Observation and facilitator feedback
Learning Response	Participants' enthusiasm, active involvement, and responses throughout the educational and practical activities	Descriptive observation and participant feedback
Program Achievement	Completion of all activity components, including education, quizzes, demonstrations, simulations, evaluation, and recognition	Implementation documentation and activity records

These instruments were used to provide a descriptive overview of the extent to which the program objectives were achieved in terms of participants' knowledge and skills. The quiz served as a simple assessment tool for measuring participants' understanding of the financial literacy materials, while observation was used to assess participant engagement, communication skills, and the application of marketing techniques during the sales simulation. Activity documentation served as supporting evidence of program implementation. The activity report documented the opening session, basic accounting instruction, quiz, group formation, sales simulation, distribution of rewards, and group documentation.

Criteria for Program Success

The success of the activity was determined based on program implementation and participants' responses to each form of intervention. In the knowledge domain, achievement was assessed based on participants' ability to complete the accounting quiz administered after the instructional session. In the skills domain, achievement was assessed based on participants' ability to practice product promotion using the sales pitch elements introduced during the activity. In the attitudinal domain, achievement was observed through participants' level of engagement, confidence in communicating, group participation, and willingness to take part in the simulation in front of their peers.

Descriptively, the activity was considered to have achieved its objectives when participants attended the entire sequence of activities, actively engaged in the learning process, completed the knowledge assessment, and participated in the marketing practice. Qualitatively, the observed changes in participants' attitudes focused on increased confidence in communication, active participation, teamwork, and interest in entrepreneurial activities throughout the program. Meanwhile, the socio-economic dimension was positioned as a potential longer-term impact rather than as an economic change demonstrated by the present activity, as the program consisted of a single educational and simulation session and did not include measurements of changes in participants' income, business activities, or economic conditions.

Through this approach, the implementation method assessed not only whether the activities were successfully conducted but also linked each program objective to relevant indicators and measurement methods. Program achievement was subsequently analyzed descriptively based on quiz results, observations of participants' performance during the simulation, level of participation, participant responses, and documentation of the activity.

C. Results and Discussion

Based on the participant list documented in the activity report, a total of 32 tenth-grade students participated in the program. The activity was implemented through several sequential stages, as presented in,

Table 2. Activity Agenda

Time	Activity Agenda	Activity Description
3:00–3:10 PM	Opening and Greetings	a) Opening session; b) Greeting the students and briefly introducing the objectives of the activity in an engaging manner
3:10–3:30 PM	Basic Accounting Instruction	a) Introduction to basic accounting concepts, including debit and credit, the basic accounting equation, and simple cash flow; b) Explanation of the relevance of accounting to everyday life and the workplace/business environment; c) Brief Q&A and quiz session (5 minutes)
3:30–3:35 PM	Game/Ice-Breaking Activity	Motivational game to maintain participants' engagement
3:35–3:55 PM	Marketing Workshop and Sales Simulation	a) Introduction to key sales pitch elements, including features versus benefits, hook, and call to action; b) Live demonstration in which the facilitator modeled how to promote a physical product interactively in front of the class; c) Student challenge involving direct product-promotion practice in front of their peers
3:55–4:05 PM	Interactive Session and Awarding	a) Brief evaluation and feedback on students' product-promotion performances; b) Award presented to the group demonstrating the strongest product-promotion performance; c) Awards presented to the three students achieving the highest scores in the accounting quiz
4:05–4:10 PM	Closing and Group Photo	

Financial Literacy Education

In the first stage, participants were introduced to basic accounting concepts, including debit and credit, the basic accounting equation, and simple cash flow. The materials were delivered using an applied approach by relating accounting concepts to everyday situations and simple business activities. Following the instructional session, participants completed an accounting quiz as a form of evaluation to assess their understanding of the materials presented.

This activity indicates that financial literacy education can be introduced to secondary school students through simple and contextualized accounting concepts. Rather than presenting accounting solely as a technical subject, the activity connected financial concepts with situations that students may encounter in everyday life and future business activities. This contextual approach is particularly relevant to entrepreneurship education because basic financial knowledge provides an initial foundation for understanding how business resources are recorded and managed.



Figure 1.
Thematic Community Service Program Activities with Senior High School Students

Marketing Skills Development

The second stage focused on developing participants' marketing skills. Students were introduced to essential elements of a sales pitch, particularly the distinction between product features and benefits, the development of an effective hook, and the

use of a call to action. The instructional session was followed by a product-promotion demonstration delivered by the facilitators and hands-on practice by student groups. Each group was given an opportunity to present and promote the product in front of their peers.

The transition from explanation to demonstration and simulation provided students with an opportunity to apply marketing concepts directly. In particular, the sales pitch activity encouraged students to move beyond simply describing a product toward communicating its value in a way that could attract potential consumers' attention. The use of hooks and calls to action also introduced students to basic persuasive communication techniques that are relevant to entrepreneurial activities.

The group-based simulation further encouraged active participation and peer interaction. Students were required to communicate product information, organize their promotional messages, and present them confidently in front of others. Thus, the activity did not only address marketing knowledge but also created opportunities for students to practice communication, teamwork, confidence, and problem-solving skills.

Overall, the sequence of accounting instruction, interactive quizzes, demonstrations, and sales simulations reflects the experiential learning orientation of the program. Students were provided with opportunities to acquire concepts and subsequently apply them through practical activities. This combination is relevant to entrepreneurship education because entrepreneurial competencies are developed not only through knowledge acquisition but also through opportunities to practice and reflect on the application of that knowledge in contextualized situations.

Program Achievement

The achievement of the program objectives was assessed based on several indicators established in accordance with the intended outcomes of the activity. In general, the success indicators were not limited to the completion of the program but also considered participants' engagement in the learning process and their ability to participate in the practical activities provided.

Table 2. Achievement of the Thematic Community Service Program

No.	Program Objective	Achievement Indicator	Success Criterion	Implementation Result
1	Improve basic financial knowledge	Participants attended the accounting instruction and completed the quiz	Participants were able to follow the instructional materials and complete the quiz	Qualitatively achieved, as indicated by participants' engagement during the instruction and quiz
2	Develop practical marketing skills	Participants attended the marketing workshop and sales simulation	Participants were able to practice product promotion in groups	Achieved, as demonstrated by the implementation of sales simulations by student groups
3	Increase communication confidence	Participants presented and promoted products in front of their group/class	Participants demonstrated willingness and confidence to deliver product promotions directly	Qualitatively achieved, based on participants' involvement in the simulation
4	Foster entrepreneurial interest	Participants experienced the integration of financial marketing aspects	Participants actively participated throughout the activity	Qualitatively achieved through the combination of instructional materials, quizzes, games, and practical activities
5	Provide interactive learning experience	Interaction occurred between facilitators and participants	Participants engaged in quizzes, group activities, and simulations	Achieved, as evidenced by the activity documentation

Quantitatively, the program involved 32 students as its target participants. In addition, one group received an award for the best product-promotion performance, while three students received awards based on their accounting quiz results. This recognition mechanism indicates that the evaluation activities addressed the two primary competencies targeted by the program, namely accounting knowledge and marketing skills.

Nevertheless, the extent of improvement in participants' knowledge cannot be expressed as a percentage because the activity documentation did not provide comparable pre- and post-activity assessment data. Therefore, the outcomes of the program are more appropriately reported as descriptive and qualitative achievements, rather than as quantified improvements in knowledge.

Discussion

The implementation of the program indicates that a learning approach combining instructional delivery with hands-on practice is relevant for introducing entrepreneurial concepts to secondary school students. The accounting materials were not presented solely as theoretical concepts but were contextualized in relation to the financial management needs of business activities. This approach is consistent with the program objective of positioning financial understanding as an internal foundation for managing a business.

The introduction of debit and credit, the basic accounting equation, and simple cash flow provided participants with a foundation for understanding that business activities involve not only the ability to produce and sell products but also the ability to record and manage financial transactions. For secondary school students, a simple and applied approach is particularly important because it enables learning materials to be more readily connected to economic activities encountered in everyday life.

Meanwhile, the marketing workshop provided a practical dimension to entrepreneurship education. Participants did not merely listen to explanations about marketing but were given opportunities to practice sales pitches directly. The use of

hooks, product features and benefits, and calls to action helped participants understand that selling requires persuasive communication skills. This sequence of activities also supported the program objective of developing students' confidence and communication skills in presenting and offering a product.

The use of simulation also offered an advantage by creating a learning situation that more closely resembles actual entrepreneurial practice. Participants were required to work in groups, organize how the product would be presented, and practice promoting it in front of others. Group work and sales simulation therefore became important components of the program, allowing the learning process to address multiple dimensions, including knowledge, practical skills, teamwork, and communication confidence.

Strengths and Alignment of the Outcomes with the Target Participants' Conditions

The primary strength of the program lies in its integration of financial literacy and marketing skills. These two aspects represent complementary foundational competencies for introducing entrepreneurship. Students were not only introduced to how a product can be marketed but also to the importance of understanding financial management in business activities.

The activity also demonstrated methodological strengths through its participatory approach. Quizzes, ice-breaking activities, group formation, demonstrations, simulations, and recognition activities ensured that the program was not solely oriented toward the delivery of instructional content. This approach is appropriate for secondary school students because it provides opportunities for learning through direct experience and active participation.

The outcomes of the activity, particularly the development of students' experience and basic entrepreneurial skills, were also relatively aligned with the characteristics of the target participants. Tenth-grade students are at an early stage of developing their

perspectives and interests regarding educational and career pathways. Therefore, introducing basic financial and marketing concepts through simple and engaging activities can provide an initial foundation for developing an entrepreneurial mindset.

Despite the relatively comprehensive sequence of activities, several limitations should be acknowledged. First, the duration of the program was relatively short, requiring the accounting and marketing materials to be delivered in a condensed format. The activity was conducted from 3:00 p.m. to 4:10 p.m. Western Indonesia Time (WIB), leaving limited time for in-depth conceptual exploration and extended practical exercises.

Of the 32 students who participated in the program, 20 students completed the quiz through the Kahoot! platform. The evaluation results showed that participants' scores ranged from 0% to 80%. Based on the evaluation categorization, 2 participants were classified as having good achievement, 6 as moderate, and 12 as requiring improvement. These findings provide a descriptive indication of the level of understanding among the participants who completed the assessment following the instructional session.

However, these results should be interpreted cautiously. The quiz was completed by only 20 of the 32 participants, and the activity did not include a pre-test or another baseline assessment. Consequently, the observed scores cannot be interpreted as evidence of a measurable increase in financial literacy attributable to the program. Rather, they provide an initial descriptive picture of participants' understanding after the instructional intervention. Future implementations should incorporate pre-test and post-test assessments with all participants to provide stronger evidence of learning gains and enable quantitative evaluation of the program's effectiveness.

Table 3. Summary of Student Competency Assessment

Score	Number of Participants	Category
80%	1	Good

70%	1	Good
60%	1	Fair
50%	3	Fair
40%	2	Fair
30%	4	Needs Improvement
20%	5	Needs Improvement
10%	2	Needs Improvement
0%	1	Needs Improvement

Source: Data processed by the Organizing Committee, 2026.

Third, the marketing simulation was conducted within a limited timeframe, meaning that the practical experience obtained by each participant could not comprehensively represent their individual marketing competencies. Although group activities helped encourage participation, individual competency assessment would require a more structured rubric covering indicators such as the ability to initiate a conversation, explain product benefits, respond to potential customers' questions, and deliver an effective call to action.

Achievement Measurement Technique

Participants' understanding of the basic accounting materials was assessed through an interactive quiz using the Kahoot! platform. Of the 32 students participating in the community service activity, 20 students participated in the quiz, while the remaining 12 students did not complete the quiz. Therefore, the quiz results were treated as evaluation data for the participants who completed the assessment and were not generalized to represent all participants.

Kahoot! automatically records quiz results in the form of scores and percentages. These percentages were used as descriptive indicators of participants' understanding of the materials presented, including debit and credit, the basic accounting equation, and

simple cash flow. In addition to quiz scores, program achievement was observed through participants' engagement during the instructional session, involvement in interactive activities, and ability to participate in the marketing simulation and sales pitch practice.

The quiz results were subsequently classified into predetermined achievement categories: good for scores of 70–80%, fair for scores of 40–60%, and needs improvement for scores of 0–30%. This classification was used to provide a descriptive overview of the level of understanding among participants who completed the assessment. Meanwhile, marketing skills were assessed qualitatively through observations of participants' ability to deliver product promotions, incorporate a hook, communicate product benefits, and use a call to action during the sales simulation.

Because the quiz was participatory and was not completed by all participants, the results were not used to measure changes in knowledge before and after the activity. Instead, the data provide a descriptive indication of the level of understanding among the participants who completed the quiz after receiving the basic accounting instruction.

Opportunities for Program Development

The Young Entrepreneur Essentials program has considerable potential to be developed into a more sustainable entrepreneurship mentoring initiative. In future implementations, the program could be expanded from a one-time activity into a series of structured stages, beginning with financial literacy, followed by business idea development, capital and selling-price calculations, marketing strategies, promotional content creation, and practical sales activities.

The achievement of the program objectives was evaluated through interactive quizzes and participatory observation. The Kahoot! quiz was used to obtain a descriptive indication of participants' understanding of basic accounting materials, while observation was conducted during demonstrations and sales pitch simulations to identify participant engagement, communication skills, ability to communicate product benefits, and use of hooks and calls to action. The quiz and observation results were

analyzed descriptively to assess the extent to which the activity objectives were achieved.

Further development could also involve the creation of simple products or student-led business projects managed in groups. Rather than merely conducting simulations, participants could develop simple business plans, maintain cash-flow records, determine selling prices, formulate promotional strategies, and evaluate sales outcomes. Such an approach would enable the community service program to generate more measurable and sustainable outcomes.

Overall Evaluation of Program Success

Based on the overall implementation, the activity can be considered to have achieved its initial objectives at a descriptive and qualitative level. This achievement was reflected in the delivery of basic accounting instruction, implementation of the quiz, participant involvement in group formation, sales simulation practice, provision of feedback and recognition, and documentation of the activities. Collectively, these activities addressed the two primary objectives of the program: introducing basic financial management concepts and developing marketing skills through hands-on practice.

Thus, the primary outcome of the activity was not limited to the delivery of instructional materials but also included an entrepreneurial learning experience integrating financial knowledge with selling skills. Although quantitative impact measurement remained limited, the activity provided a relevant initial foundation for students to recognize basic processes involved in conducting business activities. In future implementations, program continuity, the addition of more rigorous assessment instruments, and sustained practical mentoring will be important to ensure that the benefits of the activity can be maintained and further developed.



Figure 2. The KKN Organizing Team and Student Participants

D. Conclusion

The Young Entrepreneur Essentials: Paham Keuangan, Terampil Jualan program, implemented as part of the Thematic Community Service Program (KKN Tematik), was successfully conducted and generally achieved its intended objectives. Involving 32 students from SMA Kemala Bhayangkari, the activity provided basic financial knowledge and practical marketing skills through instructional sessions, quizzes, demonstrations, and sales simulations. Program achievement was reflected in participants' active involvement throughout the activities and their participation in practical entrepreneurial exercises. The activity demonstrates that integrating theoretical instruction with hands-on practice can serve as an appropriate approach to introducing fundamental entrepreneurial competencies to secondary school students. Nevertheless, given the descriptive and qualitative nature of the evaluation, the findings should not be interpreted as evidence of quantified learning gains. Future programs can be strengthened through longer-term business mentoring, structured competency assessment, and follow-up activities.

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