

BAKING WORKSHOP TO ENHANCE PRACTICAL SKILLS AND ENTREPRENEURIAL INTEREST AMONG FACULTY OF ECONOMICS AND BUSINESS STUDENTS AT MALIKUSSALEH UNIVERSITY

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Abstract

This community service activity aimed to enhance practical baking skills and foster entrepreneurial interest among students of the Faculty of Economics and Business, Malikussaleh University. The activity was conducted through a baking training program organized by the Innopreneur Business Lab, involving 25 students as participants. The training consisted of three stages: preparation, implementation, and evaluation. The implementation stage included the delivery of materials on baking fundamentals, culinary business opportunities, product packaging, pricing strategies, and hands-on practice in producing klapertart and caramel pudding. Evaluation was carried out through direct observation, documentation, and discussions with participants. The results showed that participants actively engaged in the training and successfully completed the production of klapertart and caramel pudding according to the demonstrated procedures. The activity not only improved participants' practical baking skills but also increased their understanding of entrepreneurial opportunities in the culinary sector. The combination of theoretical knowledge and practical experience provided participants with valuable insights into developing dessert-based business ventures. Therefore, the baking training program proved to be an effective approach for strengthening practical competencies and encouraging entrepreneurial interest among university students.

Keywords: Baking Training, Entrepreneurial Interest, Entrepreneurship, Practical Skills, University Students

INTRODUCTION

Entrepreneurship is one of the important competencies that need to be developed among university students to prepare them for an increasingly competitive work environment. Higher education institutions are expected not only to provide theoretical knowledge but also to equip students with practical skills that can support entrepreneurial activities and economic independence. Entrepreneurial competencies play an important role in encouraging innovation, creativity, and students' ability to identify and utilize business opportunities in various sectors (Iriantini et al., 2023). One sector that offers considerable entrepreneurial opportunities is the culinary industry. The food and beverage business continues to grow due to increasing consumer demand for innovative and diverse food products. Culinary businesses are considered attractive because they can be started with relatively affordable capital and have broad market potential. In addition, culinary entrepreneurship enables students to combine creativity with practical business activities while producing products with economic value (Suparmi et al., 2022).

Despite the promising opportunities in the culinary sector, many students still face challenges in developing practical skills that can support entrepreneurial activities. Entrepreneurship education at universities is often dominated by theoretical learning, while opportunities to gain direct experience in producing marketable products remain limited. As a result, students may possess entrepreneurial knowledge but lack the technical competencies required to transform business ideas into real entrepreneurial ventures. Practical training activities are considered effective in improving students' skills, confidence, and entrepreneurial interest through direct learning experiences (Prabowo et al., 2025). Students of the Faculty of Economics and Business, Malikussaleh University, have received academic knowledge related to management, marketing, and entrepreneurship through classroom learning. However, practical skills that can be directly applied to business activities still need to be strengthened. Therefore, activities that integrate entrepreneurial concepts with hands-on experience are necessary to improve students' competencies and encourage entrepreneurial interest. To address these challenges, a baking workshop was conducted as a

community service activity aimed at providing practical culinary skills while introducing business opportunities in the food and beverage sector. Through this activity, students were expected to improve their practical competencies, creativity, and entrepreneurial interest. Therefore, this community service activity aimed to enhance practical skills and entrepreneurial interest among students of the Faculty of Economics and Business, Malikussaleh University through a baking workshop.

LITERATURE REVIEW

Entrepreneurial Interest and Practical Skills

Entrepreneurial interest is an important factor that encourages individuals to engage in business activities and develop independent economic opportunities. Entrepreneurial interest reflects an individual's willingness to identify opportunities, take initiative, and transform ideas into business activities. In the context of higher education, entrepreneurial interest is considered essential because it can prepare students to become more independent and innovative in facing future career challenges. Entrepreneurship training activities have been shown to contribute to increasing participants' motivation, confidence, and understanding of business opportunities (Iriantini et al., 2023).

In addition to entrepreneurial interest, practical skills are also necessary to support entrepreneurial activities. Practical skills refer to technical abilities that enable individuals to produce goods or services with economic value. In the culinary sector, practical skills include food preparation, processing techniques, product presentation, and quality control. Students who possess practical competencies are generally more prepared to develop business ideas into marketable products. Therefore, practical skill development is considered an important component in entrepreneurship education and training programs.

Training and Workshops as Empowerment Approaches

Training and workshop activities are widely used as approaches to improve participants' knowledge and skills through direct practice. Compared to conventional learning methods that focus mainly on theoretical explanations, workshops emphasize active participation and experiential learning. This approach enables participants to gain a better understanding of the production process while developing practical competencies that can be applied in real situations. Suparmi et al. (2022) reported that culinary training programs for university students were effective in improving technical skills, entrepreneurial motivation, and understanding of business management aspects such as production, marketing, and finance. Similarly, Nurdjanah et al. (2024) found that entrepreneurship training through donut production activities provided students with practical experience in food processing while introducing business opportunities in the culinary sector. Furthermore, Prabowo et al. (2025) explained that culinary skills training could enhance participants' creativity, self-confidence, and entrepreneurial readiness through hands-on learning experiences. These findings indicate that workshop-based learning can serve as an effective strategy for developing both technical competencies and entrepreneurial attitudes among participants.

Culinary Training and Entrepreneurship Development

The culinary industry is one of the business sectors with significant potential for entrepreneurship development, particularly among young people and university students. Culinary products have broad market opportunities and can be developed through creativity and product innovation. For this reason, culinary-based training programs are often implemented as community service activities aimed at improving participants' skills and economic independence. Nasrulloh et al. (2020) stated that culinary entrepreneurship training can help participants understand that business activities can be initiated with relatively affordable capital while still generating economic benefits. In addition, Sugiarto et al. (2024) found that culinary skill development activities, such as cake decoration training, not only improved participants' technical abilities but also encouraged creativity and entrepreneurial awareness among young people. Community empowerment activities in the culinary sector have also been shown to improve participants' understanding of product innovation and business management. Nufninu and Wibowo (2025) reported that practical training activities contributed to strengthening participants' abilities in product development and entrepreneurial management. Therefore, culinary training can function not only as a skill development program but also as a strategy for promoting entrepreneurship and economic empowerment.

Previous Community Service Programs and Research Gap

Several community service programs have focused on entrepreneurship development through culinary training activities. Suparmi et al. (2022) conducted fish-based culinary training for university students and reported improvements in technical skills and entrepreneurial motivation. Nurdjanah et al. (2024) also implemented

entrepreneurship training through donut production and found positive outcomes in terms of students' understanding of business opportunities and food processing techniques. Likewise, Prabowo *et al.* (2025) demonstrated that culinary skills training effectively enhanced participants' entrepreneurial readiness and creativity. Although previous community service activities have demonstrated positive impacts, most programs focused on general food processing activities or targeted different participant groups. Limited studies have specifically explored baking-based workshops that combine practical dessert production skills with entrepreneurial development among students of economics and business disciplines. Therefore, this community service activity seeks to address this gap by providing a baking workshop that integrates practical skill development with entrepreneurial learning through the production of commercially valuable dessert products.

METHOD

This community service activity was conducted in the form of a baking training program for students of the Faculty of Economics and Business, Malikussaleh University. The activity was organized by the Innopreneur Business Lab of the Faculty of Economics and Business, Malikussaleh University, on Saturday, April 25, 2026, at the Business Laboratory of the Faculty of Economics and Business, Malikussaleh University. The target participants were 25 students from the Faculty of Economics and Business, consisting of members of the Innopreneur Business Lab and other students interested in entrepreneurship and the culinary industry.

The implementation method consisted of three stages: preparation, implementation, and evaluation. During the preparation stage, the organizing team coordinated the activity, prepared the training materials, selected the speakers, and provided the equipment and ingredients required for the workshop. The equipment used included ovens, mixers, digital scales, baking trays, measuring cups, spatulas, and other supporting tools. The main ingredients used in the training were those required for the preparation of klapertart and caramel pudding.

The implementation stage began with the delivery of training materials by Mrs. Nurmalawati, a bakery practitioner, and a lecturer with expertise in entrepreneurship and food processing. The materials covered the fundamentals of baking, business opportunities in the culinary sector, ingredient processing techniques, product packaging, selling price calculation, as well as recipes and procedures for preparing klapertart and caramel pudding. Following the presentation session, the speakers demonstrated the preparation process of both products. The participants then engaged in hands-on practice by following each stage of the production process under the guidance of the speakers and the organizing team.

The evaluation stage was conducted through direct observation of participants' involvement throughout the activity, their ability to follow the product preparation process, and their success in producing the products according to the provided procedures. In addition, a discussion and question-and-answer session was conducted to assess participants' understanding of the materials delivered during the workshop. Data were collected through observation, documentation, and field notes and were analyzed descriptively to describe the implementation process and outcomes of the training activity.

Table 1. Stages of Community Service Activity Implementation

Stage	Activity Description
Preparation	Team coordination, preparation of training materials, selection of speakers, and provision of equipment and ingredients
Implementation	Delivery of materials, product demonstrations, and hands-on practice by participants
Evaluation	Observation of activities, discussion and question-and-answer sessions, and documentation of training outcomes

RESULTS AND DISCUSSION

Implementation of the Baking Training Program

The baking training program was conducted successfully with the participation of 30 students from the Faculty of Economics and Business, Malikussaleh University. The activity began with the delivery of materials by a bakery practitioner and a lecturer who provided participants with knowledge related to baking techniques and entrepreneurship in the culinary sector. The materials included an introduction to baking, ingredient processing techniques, recipes for klapertart and caramel pudding, product packaging, and pricing strategies. In addition, participants were introduced to business opportunities in the dessert industry and the potential of culinary products as a source of income for students. The material delivery session was conducted interactively through discussions and question-and-answer sessions. Participants actively engaged in the discussion by asking questions related to

baking techniques, product quality, and business opportunities in the culinary sector. This session provided participants with a basic understanding of the production process and entrepreneurial aspects before they proceeded to the practical activities. The implementation of this activity supports the findings of Iriantini et al. (2023), who stated that entrepreneurship training can increase participants' understanding of business opportunities and encourage entrepreneurial motivation. By combining technical knowledge and entrepreneurial insights, participants were expected to gain a broader perspective on developing culinary-based business ventures.

Hands-on Practice in Klapertart and Caramel Pudding Production

Following the material delivery session, participants took part in a hands-on baking practice session. Under the guidance of the bakery practitioner and the organizing team, participants practiced the preparation of klapertart and caramel pudding. The practical session enabled participants to directly apply the knowledge they had acquired and gain experience in producing dessert products. Throughout the activity, participants demonstrated a high level of enthusiasm and active involvement. They followed each stage of the production process, including ingredient preparation, mixing, cooking, assembling, and product presentation. Direct participation in the production process allowed participants to better understand the techniques required to produce quality dessert products while simultaneously improving their practical baking skills.



Figure 1. Participants' Hands-on Baking Practice Session

The practical approach used in this training is consistent with the findings of Suparmi et al. (2022), who reported that culinary training based on direct practice is effective in improving participants' technical competencies and entrepreneurial motivation. Practical learning provides participants with valuable experience and helps build confidence in applying newly acquired skills.

Outcomes of the Baking Training

One of the main indicators of the success of the training was the participants' ability to complete the production of klapertart and caramel pudding according to the procedures demonstrated during the workshop. At the end of the activity, all participants successfully produced both dessert products. The products exhibited appropriate texture, appearance, and presentation, indicating that participants were able to follow the production process effectively.



Figure 2. Final Product of Klapertart

The klapertart produced during the training demonstrated participants' ability to apply baking techniques and ingredient processing procedures correctly. The product also illustrated the potential of dessert-based products to be developed into commercial culinary products with attractive market value.



Figure 3. Final Product of Caramel Pudding

Similarly, the caramel pudding produced by the participants reflected their understanding of the preparation process and product presentation techniques. Through the production of these two dessert products, participants gained practical experience that could support future entrepreneurial activities in the culinary sector. The outcomes of this activity are in line with the findings of Prabowo et al. (2025), who found that culinary skills training can enhance participants' creativity, self-confidence, and readiness to engage in entrepreneurial activities. The successful completion of the products indicates that the training effectively improved participants' practical skills while providing valuable insights into culinary entrepreneurship.

Reflection on the Training Activity

In addition to improving practical baking skills, the training also contributed to increasing participants' awareness of business opportunities in the culinary sector. Through direct involvement in the production process, participants were able to understand the stages of product preparation, packaging considerations, and pricing

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strategies that are important for developing a small-scale culinary business. The combination of entrepreneurship education and practical baking experience provided participants with a more comprehensive learning experience. This approach not only equipped students with technical competencies but also encouraged them to consider entrepreneurship as a potential career path or source of additional income. Therefore, the baking training program successfully fulfilled its objective of enhancing practical skills and fostering entrepreneurial interest among students of the Faculty of Economics and Business, Malikussaleh University.



Figure 4. Group Photo of Participants and Organizing Team

The group photo documentation reflects the successful implementation of the community service activity and demonstrates the active participation of students, speakers, and organizers throughout the training program.

CONCLUSION

The baking training program conducted for students of the Faculty of Economics and Business, Malikussaleh University, was successfully implemented and achieved its intended objectives. The activity provided participants with knowledge and practical experience in the preparation of klapertart and caramel pudding while introducing entrepreneurial concepts related to the culinary business sector. Through the combination of material delivery, demonstrations, and hands-on practice, participants were able to improve their practical baking skills and gain a better understanding of business opportunities in the dessert industry. The results of the activity showed that all participants successfully produced klapertart and caramel pudding according to the procedures demonstrated during the training. In addition to enhancing technical competencies, the program also increased participants' awareness of the potential for developing culinary-based businesses. Therefore, the baking training program can be considered an effective approach to improving practical skills and fostering entrepreneurial interest among university students. For future community service activities, similar programs may be expanded by incorporating advanced baking techniques, product innovation, digital marketing strategies, and business management training. Such activities are expected to further strengthen students' entrepreneurial competencies and encourage the development of sustainable culinary business ventures.

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