



## Original Article

# The Influence of Role Modeling in Building Entrepreneurial Self-Belief of Adolescents in Sukamaju Village City, Depok in 2025

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### Abstrak:

This community service program aims to improve adolescent entrepreneurial self-belief through role modeling and psychopedagogical learning in Sukamaju Village, Depok City. The activity was conducted in a single meeting using interactive lectures, simulation exercises, and pre- and post-test evaluations. Sixteen adolescents aged 14–19 participated in the activity, which featured local young entrepreneurs as role models. The results showed an increase in the average entrepreneurial self-belief score from 39.00 in the pre-test to 41.92 in the post-test, a 2.92-point increase. This increase reflects the effectiveness of the program in fostering self-confidence, the courage to innovate, and entrepreneurial motivation among adolescents. The results showed that observing role models can strengthen self-confidence through vicarious experiences and positive feedback. This community service training demonstrated that role-modeling-based activities can be an effective and low-cost strategy for strengthening adolescent entrepreneurial mindsets at the community level. Further mentoring-based programs are needed to ensure sustainable results and a tangible impact on adolescent entrepreneurial behavior.

**Keywords:** Role Modeling, Entrepreneurial Self-Belief, Adolescents, Psychopedagogical Learning, Community Empowerment

### Introduction

Entrepreneurship among the younger generation is a crucial strategy for economic and social development, particularly in areas requiring locally-based community empowerment. According to a 2022 report by the Organisation for Economic Co-operation and Development (OECD), developing entrepreneurial competencies from a young age helps increase independence, creativity, and the ability to navigate global

market uncertainty. Therefore, entrepreneurial orientation is not just about establishing a business, but also about developing a proactive and adaptive mindset.

Adolescence is a crucial transitional period during which individuals begin to formulate their identity, desires, and future orientation (Santrock, 2021). At this stage, adolescents need to be equipped with confidence in their own ability to act (self-belief) to not only have ideas but also the courage to implement them. However, although many adolescents express interest in entrepreneurship, research shows that low self-confidence is a major barrier to taking concrete steps (Raappana et al. 2024).

In entrepreneurship literature, the concept of entrepreneurial self-efficacy refers to an individual's belief in their ability to take the necessary steps to start and run a business (Chen et al. 1998). Systematic research by Newman et al. 2019 suggests that entrepreneurial self-efficacy is a strong antecedent of entrepreneurial intentions and actions. Therefore, strengthening entrepreneurial self-belief in adolescents is a strategic step in developing young people as entrepreneurs.

One approach proven to strengthen entrepreneurial self-belief is through role modeling, which is when individuals observe, emulate, and are inspired by successful or relevant entrepreneurial figures (Nowiński & Haddoud, 2019). The study "Entrepreneurial role models and college students' entrepreneurial self-efficacy" showed that the presence of positive entrepreneurial models influences self-efficacy and entrepreneurial intentions through the mechanism of social observation. With role models, adolescents can see that "people like me" are also capable, and this fosters confidence that they can do it themselves (Jin et al., 2023).

role modeling approach is more effective when combined with practical, reflective learning activities that support psychological and pedagogical aspects, not just theoretical instruction. According to Kolb (1984), experiential learning is essential for internalizing skills and attitudes. When adolescents are given the opportunity to directly practice entrepreneurial ideas, receive feedback, and reflect on the process, self-beliefs are strengthened (Schunk & Pajares, 2002).

Furthermore, the contextual needs of youth in local environments such as Sukamaju Village, Depok City, cannot be ignored. Despite high entrepreneurial interest, research shows that social support, physical and psychological environments, and concrete examples of local entrepreneurship remain limited. In the Indonesian context, opportunities for youth to see entrepreneurial role models in their communities and receive direct guidance are still limited. Therefore, local interventions that provide role models, hands-on practice, and reflection are relevant to bridge the gap between potential and actualization.

Based on the above conditions, a community service activity in Sukamaju Village, Depok City, entitled "The Influence of Role Modeling in Building Youth Entrepreneurial Self-Belief in Sukamaju Village, Depok in 2025," is designed to address these needs. This activity will be carried out in a single meeting using interactive lecture methods, direct practice, and the provision of modules, aiming to present local entrepreneurial role models, provide direct experience, and strengthen the self-confidence of youth entrepreneurs in the area.

## Methods

### Design

This community service activity utilizes an interactive lecture approach, hands-on practice, training modules, and evaluation through pre- and post-tests. This approach

aims not only to increase entrepreneurial knowledge but also to strengthen adolescents' entrepreneurial self-beliefs through hands-on learning experiences and observation of role models .

The role modeling method is implemented by presenting young entrepreneurs from the surrounding community as key informants, providing inspiration through real-life stories and demonstrations of practical skills. According to Bandura (1997), individuals can strengthen their self-efficacy through vicarious experiences, namely observing the success of others who are perceived as similar to themselves. In the context of entrepreneurship training, role modeling functions as a social learning strategy to build motivation and confidence that every individual is capable of achieving similar success (Nowiński & Haddoud, 2019).

The activities were also designed using a psychopedagogical approach, a learning approach that combines cognitive, emotional, and social elements. This approach emphasizes the importance of emotional support, personal guidance, and feedback to ensure participants feel safe experimenting and expressing their entrepreneurial ideas (Woolfolk, 2021). Meanwhile, the training modules aimed to strengthen participants' theoretical understanding and provide guidance for post-activity reflection.

### **Location and Participants of the Activity**

The activity was held at the Miftahul Jannah Mosque, RW 10, Sukamaju Village, Cilodong District, Depok City, on October 19, 2025, with the theme "Young Brave, Young Businessmen". Participants were 16 teenagers aged 14–19 years old with a high school background. The speaker in this activity was a local young entrepreneur (Adee M. Ilham) who is experienced in managing community-based start-up businesses. This activity was facilitated by a community service team consisting of master's students in psychology and public health at the University of Indonesia, with the support of the LPDP UI 12.0 organization.

### **Stages of Activity Implementation**

The activities are carried out through five main stages, namely:

#### **1. Initial Observation and Preparation**

The community service team first conducted a survey and coordinated with community leaders, religious teachers, and prayer room administrators to determine the timing and technical requirements for implementation. Preparations included providing a whiteboard, projector, microphone, teaching materials, and pretest–posttest questionnaires. An initial survey was conducted to understand the youth's initial perceptions of entrepreneurship and their level of confidence before the training (Creswell & Creswell, 2018).

#### **2. Implementation of the Pretest**

Before the activity began, participants completed a pretest questionnaire to measure their initial level of entrepreneurial self-belief. The instrument was developed based on entrepreneurial self-efficacy indicators developed by (Chen et al. 1998), encompassing four main dimensions: (1) the ability to identify opportunities, (2) confidence in taking risks, (3) the ability to innovate, and (4) confidence in managing a business. The pretest results were used to determine the starting point of participants' self-perceptions.

### 3. Providing Material (Interactive Lectures and Role Modeling)

The presenter delivered material in a narrative and dialogue style regarding entrepreneurial experiences, strategies for overcoming challenges, and the importance of a growth mindset (Dweck, 2016). The lecture included inspirational stories relevant to the lives of teenagers, such as how to start a business with little capital and maintain a never-give-up spirit. During this session, participants actively asked questions and shared personal experiences. This activity also served as vicarious learning to strengthen self-efficacy (Bandura, 1997; Nowiński & Haddoud, 2019).

### 4. Simulation and Reflection Practice

Following the lecture, participants were divided into small groups to simulate a simple business idea, such as designing a product and promoting it in a short time. This activity put into practice the principles of experiential learning (Kolb, 1984), where participants learn through direct experience, discussion, and reflection. The facilitator team provided positive feedback to help participants understand that the courage to try is the first step to becoming a resilient entrepreneur.

### 5. Posttest and Evaluation

At the end of the training, participants completed a posttest questionnaire with the same items as the pretest to measure changes in perception and self-belief after the training. A comparison of pretest and posttest results served as a descriptive evaluation of the training's effectiveness in increasing entrepreneurial self-confidence (Newman et al., 2019). Additionally, behavioral observations and reflective interviews were conducted to capture changes in participants' attitudes toward entrepreneurial risk and initiative.

## **Data Analysis Techniques**

Data from the pretest and posttest questionnaires were analyzed descriptively and comparatively to determine the difference in average entrepreneurial self-belief scores before and after the activity. This analysis was used to assess the effectiveness of the role modeling approach in strengthening adolescents' self-belief dimensions. Qualitative data from participant observations and reflections were analyzed using thematic analysis techniques to explore key themes such as "changes in risk perception," "self-motivation," and "entrepreneurial role models." This combination approach aligns with a simple mixed-methods design in community education-based service activities (Creswell & Creswell, 2018).

## **Results**

A community service activity themed "Young Brave, Young Entrepreneurs" was held at the Miftahul Jannah Mosque in Sukamaju Village, Depok, on October 19, 2025, with 16 teenagers aged 14–19 participating. Participants received a single session of role-modeling -based entrepreneurship training.



Figure 1. Activity Documentation

To measure changes in entrepreneurial self -belief , pretest and posttest questionnaires were used before and after the activity. The following are the measurement results for each participant:

Tabel 1. Entrepreneurial Self-Belief Pretest and Posttest Results

No	Participant	Age	Pretest Score	Posttest Score	Difference
1	A1	15	42	38	-4
2	B1	16	40	40	0
3	C1	16	35	43	+8
4	D1	17	39	38	-1
5	E1	18	29	30	+1
6	F1	15	44	48	+4
7	G1	15	37	41	+4
8	H1	18	43	48	+5
9	I1	16	39	39	0
10	J1	18	46	48	+2
11	K1	15	44	44	0
12	L1	17	41	43	+2
13	M1	16	31	41	+10
14	N1	14	35	48	+13
15	O1	16	37	48	+11
16	P1	15	38	44	+6
<b>Mean</b>			<b>39.00</b>	<b>41.92</b>	<b>+2.92</b>

The results showed that after the training, there was an average increase of 2.92 points in adolescents' entrepreneurial self-belief scores . Before the training, the average

pretest score was 39.00, indicating a moderate level of entrepreneurial self-confidence. After the training, the average increased to 41.92, moving toward the high category, indicating increased self-confidence in entrepreneurial abilities.

This improvement reflects the effectiveness of role modeling in building entrepreneurial self-belief in adolescents. According to social cognitive learning theory (Bandura, 1997), individuals can increase self-efficacy through vicarious experience. In this activity, participants observed young local entrepreneurs as role models who shared their successful experiences, fostering a sense of confidence that they too could replicate similar experiences.

Furthermore, group practice and reflection sessions provide participants with the opportunity to directly apply business ideas. This type of experiential learning enables participants to gain understanding and confidence through concrete actions, not just theoretical knowledge (Kolb, 1984). Supporting a positive and participatory learning environment also strengthens the psychological effects of activities on adolescents' self-confidence (Woolfolk, 2021).

These results align with research (Nowiński & Haddoud, 2019) which found that the presence of role models can increase entrepreneurial intentions and self-efficacy among young people. Similarly, a study by (Newman et al., 2019) concluded that increased entrepreneurial self-belief is an important predictor of continued entrepreneurial intentions and behavior. Therefore, although this training was conducted in only one session, the activity demonstrated a positive impact on increasing participants' self-confidence, motivation, and entrepreneurial orientation.

Overall, this activity demonstrated that short, role-modeling-based training can have a significant psychological impact on building self-confidence in young entrepreneurs. This provides an important foundation for follow-up programs focused on mentoring and sustainable entrepreneurial practices within the community.

## Discussion

The results of community service activities conducted in Sukamaju Village, Depok, showed an increase in the average score of entrepreneurial self-belief from 39.00 to 41.92 after role modeling-based entrepreneurship training. This increase of 2.92 points, although considered moderate, indicates that the activities carried out in one meeting successfully had a positive impact on adolescents' self-confidence in carrying out entrepreneurial activities. Most participants experienced an increase in scores, while a small number remained relatively stable. These results indicate that the role modeling approach and reflective practice can foster self-confidence, courage to take risks, and the ability to think creatively in adolescents.

The effectiveness of this activity can be explained through the Social Cognitive Theory developed by (Bandura, 1997), which states that a person's self-efficacy is formed through four main sources: direct experience (mastery experiences), vicarious experiences, verbal persuasion, and emotional states. In this activity, the presence of local young entrepreneurs as resource persons acts as role models who provide vicarious experiences to participants. Through observation and interaction with figures relevant to the social context, young people gain confidence that success in entrepreneurship can be achieved by anyone, including themselves. This is in line with the findings (Nowiński & Haddoud, 2019) which state that the presence of role models or entrepreneurial models has a significant influence on increasing entrepreneurial self-efficacy among students and young people.

In addition to observing inspirational figures, adolescents' self-confidence is also strengthened through hands-on activities in the form of business idea simulations. These activities provide active and concrete learning experiences, as explained in the experiential learning theory by (Kolb, 1984), which emphasizes the importance of learning through direct experience, reflection, and application of concepts. In this training, participants are involved in designing simple business ideas, presenting their ideas, and receiving positive feedback from the facilitator. This kind of interaction provides small success experiences that are crucial in building self-belief . (Schunk & Pajares, 2002) emphasize that positive experiences gained through active learning activities can strengthen an individual's belief in their ability to succeed in the future.

The improved scores were also inseparable from the psychopedagogical approach used in the training. This approach combines cognitive, emotional, and social aspects of learning so that participants not only understand entrepreneurial concepts but also develop the self-confidence and interpersonal skills that support them (Woolfolk, 2021). Emotional support from the facilitator and a pleasant learning environment helped participants overcome anxiety about speaking and presenting ideas in public. Psychologically, a positive emotional state contributes to increased self-efficacy because individuals are better able to interpret their experiences constructively (Bandura, 2000).

The findings of this activity also align with previous studies that emphasize the crucial role of role modeling in increasing entrepreneurial motivation and intentions among the younger generation. (Newman et al. 2019), in their systematic study, concluded that entrepreneurial self-efficacy is a crucial determinant of entrepreneurial intentions and behavior. The higher a person's confidence in their abilities, the more likely they are to take concrete steps in running a business. Therefore , although this activity was conducted in only one session, the results obtained remain relevant because they demonstrated positive psychological changes in the participants. In the context of community empowerment, such changes in self-perception are an important initial step before participants actually practice entrepreneurial activities.

However, the variation in score changes across participants indicates that the success rate of this activity is not uniform. Participants with low initial scores tend to show greater improvement than those with high initial scores. This phenomenon can be explained by the floor and ceiling effects that often occur in educational interventions. Participants with low self-belief have greater room for improvement after receiving positive stimuli, while participants with high initial self-belief show minimal improvement because they are approaching the maximum limit of the measurement scale (Newman et al., 2019). Furthermore, differences in participation levels, social background, and family support also influence training outcomes. Adolescents who are more active in practice and discussion sessions typically benefit more because they are directly involved in the reflective process that shapes self-perception (Kolb, 1984).

Overall, the results of this activity indicate that short training sessions using role modeling and experiential learning approaches can be an effective model for increasing the self-confidence of youth entrepreneurs at the community level. These findings support international studies showing that entrepreneurship training programs that present inspiring entrepreneurial figures and provide real-world practice are more effective than approaches that focus solely on theory (Nowiński & Haddoud, 2019; Dweck, 2016). Therefore, such activities have significant potential for replication in other regions by adapting to the social context and the availability of local role models .

However, this activity has several limitations that should be noted. First, the relatively small number of participants ( $N = 16$ ) and the design without a control group limit the generalizability of the results. Second, the data analysis used was still descriptive in nature; inferential statistical tests are needed to confirm the significance of the score increases. Third, the single training session likely resulted in short-term effects, so further evaluation is needed to assess the sustainability of the activity's impact on participants' entrepreneurial behavior. These limitations align with recommendations (Creswell & Creswell, 2018) that emphasize the importance of quasi-experimental research designs to assess the effectiveness of community training programs with more methodological rigor.

Overall, the results of this activity demonstrate that role-modeling -based entrepreneurship training can be an effective tool for building entrepreneurial self-belief among youth at the community level. Through observation of relevant role models, hands-on experience in business idea simulations, and positive learning support, youth are able to build confidence in their potential as aspiring entrepreneurs. This measurable increase in self-belief provides an important foundation for developing further mentoring programs focused on real-world entrepreneurial practices in local settings. By strengthening the components of observation, practice, and reflection, similar activities have the potential to generate broader social impacts on the development of a youth-centered community-based creative economy.

## Conclusion

A community service activity focused on developing entrepreneurial self-belief in adolescents through a role modeling approach in Sukamaju Village, Depok, demonstrated positive results. Based on the pretest and posttest evaluation results, there was an average score increase of 2.92 points , from 39.00 to 41.92. This indicates that the activity, carried out in just one meeting, was able to have an impact on increasing adolescents' self-confidence in carrying out entrepreneurial activities. This increase occurred because participants gained an inspiring, participatory, and reflective learning experience through direct observation of local young entrepreneurs who served as role models.

role modeling approach has proven effective as a social learning strategy that can build self-confidence through vicarious experiences, verbal support, and hands-on practical experience. Furthermore, the application of a psychopedagogical approach to the activities helped create a positive learning atmosphere, allowing participants to express their ideas and beliefs more confidently. Although this activity was limited to a small number of participants and was short in duration, the results provide an important foundation for developing further programs focused on mentoring youth entrepreneurs at the community level.

## Suggestion

It is hoped that similar activities can be implemented sustainably with more in-depth training designs and the active involvement of local entrepreneurs as inspirational mentors.

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