

EDUCATION ON FASHION AND BRANDING BUSINESS OPPORTUNITIES FOR STUDENTS OF MAN 2 AL YASINI

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Abstrak

Kewirausahaan di bidang fashion menjadi salah satu peluang strategis bagi generasi muda dalam menghadapi tantangan pengangguran, termasuk bagi peserta didik madrasah aliyah yang memiliki minat pada dunia mode. Kegiatan pengabdian ini bertujuan untuk meningkatkan pemahaman dan keterampilan siswa MAN 2 Al Yasini mengenai peluang bisnis fashion dan strategi branding, sekaligus membekali mereka dengan pengetahuan teknis dalam menyelenggarakan fashion show. Kegiatan dilaksanakan pada siswa kelas 11 dan 12 IPA peminatan fashion, menggunakan pendekatan pelatihan partisipatif yang mengombinasikan penyampaian materi, ice breaking interaktif, diskusi kelompok, dan praktik penyusunan konsep. Materi disampaikan oleh narasumber dosen sekaligus praktisi mode, Ibu Laila selaku pemilik brand busana Laila Ghani, yang membagikan strategi menyelenggarakan fashion show meliputi penyusunan moodboard, penentuan konsep tema, anggaran dan sumber dana, lokasi, serta waktu pelaksanaan. Sebagai bentuk praktik nyata, Sebagai bentuk praktik nyata, peserta mendiskusikan dan merefleksikan pengalaman nyata mereka merancang konsep fashion show bertema “Melestarikan Budaya dengan Bahan Recycle”, yang sebelumnya telah mereka ikutkan dalam kompetisi dan meraih juara 1 dengan pemberian apresiasi terbaik, dikaitkan dengan materi strategi branding yang disampaikan narasumber. Hasil kegiatan menunjukkan antusiasme tinggi peserta, ditandai dengan keaktifan dalam sesi tanya jawab dan diskusi serta peningkatan pemahaman mengenai strategi branding dan pengelolaan bisnis fashion secara lebih terstruktur. Kegiatan ini diharapkan menjadi bekal awal bagi peserta didik untuk mengembangkan potensi kreativitas di bidang fashion menjadi peluang usaha yang berkelanjutan.

Kata kunci: branding; fashion show; kewirausahaan; madrasah; pelatihan.

Abstract

Entrepreneurship in the fashion sector is a strategic opportunity for the younger generation in facing the challenges of unemployment, including for students of Islamic high schools who have an interest in the world of fashion. This community service activity aims to improve the understanding and skills of MAN 2 Al Yasini students regarding fashion business opportunities and branding strategies, while equipping them with technical knowledge in organizing fashion shows. The activity was carried out for students in grades 11 and 12 of science majoring in fashion, using a participatory training approach that combines material delivery, interactive icebreakers, group discussions, and concept development practices. The material was delivered by a lecturer and fashion practitioner, Mrs. Laila, the owner of the Laila Ghani fashion brand, who shared strategies for organizing fashion shows including preparing mood boards, determining theme concepts, budgets and funding sources, locations, and implementation times. As a practical exercise, participants discussed and reflected on their real-world experience designing a fashion show concept themed "Preserving Culture through Recycled Materials"—an entry that had previously won first place and received top honors—linking it to the branding strategy concepts presented by the speaker. The results of the activity showed high enthusiasm from the participants, marked by active participation in the question and answer session and discussion as well as an increased understanding of branding strategies and managing a fashion business in a more structured manner. This activity is expected to be an initial provision for students to develop their creative potential in the fashion sector into a sustainable business opportunity.

Keywords: branding; fashion show; entrepreneurship; madrasah; training.



1. INTRODUCTION

Entrepreneurship is one of the strategic keys in producing a young generation that is independent, creative, and innovative, as well as being a solution to the high rate of educated unemployment in Indonesia. The development of a spirit of independence and entrepreneurial spirit should ideally be instilled from an early age, not only at the tertiary level, because many high school graduates are not yet ready to become entrepreneurs or compete in the formal work world (Aryati, 2023). This situation indicates that students need to be equipped with a basic understanding of entrepreneurship from high school onward so they can create their own job opportunities, rather than simply become job seekers after graduation.

The urgency of providing entrepreneurial competency training starting in secondary school is also in line with the direction of national education policy. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 34 of 2018 concerning National Education Standards for Vocational High Schools (SMK) and Islamic Vocational High Schools (MAK) stipulates that graduates must possess nine core competencies, including literacy, creativity, technical skills, and entrepreneurship (Ministry of Education and Culture of the Republic of Indonesia, 2018). This provision serves as an important foundation for secondary education units, including Islamic high schools (Madrasah Aliyah), to integrate entrepreneurship content into the learning process and student self-development activities.

This phenomenon becomes even more relevant when linked to the development of the fashion industry as a rapidly growing sector of the creative economy. Lifestyle changes, accelerating digital trends, and the increasing purchasing power of Generation Z and Alpha make fashion products a promising business opportunity for the younger generation (Rahmi & Juned, 2024). However, the success of a fashion business is not solely determined by product quality, but also by the entrepreneur's ability to build strong branding, understand the target market, and develop targeted promotional strategies (Sekarningtyas & Firdaus, 2025). Branding is an important factor in shaping a brand's identity, character, and value, making it easily recognizable and able to compete in an increasingly competitive market (Gurning et al., 2025).

Several community service activities show that entrepreneurship learning at the secondary school level still tends to be theoretical and lacks real practice, even though the role of entrepreneurship education in shaping student competencies has been widely recognized. (Suharso et al., 2023) shows in the service to students of SMK PGRI Turen, Malang Regency, that students still have difficulty mapping business ideas into a systematic business model, even though they have an interest in entrepreneurship. Aryati (2023) A similar condition, namely that entrepreneurship learning without direct practice makes students less confident and have low ability to implement business ideas into real steps.

The same problem was also found in students with technical skills in the fashion sector. Kusumawati et al., (2026) in community service for fashion design students at Darul Hikmah Vocational School, it was found that although students have quite good technical skills, their understanding of aspects of structured business planning that include market analysis, marketing strategy, and financial management is still limited. After participating in practice-based training equipped with concrete examples from the local fashion industry, students were proven to be able to draft a simple business plan that includes a business description, SWOT analysis, marketing strategy, and basic financial projections. These results are in line with the results of community service. Chandra et al., (2024) On students of SMK Negeri 1 Sawahlunto, which shows that the Business Model Canvas (BMC) preparation training is able to increase students' interest in entrepreneurship because they can express business ideas into a more systematic and easy-to-understand business model framework.

This kind of practice-based approach has also proven effective at higher levels of education. Riu et al., (2025) in his service to students, he found that many business ideas were born simply following a momentary trend without being based on a comprehensive market analysis, so that the businesses run are often unable to survive for long. Training based on the BMC approach and

SWOT analysis has proven effective in helping participants read business opportunities in a more structured way, shown by a significant increase in the understanding of entrepreneurial concepts, BMC preparation skills, SWOT analysis abilities, and participant motivation to become entrepreneurs after attending the training. Sekarningtyas & Firdaus (2025) added that in the era of Independent Learning and Independent Campus (MBKM), BMC training needs to be combined with digital marketing strategies, such as utilizing social media, search engine optimization, and content-based marketing, so that students have entrepreneurial and marketing skills that are adaptive to changing times.

Malini et al., (2025) studied traditional clothing MSMEs in Palembang and found that fashion business development depends not only on product quality but also on branding and digital marketing strategies. Although traditional fashion products have high economic and cultural value, entrepreneurs still face obstacles in design innovation, business management, and utilizing digital marketing to expand market reach. Through product innovation training and branding assistance, entrepreneurs are able to design logos, determine color palettes, and build visual identities that strengthen product positioning in the eyes of consumers while opening up creative economic opportunities based on local fashion tourism. The results of this study indicate that the success of fashion businesses is greatly influenced by the ability to build a strong brand identity and implement targeted marketing strategies.

In line with the results of this study, Widodo et al. (2025) developed an entrepreneurship education model for vocational schools in Indonesia that emphasizes the importance of developing a mindset, entrepreneurial mentality, and entrepreneurial skills. These skills encompass marketing, technical skills, capital management, and leadership. The model also emphasizes that these three aspects need to be taught through a practice- and product-based approach so that students can apply them effectively in the business world.

Several previous studies have discussed strengthening entrepreneurial competencies through Business Model Canvas (BMC), SWOT analysis, and business plans, both for university and vocational high school students. Research that specifically discusses fashion branding strategies comprehensively, including brand identity identification, market and competitor research, target market determination, model selection, and the development of integrated promotional strategies, is still limited, especially in the context of Islamic boarding school-based Islamic high school students. Most community service activities are carried out in vocational high school or university environments (Kusumawati et al., 2026; Pandansari et al., 2022; Rahmi & Juned, 2024), while the potential of madrasah students to develop an interest in fashion as a business opportunity has not been widely focused on in community service activities. This gap underlies the need for educational activities on branding strategies and fashion business development specifically designed for students in madrasah environments.

The fashion industry is a growing creative economy sector offering vast business opportunities. Capitalizing on these opportunities requires an understanding of branding strategies, from identifying brand identity, conducting market and competitor research, determining target markets, and developing integrated promotional strategies. These competencies should be introduced from the school level to equip students with the necessary tools to develop targeted business opportunities.

MAN 2 Al Yasini, as one of the Islamic senior high schools under the auspices of an Islamic boarding school, has great potential in fostering the entrepreneurial spirit of its students, especially in the field of fashion, which is close to the daily lives and interests of today's young generation. Students' interest in fashion trends and creative content on social media indicates a potential interest that can be directed into productive business opportunities. However, as the results of various community service activities have been described, this potential requires an adequate understanding of how fashion business opportunities can be developed and managed sustainably through appropriate branding strategies, rather than simply passively following trends.

This assessment of student interests and potential is supported by an initial needs assessment conducted by the community service team comprising coordination interviews with the fashion specialization coordinator and a simple student survey during the preparation phase, which revealed high enthusiasm for fashion-themed content alongside limited exposure to structured business and branding concepts.

This activity is expected to provide several contributions. First, practically, this activity provides initial knowledge and skills for students of MAN 2 Al Yasini in designing brand identities, identifying market opportunities, and developing applicable promotional strategies for fashion business development. Second, institutionally, this activity contributes to strengthening the implementation of entrepreneurial competencies as mandated by national education policy, while enriching entrepreneurship-based self-development programs in Islamic boarding school-based madrasah environments. Third, scientifically, this activity fills the gap in community service in the field of fashion entrepreneurship, which has so far focused more on vocational high school students and university students by presenting a contextual fashion branding education model for Islamic boarding school students. This effort is expected to encourage the birth of a generation of students who are innovative, independent, and ready to compete in the fashion-based creative industry, while also serving as a reference for the development of similar community service activities in other Islamic boarding school-based educational environments.

Based on this background, this community service activity aims to: (1) enhance the understanding of MAN 2 Al Yasini students regarding fashion business opportunities and branding strategies; (2) equip students with practical technical knowledge for organizing fashion shows, including mood board creation, theme conceptualization, budgeting, venue selection, and time management; and (3) boost students' self-confidence and motivation to transform their creative potential in fashion into independent and sustainable business ventures.

2. METHOD

This community service activity was conducted at MAN 2 Al Yasini, targeting 62 students comprising 30 from grade 11 and 32 from the grade 12 Science stream specializing in fashion. The activity was carried out by a six-member team using a participatory, practice-based training approach and involved a fashion practitioner as a resource person to facilitate contextual learning. This approach was chosen because the practice-based training method has proven effective in improving participants' conceptual understanding and application skills, as demonstrated in various similar community service activities (Kusumawati et al., 2026; Riu et al., 2025; Sekarningtyas & Firdaus, 2025). The stages of activity implementation refer to the three-stage framework commonly used in entrepreneurship training-based community service, namely the preparation stage, the implementation stage, and the evaluation stage.

a. Preparation Stage

This stage begins with coordination between the community service team and MAN 2 Al Yasini to determine the time, place, and number and characteristics of the activity participants, as well as the resource person, Lecturer of FE UIN Malang and fashion practitioner, Mrs. Laila, as the owner of the Laila Ghani fashion brand, to share experiences and practical strategies in building a fashion business. The community service team compiled educational materials by referring to entrepreneurial competencies that are part of the National Education Standards (Ministry of Education and Culture of the Republic of Indonesia, 2018), and adapted content from the material "Strategies for Building a Fashion Brand" which includes five main topics, namely: (1) brand identification and determining the business concept; (2) model selection as a visual representation of the brand; (3) market and competitor research; (4) determining the target market; and (5) research and promotion. The material is supplemented with technical content for organizing a fashion show delivered directly by the resource person, including the preparation of a moodboard as an initial step, determining the theme concept, preparing the budget and funding sources, determining the location, and arranging the implementation time. As done by

Kusumawati et al. (2026) and Riu et al. (2025), at this stage, initial identification of the students' level of understanding regarding entrepreneurship and fashion business opportunities was also carried out through ice breaking and simple surveys, to ensure that the material provided was in accordance with the real conditions of the participants.

b. Implementation Stage

The implementation of activities is carried out through a phased approach that combines awareness, delivery of materials, and practice/discussion, following the applied model. Riu et al. (2025), the details are as follows:

- 1) Awareness stage: the activity begins with interactive socialization regarding the urgency of entrepreneurship among students and the potential of the fashion industry as a business opportunity, accompanied by an explanation of the actual conditions of fashion trends and creative economic opportunities, in line with the approach used. Aryati (2023) And Widodo et al. (2025) in fostering basic entrepreneurial awareness in students.
- 2) Delivery of core material: the material was delivered systematically and interactively, covering brand identification strategies, market and competitor research, product design quality, business operational management, and integrated marketing and promotion strategies. The resource person, Mrs. Laila, the owner of the Laila Ghani brand, shared her practical experience that starting a fashion business requires a significant amount of capital, so participants need to understand the importance of budget planning from the start. The resource person also explained concrete strategies in organizing a fashion show, including determining the theme concept, preparing the budget and funding sources, selecting the location, and managing the time, which was preceded by creating a moodboard as a visual reference before the theme was determined. The presentation was complemented by concrete examples from the local and national fashion industry.
- 3) Ice breaking: a break session is given in the middle of the presentation of material in the form of an interactive quiz about strategies for organizing a fashion show, accompanied by the giving of door prizes to maintain the spirit and enthusiasm of the participants.
- 4) Discussion: In this discussion session, students also conveyed to the resource person that they had participated in a fashion show competition with the theme "Preserving Culture by Using Recycled Materials" and succeeded in winning 1st place with an appreciation prize. This experience was used as material for discussion and reflection with the resource person regarding the implementation of branding strategies, moodboard preparation, theme concepts, budgets, as well as the location and time of implementation that they had undertaken, adapting the practical method of preparing BMC.

c. Evaluation Stage

Through this series of stages, at the evaluation stage of this community service activity, it is hoped that it will not only provide theoretical knowledge regarding fashion business opportunities, but also equip MAN 2 Al Yasini students with an applied understanding of branding strategies that can be initial capital in starting an independent fashion business in the future.

3. RESULTS AND DISCUSSION

3.1. Implementation of Activities

The community service activity with the theme "Education on Fashion Business Opportunities and Branding for Students of MAN 2 Al Yasini" was held on July 29, 2026, at MAN 2 Al Yasini, and was attended by 11th and 12th grade science students majoring in fashion.

a. Welcoming and Opening

The activity began with a speech from the madrasah delivered by A representative from the Principal of MAN 2 Al Yasini, accompanied by a representative from the teachers, officially opening the educational activities. A representative from the community service team also delivered remarks explaining the objectives, benefits, and series of activities to be carried out. Student enthusiasm was evident from the opening session, indicated by the high attendance rate and active participation in the introduction. Documentation of the opening session of the event is shown in Figure 1.



Figure 1. Opening session (remarks from the representative of the Principal of MAN 2 Al Yasini)

As part of the series of activities, the community service team and the participants held a documentation session after the education and training sessions concluded. This documentation captures the participants' engagement and enthusiasm throughout the Community Service program conducted by the Faculty of Economics at UIN Maulana Malik Ibrahim Malang at MAN 2 Al Yasini. The documentation featuring the participants is presented in Figure 2.



Figure 2. Documentation with participants of the Community Service activities of the Faculty of Economics, UIN Maulana Malik Ibrahim Malang at MAN 2 Al Yasini.

b. Delivery of Material

The material was delivered systematically and interactively, following five main topics that had been prepared: brand identification and business concept determination; model selection as a visual representation of the brand; market and competitor research; target market determination; and integrated research and promotion. The material was delivered directly by the resource person, Mrs. Laila, a lecturer at the Faculty of Economics and owner of the Laila Ghani fashion brand, who shared her experience that starting a business in the fashion sector requires a significant amount of capital, so budget planning is a crucial aspect that needs to be understood from the start. The resource person also explained the technical strategies in organizing a fashion show, including creating a moodboard as a first step before determining the theme, compiling the theme concept, budget and funding sources, selecting the location, and arranging the

implementation time. The material was supplemented with concrete examples of video screenings from the local and national fashion industry, so that students could relate theoretical concepts to real conditions in the field. Documentation of the material presentation during the community service activity is shown in Figures 3, 4, and 5.



Figure 3. Presentation of material on "Strategies for Building a Fashion Brand" by the resource person



Figure 4. The resource person explains material regarding the steps for determining a concept in a strategy for building a fashion brand



Figure 5. Video display supporting the concept of a strategy for building a fashion brand

c. Ice Breaking

An icebreaker session was held amidst interactive presentations on fashion show strategies, complete with door prizes to maintain participant enthusiasm and focus. Students were

enthusiastic about the session, as evidenced by their high level of participation in the quizzes, ensuring a fun learning environment without losing its educational essence.

d. Discussion

In this discussion session, students also told the resource person that they had participated in a fashion show competition on the theme "Preserving Culture by Using Recycled Materials" and won 1st place, along with an appreciation prize. This experience was then discussed and reflected upon with the resource person, so that students could relate their real experiences in designing themes nuanced by cultural preservation and recycled materials with the material on branding strategies and organizing fashion shows presented, while also reflecting local potential in the Islamic boarding school environment that can be continuously developed. Documentation of the discussion session is shown in Figure 6, 7, and 8.



Figure 6. Fashion made from recycled materials by students of MAN 2 Al Yasini, who won 1st place in the fashion show competition



Figure 7. The resource person observes the fashion collection created by MAN 2 Al Yasini Fashion Design students during the discussion session



Figure 8. The resource person listens to the students' explanations regarding the fashion designs they have created

e. Question and Answer Session

The Q&A session was a high-participation moment for students. One of the questions raised by participants was about the figure who inspired Mrs. Laila to pursue a career as a fashion designer, which the speaker answered directly by sharing the story of her early journey in pioneering the Laila Ghani brand. The students' enthusiasm in this session indicated their interest not only in the technical aspects of building a brand but also in the personal journey and motivation of a practitioner in pursuing the fashion industry, thus playing a role in fostering inspiration and motivation for entrepreneurship among the participants.

f. Closing

The event concluded with a short reflection session, the presentation of door prizes to students, and a group photo. The event went smoothly and received a positive response from both the madrasah and the participating students. Documentation of the door prize presentation session is shown in Figure 9.



Figure 9. Photo documentation with resource persons, lecturers from FE UIN Malang and students who received door prizes at the closing session of the activity

Table 1. Summary of Activity Evaluation Data (Before and After the Activity)

Indicator	Before the Activity	After the Activity
Understanding of branding strategies	45%	85%
Understanding of fashion show planning	70%	90%
Ability to develop creative ideas for fashion products	60%	88%
Understanding of product promotion through social media	40%	82%
Active participation in quizzes, <i>ice-breaking</i> activities, and discussions	–	95%

Source: Processed Data (2026)

Based on the activity evaluation results presented in Table 1, there was a noticeable increase in student understanding and engagement following the event. Regarding branding strategies, student understanding rose from 45% before the activity to 85% afterward. This improvement indicates that the activity successfully conveyed the importance of establishing a product identity and image to ensure distinct appeal and character. Regarding fashion show planning, students' understanding increased from 70% to 90%. These results suggest that while students already possessed a foundational understanding of fashion shows, the activity helped reinforce their knowledge, enabling them to plan and prepare for such events in a more structured manner. Meanwhile, the ability to develop creative ideas for fashion products improved from 60% to 88%, demonstrating the activity's success in fostering student creativity in generating fashion product concepts. An increase was also observed in the understanding of product promotion via social media, rising from 40% before the activity to 82% after. This indicates that, prior to the activity, students had limited understanding of utilizing social media for promotion, whereas afterward, they gained a better grasp of its importance in introducing and marketing products. Beyond the increase in understanding, the activity also demonstrated a very high level of student participation; 95% of participants actively engaged in quizzes, ice-breaking sessions, and discussions. This high level of participation suggests that the interactive nature of the activity created an engaging learning atmosphere that encouraged active student involvement. Overall, the evaluation results indicate that the activity not only enhanced student understanding of branding, fashion shows, creativity, and digital promotion but also successfully fostered active student engagement throughout the process.

3.2. Discussion

The results of the activity implementation show that the practice-based educational approach and direct dialogue with practitioners are effective in increasing the understanding of MAN 2 Al Yasini students regarding fashion business opportunities and branding strategies. Before the activity, most students tended to view fashion only as technical sewing and design skills, not fully seeing it as a business opportunity that can be managed strategically. After participating in the education, students began to understand that building a fashion business requires systematic steps, starting from identifying brand identity, market and competitor research, to promotional strategies and organizing planned fashion shows. The results of this study strengthen the argument (Widodo et al., 2025) that ideally entrepreneurship education should not only shape knowledge (mindset), but also applicable skills that can be directly practiced by students.

One interesting finding from this activity was that students of MAN 2 Al Yasini had already had real-life experience in the fashion show field before participating in the training, namely as the winner of 1st place in the fashion show competition themed "Preserving Culture with Recycled Materials." This condition shows that the community service activity does not start from scratch but rather strengthens and structures the experience students already have through a more systematic branding strategy framework. In line with the approach Kusumawati et al. (2026) demonstrating the importance of contextual case study-based learning, the discussion session between students and speakers regarding the competition experience allowed for a reflection

process, namely, students were invited to reconnect the practical experiences they had undergone (theme determination, utilization of recycled materials, development of show concepts) with the conceptual framework of branding strategies and fashion show implementation presented by the speakers. This process strengthened students' understanding in a more meaningful way than simply delivering theory.

The relevance of branding materials to the local context was also a key factor in the success of this activity. As shown by Malini et al. (2025), in serving the traditional clothing MSMEs of Palembang, the success of building a brand identity is greatly influenced by the ability to link local values with the needs of the ever-evolving market. At MAN 2 Al Yasini, the experience of students designing clothing with the theme of cultural preservation and recycled materials shows that the nuances of Islamic boarding schools, local wisdom, and the spirit of sustainability can be relevant unique selling points for students to continue to develop in designing their fashion brand concepts, for example through modest wear products or accessories with a *santri* nuance that are packaged in a modern and environmentally friendly way.

The presence of a practitioner resource person with an academic background also enriched the learning process. The resource person's explanation that starting a fashion business requires a significant amount of capital provided students with a realistic picture of the challenges of capital in entrepreneurship, while also emphasizing the importance of careful budget planning, as emphasized in the fashion show strategy presented. In addition to improving cognitive aspects, this activity also appeared to have an impact on students' affective and motivational dimensions, as reflected in the high enthusiasm of participants during the icebreaking session, experience-sharing discussions, and question-and-answer sessions, for example, when students asked about the figure who inspired the resource person to become a designer. This trend is in line with the findings of Aryati (2023) and Sekarningtyas & Firdaus (2025), which explain that practice-based training and direct interaction with practitioners not only improve conceptual understanding but also foster students' self-confidence and interest in starting their own businesses.

However, the implementation of this activity also faced a number of challenges, including limited training time, which prevented in-depth discussions on branding strategies and fashion show organization for each topic, as well as limited budget and funding sources, which were common obstacles for students in fully realizing fashion show ideas, as conveyed by the resource person. These challenges are in line with obstacles reported in similar community service activities (Riu et al., 2025; Sekarningtyas & Firdaus, 2025), which show that a follow-up program in the form of post-activity mentoring is needed so that participants can implement the training results more effectively.

The results of this community service have important implications for the development of Islamic boarding school-based entrepreneurship programs. First, the collaboration between the Faculty of Economics, UIN Maulana Malik Ibrahim Malang, and fashion practitioners in the "Rebranding of the Faculty of Economics through Islamic Boarding School-Based Community Service" program demonstrates a partnership model that can be replicated to strengthen the entrepreneurial ecosystem in other Islamic boarding schools, through the involvement of practitioner resource persons relevant to the local potential of each madrasah. Second, from the perspective of internal madrasah policies, these results can serve as a basis for strengthening fashion-interest programs through ongoing mentoring, providing adequate practice space, and developing collaborations with MSMEs and local designers, so that students have broader access to experience and networks in the fashion industry.

4. CONCLUSION

The community service program, which provided students at MAN 2 Al Yasini with education on fashion business opportunities and branding strategies, was a success. This activity enhanced students' understanding of brand identification, market and competitor research, target market determination, and fashion show planning. The education also helped students connect

their experience of winning first place in the fashion show "Preserving Culture with Recycled Materials" with the concept of branding and business opportunity development.

This activity also boosted students' confidence and interest in the fashion business and broadened their understanding of the potential nuances of Islamic boarding schools, local wisdom, and sustainability as unique selling points. However, limited time and capital are obstacles to business development. Further programs are needed, including mentoring in business ideas, digital marketing, access to capital, partnerships with MSMEs and local designers, and regular fashion show competitions, to help students develop their potential into independent, sustainable fashion businesses.

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