

Introduction to Intellectual Property Rights Protection for Beginner Entrepreneurs in Secondary Education Environments

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Abstract

Introduction: The development of the business world is no longer solely the domain of adults but is also beginning to be introduced to young people. Several businesses are being started by young people under the age of twenty. This is a very encouraging development and deserves support from all relevant parties. Furthermore, several high schools have begun adding entrepreneurship courses to their curriculum. However, the curriculum certainly does not provide legal knowledge regarding the business world. This leaves a gap that must be filled immediately to prepare aspiring young entrepreneurs to run their businesses. An introduction to the law in starting a business begins with an introduction to intellectual property protection, particularly trademarks and copyrights. These two legal protections are directly related to the business world, both small and large.

Purposes of The Devotion: The purpose of this devotion is to provide students with initial knowledge about intellectual property rights and the importance of such protection in the business world.

Method of The Devotion: The method used is a presentation of the material followed by a question-and-answer session to provide in-depth understanding. Students are also given pre- and post-tests to gauge their understanding before and after the presentation.

Results Main Findings of the Devotion: The results of this community service implementation showed that students were very enthusiastic about listening to the presentation, as indicated by the diverse questions they asked about intellectual property protection. Furthermore, there was an increase in student understanding after being given the presentation on the material.

Keywords: Beginner Entrepreneurs; Intellectual Property Rights; Secondary Education.

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INTRODUCTION

The development of technology and communication has a major impact on the development of the business world¹. This can be seen from the many business opportunities that have emerged and attracted public interest in trying to open their own businesses. There are several reasons why people are interested in pursuing and trying their luck in the business world,² including: flexibility of time, having the opportunity to develop interests and talents to having no other job options. Based on data submitted by the Government

¹ Lilis Puspitawati, A Nurhasanah, and A S Khaerunnisa, "Utilization of Communication Technology for Business," *International Journal of Informatics, Information System and Computer Engineering (INJIISCOM)* 2, no. 1 (2021): 47-54, <https://doi.org/10.34010/injiiscom.v2i1.4864>.

² Muhammad Rizki, Anoesyirwan Moeins, and Marhalinda, "Motivation Of Women Entrepreneurs: Evidence From MSMEs In Riau Islands Province," *PENANOMICS: International Journal of Economics* 2, no. 3 (2023): 1-10, <https://penajournal.com/index.php/PENANOMICS/article/view/135/92>.

through the Coordinating Ministry for Human Development and Culture (Kemenko PMK), based on the 2019 World Economic Forum survey, as many as 35.5% of young people aged 15 to 35 years in Indonesia want to become entrepreneurs, this perception index is among the highest among ASEAN countries.³ This form of trend must certainly be accommodated and given space by the Government. So that the outcome of an entrepreneurial spirit is not only limited to the realm of enthusiasm, but can truly produce independent young entrepreneurs.

In several educational institutions, we have found several curriculum adjustments to support and foster the entrepreneurial spirit of young people. In addition to the curriculum, some vocational high schools have added skills majors such as culinary arts, graphic design, computer network engineering, multimedia, and others. Furthermore, the number of vocational education programs in universities has also increased. The purpose of vocational education itself, in addition to preparing a skilled workforce, also provides opportunities for them to become entrepreneurs. This is in accordance with Ministerial Regulation Number 22 of 2006 concerning Content Standards, the specific purpose of vocational education is to improve the intelligence, knowledge, personality, noble character, and skills of students to live independently, and to pursue further education according to their vocational program so that they can work effectively and efficiently, develop their expertise and skills, master their fields of expertise and the basics of science and technology, have a strong work ethic, communicate according to job demands, and have the ability to develop themselves.

Entrepreneurship is the ability to create something new and different. Entrepreneurship is the science, art, and behavior, traits, characteristics, and character of someone who has the ability to creatively realize innovative ideas into the real world. According to Drucker in Alma (2009), an entrepreneur is someone who is able to take advantage of opportunities. An entrepreneur is someone who sees an opportunity and then creates an organization to take advantage of that opportunity. An entrepreneur is someone who has a vision, passion, and takes concrete actions in an effort to create and develop their own sources of income without relying solely on others.⁴

METHOD OF THE DEVOTION

Through these activities, we focus on providing guidance and an initial introduction to the importance of Intellectual Property Rights Protection in running a business. Intellectual property rights protection is necessary not only when a business is in a larger development stage, but also from the earliest stages of running a business. The community service implementation method involves delivering material, conducting pre- and post-tests, and discussing cases, both popular and potential issues affecting their businesses. The materials provided include: a) Basic material on Intellectual Property Rights that has a direct impact on the business world; b) Providing material specifically about the importance of protecting trademarks and copyrights in the business world; c) Provide brainstorming to determine students' initial understanding of intellectual property rights.

³ Novrizaldi, "Partisipasi Politik Perempuan Di Indonesia Penting Bagi Kemajuan Bangsa," kemenkopmk.go.id, 2021, <https://www.kemenkopmk.go.id/partisipasi-politik-perempuan-di-indonesia-penting-bagi-kemajuan-bangsa>.

⁴ Ana Noor Andriana and Finnah Fourqoniah, "Pengembangan Jiwa Entrepreneur Dalam Meningkatkan Jumlah Wirausaha Muda," *PLAKAT: Jurnal Pelayanan Kepada Masyarakat* 2, no. 1 (2020): 43-51, <https://doi.org/10.30872/plakat.v2i1.3823>.

RESULTS AND DISCUSSION

A. Understand The Importance of Legal Aspects

The curriculum developed by this English Islamic Boarding School focuses more on developing entrepreneurial skills in its students. In addition to general subject matter, students are also provided with knowledge about business opportunities. At certain levels, students will undertake their own business development projects in the form of fieldwork. This way, their introduction to the business world is not only taught in the classroom but also implemented in practice.

In general, students already have business projects, and some have even started their own businesses. In practice, this isn't about project success, but rather about maximizing business practices. Students have already learned about business, marketing strategies, business opportunities, and other topics through their studies. However, understanding that a business must have legal protection and possess both tangible and intangible assets is an area of legal understanding that hasn't been addressed in the school curriculum.

The students' initial understanding has been formed that all business activities require legal protection, however, they cannot convey what kind of legal protection they are. In the context of community service, as is commonly known, the business world recognizes tangible and intangible assets. All of these assets are, of course, considered capital. Understanding tangible capital and determining its value is not difficult. However, not everyone understands what intangible assets are and how to protect them.

A simple form of intangible asset protection in the business world is trademark and copyright protection for businesses and their work. Experts believe that there are at least two important meanings to intellectual property rights protection⁵: 1) Business Development: Brand protection provides legal certainty and exclusive rights to business owners. This is crucial to prevent the imitation or misuse of established and recognized brands by others (*unfair competition*). With protection, business owners can invest in *branding* and product quality development without worrying about losses due to counterfeiting; 2) National Development: Brand protection contributes to national economic development. Protecting brands creates a healthier business climate, encourages innovation, and increases the competitiveness of Indonesian products in both domestic and international markets.

In addition to implementing laws and regulations regarding the protection of intangible rights, business actors must also understand the basic principles of such protection. This will ensure the public understands the purpose of such protection. Several basic principles serve as a reference for protection, namely⁶: 1) *Justice Principle*: a) This principle ensures fair protection for IPR owners; b) The goal is for the results of a person's hard work and creativity to be recognized, appreciated, and protected by law from unauthorized parties. 2) *Economic Principle*: a) Intellectual Property Rights are assets that have economic value; b) This principle emphasizes that IPR owners have exclusive rights to utilize their intellectual property to gain economic benefits. 3) *Cultural/ Social Principle*: a) The provision of IPR protection aims to improve human life, culture and the dignity of the nation; b) This principle ensures that IPR, ultimately, must also be able to be utilized for the benefit of the wider community after the exclusive protection period ends. 4) *Legal Principle*: This

⁵ Hery Firmansyah, *Perlindungan Hukum Terhadap Merek: Panduan Memahami Dasar-Dasar Hukum Penggunaan Dan Perlindungan Merek* (Yogyakarta: Medpress Digital, 2013).

⁶ Bernard Nainggolan, *Perlindungan Hukum Atas Kekayaan Intelektual Di Era Digital* (Yogyakarta: Publika Global Media, 2021).

principle states that IPR protection is a subject of civil law, where exclusive rights are granted to inventors, creators or owners based on applicable laws. 5) Constitutive System Principle (*First-to-File Principle*): a) This principle is strongly emphasized in the context of Trademark protection in Indonesia, as discussed in several IPR references; b) Trademark rights are granted to the party who first submits a registration application (not the party who first uses it). Therefore, registration is an absolute (constitutive) requirement for obtaining legal protection.

B. Implementation of Community Service in English Islamic Boarding Schools

This school is located in Mega Mendung, West Java. Twenty-eight students participated in the training. They generally understood the obligation to register trademarks. However, they understood that this obligation stems from legislation, which stems from the fundamental principle of the need for protection.

The community service program used a pretest and posttest to measure understanding. At the beginning of the test, 18 people answered the question about the obligation to register their business trademarks. After the counseling and another posttest, 28 people answered that it was mandatory to register their trademarks. This means that these young entrepreneurs have gained a new perspective on protecting their intangible assets.



CONCLUSION

This article highlights the urgent need to introduce intellectual property rights (IPR) protection to young entrepreneurs at the secondary education level. As entrepreneurship continues to grow among Indonesian youth, legal knowledge, particularly regarding trademarks and copyrights, becomes essential from the earliest stages of business. However, existing school curricula largely neglect this aspect, creating a significant knowledge gap that must be addressed. Through a community service program, students were provided with foundational IPR education via presentations and interactive question-and-answer sessions. The results showed a notable increase in student understanding,

confirming that early IPR education is both necessary and highly effective in preparing the next generation of independent entrepreneurs.

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