Business Model Canvas Training for High School Student in Malang Raya

Ananda Sabil Hussein, Raditha Hapsari
Department of Management, Universitas Brawijaya, Indonesia

ABSTRACT

Indonesia’s current entrepreneurship ratio is relatively low compared to other countries, indicating the need for initiatives to encourage entrepreneurial skills among the youth. This research aims to address the need for increased entrepreneurship in Indonesia, particularly among high school students in the Malang Raya region. The implementation of the community service project has successfully provided valuable entrepreneurship training to high school and vocational students, equipping them with essential knowledge and practical applications of entrepreneurship. The comprehensive training material has ignited enthusiasm and cultivated a strong interest among the participants to engage in entrepreneurial activities. By promoting an entrepreneurial mindset and imparting business strategies, including the Business Model Canvas, the training has accelerated students’ understanding and education. Future research should explore different pedagogical approaches in entrepreneurship training, conduct longitudinal studies to track students' progress, and address specific challenges faced by high school and vocational students in starting and running their own businesses. By considering these research directions, entrepreneurship education can be further enhanced, leading to more effective training programs and support for young aspiring entrepreneurs in Malang Raya.

Keywords: Entrepreneurship, Training, Students, Vocational High School.

DOI: http://dx.doi.org/10.21776/jiscos.03.1.04

Cite (Harvard):
Hussein, A.S., & Hapsari, R. (2023). 'Business Model Canvas Training for High School Student in Malang Raya'. Journal of Interdisciplinary Socio-Economic and Community Study, Volume 03, Number 1, Pages 30-36. Brawijaya University. DOI: http://dx.doi.org/10.21776/jiscos.03.1.04
INTRODUCTION

Entrepreneurship is a dynamic behavior that involves taking risks (Antonicci et al., 2018), being creative (Shi et al., 2020), and fostering development (Doran et al., 2018). It plays a crucial role in economic growth and the standard of living of a country, including Indonesia. To promote economic growth, it is not only important to form capital from within and outside the country but also to develop a strong entrepreneurial ecosystem (Doran et al., 2018). Entrepreneurs are the catalysts for new job opportunities, innovations, income generation, and tax payments, which contribute significantly to economic growth (Cho & Honorati, 2014; Neumann, 2021), particularly in developing countries. It is crucial for developing countries to diversify their sources of economic growth beyond domestic loans and foreign investments.

As we enter the era of the Fourth Industrial Revolution, characterized by the integration of humans, machines, and big data in the production process (Prasetyo & Sutopo, 2018), it is essential for the youth to quickly adapt to the changes. Therefore, mastering entrepreneurial skills becomes increasingly important. Millennials and Zillenials, in particular, are well-suited to become entrepreneurs for several reasons (Bulut & Maraba, 2021; Kim, 2018). Firstly, they have grown up in a technologically advanced world and possess a deep understanding of technology. This familiarity with technology allows them to leverage various digital tools and platforms to streamline business operations and make transactions more efficient. Secondly, millennials have a broad and open-minded perspective, thanks to easy access to information through the internet. This openness enables them to explore diverse viewpoints and embrace new ideas. Lastly, millennials exhibit a willingness to take risks and venture into entrepreneurship, while still maintaining a thoughtful approach.

To ensure a lasting impact, it is crucial to focus on training and empowering students, as they play a pivotal role in driving societal progress and acting as agents of change. Universities have a responsibility, as outlined in the Three Pillars of Higher Education (Tri Dharma Perguruan Tinggi), to provide education, conduct research, and engage in community service. Community service activities serve as a bridge between universities and the community, facilitating an understanding of the community's needs and aspirations. Entrepreneurship education equips students with the necessary skills, mindset, attitude, and motivation for entrepreneurship. Extensive research (see, e.g., Fayolle & Gailly, 2015; Maresch et al., 2016; Shinnar et al., 2018; Westhead & Solesvik, 2016) has consistently shown a strong correlation between entrepreneurship education and entrepreneurial intention. It helps students cultivate an entrepreneurial culture, deepens their understanding of entrepreneurship, and provides them with practical experiences to succeed as entrepreneurs.

Currently, unemployment remains a significant challenge in the workforce (Tahir & Rambulangi, 2020). Vocational High Schools in Indonesia are expected to address this issue, but they have not been functioning optimally. According to the Central Statistics Agency (BPS), the majority of unemployed individuals in Indonesia are graduates of Vocational High Schools (SMK). In August 2021, the unemployment rate among individuals with vocational education was 11.13%. The increasing number of SMK graduates has surpassed available job opportunities, leading to underutilization of their skills (BPS RI, 2021). Unemployment and labor-related challenges are prevalent in developing countries, and efforts are being made to minimize their impact. Presidential Regulation Number 41 of 2015 highlights the need for vocational education to bridge the gap between the industrial world and education.

To address the challenges posed by the Fourth Industrial Revolution, it is crucial to raise awareness among the youth, particularly students, and equip them with skills that align with the demands of today's technology-driven world. Developing an interest in entrepreneurship provides an alternative approach to reducing unemployment. Efforts to foster this awareness in the community can be made through accessible platforms such as social media. As the leader of state development, the government should provide opportunities for workers and youth job seekers to participate in training programs at Job Training Centers (BLK), internships in industries, and other initiatives that prepare individuals for the job market and entrepreneurship. It is essential to improve the implementation of these programs to ensure their effectiveness (Hanrahmawan, 2012). Furthermore, cultivating an entrepreneurial spirit within high schools and vocational schools is crucial to instill mindsets, attitudes, and behaviors that prioritize innovation, creativity, and independence. A study conducted by Wedayanti & Giantari (2016) indicates that students who gain experience and proficiency in developing business plans and running small businesses are more likely to have the intention to become independent entrepreneurs.

Entrepreneurship plays a vital role in economic growth and the standard of living. It is essential to enhance entrepreneurial skills among the youth,
especially millennials, who possess technological expertise and an open-minded mindset. Universities should provide entrepreneurship education to students, as it has been proven to correlate with entrepreneurial intention. Vocational High Schools need to address the issue of unemployment by equipping students with relevant skills and fostering an entrepreneurial spirit. Raising awareness in the community can be achieved through social media and government initiatives, such as training programs and internships. By cultivating an entrepreneurial mindset and providing the necessary skills, it is possible to reduce unemployment and create a professional workforce that can thrive alongside modern technology.

Despite the recognition of the importance of entrepreneurship education in fostering entrepreneurial intention among students, there is a lack of research focusing on the specific impact of Business Model Canvas (BMC) training on high school students in the Malang Raya region. The Business Model Canvas is a strategic management tool that allows individuals to describe, design, challenge, invent, and pivot their business models. It provides a structured approach to understanding the key components of a business and how they interact.

The existing research on entrepreneurship education predominantly focuses on higher education institutions, such as Amalia & von Korfflesch (2021, 2023), Crysdiyan (2022), Handayati et al. (2021), Maritz et al. (2022), and often overlooks the potential impact of such programs on high school students. However, high school students represent a critical demographic as they are at a formative stage in their educational and career journeys, and exposing them to entrepreneurship education can have long-lasting effects (Risnasari & Basuki, 2020).

Moreover, while there is some research on the effectiveness of entrepreneurship education programs in reducing unemployment and equipping students with skills relevant to the job market, there is limited research specifically examining the impact of such programs in addressing the unemployment challenges faced by Vocational High School (SMK) graduates in the Malang Raya region. SMK graduates in Indonesia have been reported to experience higher unemployment rates compared to graduates from other types of high schools, highlighting the need for tailored interventions that address the specific needs and challenges of this group.

Therefore, a research gap exists in understanding the effectiveness of BMC training specifically targeted at high school students in the Malang Raya region and its potential impact on their entrepreneurial intention, skill development, and employment prospects. Exploring this research gap can provide valuable insights into the efficacy of entrepreneurship education programs for high school students in addressing the challenges faced by SMK graduates and equipping them with the necessary skills to thrive in the modern economy.

METHODS
The proposed implementation method aims to enhance entrepreneurial interest and innovation among vocational high school (SMK) students through entrepreneurship training. By conducting this training, the goal is to boost motivation among high school and vocational high school students, fostering an entrepreneurial mindset within the Malang Raya region. Consequently, it is expected to increase the employability of high school and vocational graduates and contribute to a higher number of young Indonesian entrepreneurs emerging from this group.

The entrepreneurship training will be facilitated by guest lecturers who are experts in entrepreneurship from the Faculty of Economics and Business at Universitas Brawijaya. The training will cover topics such as general presentations on entrepreneurship, the benefits of entrepreneurship, entrepreneurial opportunities, steps to become a successful entrepreneur, and the utilization of the Business Model Canvas (BMC).

The training will employ the discussion method and the simulation method. The discussion method involves facilitating interactive sessions where participants engage in direct question-and-answer discussions with the presenters. The aim of this training activity is to instill an entrepreneurial mindset, encourage participants to identify business opportunities and ideas, and enable them to identify and address challenges and obstacles in entrepreneurship and business. The community service activities will follow several steps. Firstly, a preliminary survey will be conducted to determine the estimated number of prospective participants, focusing on high school and vocational high school students. Secondly, student data will be observed by visiting various high schools and vocational schools in the Malang Raya region. This observation aims to gain insight into students’ activities and to screen potential training participants. The community service activities will be carried out by the implementation team, in collaboration with assistant teachers from local high schools and vocational schools in Malang Raya.

RESULTS AND DISCUSSION
Entrepreneurship training activities were successfully conducted on Saturday, October 29,
2022, at the Oryza Meeting Room, UB Guest House, Universitas Brawijaya. The chosen venue was ideal for implementing health protocols, ensuring participant safety by maintaining physical distance and adhering to mask-wearing and hand sanitization practices. The room setup followed a Forum Group Discussion model, allowing for productive interactions while prioritizing the health and well-being of the participants. The organizing team, consisting of members from the Brawijaya University Management Study Program, ensured the smooth execution of the community service activity in accordance with the agreed schedule, as approved by the Head of the Management Department of FEB UB and the Head of Community Service Activities.

The community service project encompassed several stages, starting with thorough preparation. This stage involved the development of proposals, seeking necessary permissions from high schools and vocational schools, and collecting information on the number of participants through attendance forms. The implementation stage commenced with an engaging introduction to entrepreneurship. The session covered key concepts, including the meaning of entrepreneurship, the essential steps and stages to become a successful entrepreneur, the long-term benefits of entrepreneurship, and the effective utilization of free time for productive endeavors. Successful young entrepreneurs served as inspiring examples to motivate the participants.

The training event saw the participation of 40 students, accompanied by their teachers. The program commenced with speeches delivered by Mr. Ananda Sabil Hussein, SE., M.Com., Ph.D, the Chief Executive of Service and Training, and Mrs. Raditha Dwi Vata Hapsari, SE., MM., Ph.D, the Head of the Entrepreneurship Study Program at FEB UB. The main training sessions were conducted by Mrs. Eka Putri Rifandani, SP., MM, and Mrs. Aisha Ayu Basuki, SM., MM, who shared their expertise on the subject matter.

Participants were required to register upon arrival, providing their information on attendance forms as proof of their commitment to the training activities. The event progressed with two informative sessions. The first session, led by Mrs. Eka Putri Rifandani, SP., MM, covered an overview of entrepreneurship and emphasized the development of an entrepreneurial mindset. Participants gained insights into the definition of entrepreneurship, the characteristics that make a successful entrepreneur, and the motivation to pursue entrepreneurial ventures, particularly tailored for high school and vocational students. The second session, presented by Mrs. Aisha Ayu Basuki, SM., MM, delved into the Business Model Canvas (BMC), a strategic tool for business planning. The session focused on equipping participants with practical knowledge on how to effectively apply the BMC to develop efficient and targeted business models.

Following the material presentations, participants actively engaged in a question and answer session with the presenters, allowing for a deeper understanding of the topics discussed. The practical application of the Business Model Canvas (BMC) was conducted through interactive exercises, with participants working on provided working papers. The presenters provided feedback and guidance to help participants refine their BMCs, aiming for the selection of the best models. This hands-on experience enabled participants to gain valuable skills in utilizing the Business Model Canvas effectively.

The training activities concluded with a comprehensive evaluation conducted by the training team. The evaluation aimed to assess the effectiveness of the training program, gather feedback from participants, and identify areas for improvement. The implementation of this community service activity not only provided students with valuable entrepreneurial knowledge and skills but also fostered a supportive and collaborative learning environment.

The "Business Model Canvas Training for High School Students in Malang Raya" was successfully organized and executed, resulting in positive outcomes for the participants. The training activities were held in a suitable venue that adhered to health protocols, ensuring the safety and well-being of the students. The event's organization and adherence to the agreed schedule demonstrated the commitment and professionalism of the organizing team from the Brawijaya University Management Study Program.

The success of the training program was evident through the active participation and enthusiasm displayed by the students. They eagerly participated in discussions, asked insightful questions, and actively engaged in the practical exercises involving the Business Model Canvas (BMC). This high level of involvement showcased the effectiveness of the training in capturing the students' interest and motivating them to explore entrepreneurship further.

Feedback from the participants and their teachers provided further validation of the program's success. Both students and teachers expressed their appreciation for the well-structured sessions, the expertise of the presenters, and the relevance of the content covered. The positive feedback indicates that
the training program effectively fulfilled its objectives of fostering an entrepreneurial mindset, equipping participants with entrepreneurial skills, and inspiring them to pursue entrepreneurial ventures.

The application of the Business Model Canvas (BMC) by the students demonstrated their understanding of the strategic planning process and their ability to develop comprehensive business models. The practical exercises enabled the students to apply their knowledge and creativity in analyzing business ideas and identifying key components for successful ventures. The successful application of the BMC highlights the effectiveness of the training in equipping students with a practical tool for business planning.

In conclusion, the "Business Model Canvas Training for High School Students in Malang Raya" achieved its goals of enhancing entrepreneurial interest and innovation among vocational high school students. The active participation of students, positive feedback from participants and teachers, and successful application of the Business Model Canvas all indicate the program's success. By empowering students with entrepreneurial skills and fostering an entrepreneurial mindset, the training program has contributed to the development of a new generation of entrepreneurs who have the potential to drive economic growth and create opportunities for themselves and their communities.

Source: Author's Personal Documents (2023)

**Figure 1. The Illustration of Business Model Canvas (BMC) Training Implementation**

**CONCLUSION**

The implementation of the community service project has been successful in providing valuable entrepreneurship training to high school and vocational students in the region. This training program has effectively motivated and equipped students with essential knowledge and practical applications of entrepreneurship, serving as a foundation for their future entrepreneurial endeavors and business plans. The comprehensive material presented during the training sessions has successfully sparked enthusiasm and cultivated a strong interest among the participants to engage in entrepreneurial activities.

By promoting the development of an entrepreneurial mindset and imparting strategies for business operation, including the application of the Business Model Canvas (BMC), this training activity has accelerated the understanding and education of high school and vocational students. The enhancement of skills among the students in Malang Raya will have a positive impact on the growth of independent businesses, contributing to increased student income and the creation of new job opportunities upon graduation. Furthermore, the benefits of this training program extend beyond the students themselves and extend to the surrounding community.

The growth of independent businesses initiated by the trained high school and vocational students will not only improve the economic status of the students but also generate a positive ripple effect on the local community. These new businesses can create employment opportunities for community members, stimulate economic growth, and contribute to the overall development of the region. By nurturing the entrepreneurial spirit among students and empowering them with the necessary skills and knowledge, this training program has the potential to make a significant and lasting impact on the economic landscape of Malang Raya.

In conclusion, the community service project has successfully achieved its objectives of motivating and equipping high school and vocational students with entrepreneurial skills and knowledge. The resulting growth of independent businesses among the students has the potential to boost student income, create new job opportunities, and contribute to the economic development of the region. Additionally, the training program's positive impact extends beyond the students, benefiting the surrounding community as a whole.

Despite the success of the community service project, there are a few limitations that should be acknowledged. Firstly, the training program was conducted as a one-time event, which may limit the long-term impact on students' entrepreneurial skills and ventures. Follow-up activities or continuous support could be considered to ensure that the knowledge and skills gained during the training are further developed and applied by the students.

Another limitation is the relatively small sample size of 40 participants. While this number provided a manageable group for the training, future research could aim to include a larger and more diverse sample to obtain a broader perspective on the effectiveness of entrepreneurship training among
high school and vocational students in Malang Raya. A larger sample size would also allow for more comprehensive data analysis and the exploration of potential variations in outcomes based on factors such as gender, academic performance, or prior entrepreneurial experience.

Furthermore, the evaluation conducted at the end of the training program was limited to assessing the effectiveness of the program itself. Future research could focus on conducting longitudinal studies to track the progress and outcomes of the trained students over an extended period. This would provide insights into the long-term impact of entrepreneurship training on students’ entrepreneurial activities, business success, and overall career development.

In terms of future research agendas, it would be valuable to explore the effectiveness of different pedagogical approaches or teaching methods in entrepreneurship training for high school and vocational students (Karimov et al., 2020). Comparing the outcomes of different training formats, such as online courses, experiential learning, or mentorship programs, could provide insights into the most effective ways to enhance entrepreneurial skills and mindset among students.

Additionally, investigating the specific challenges and barriers faced by high school and vocational students in starting and running their own businesses would contribute to a deeper understanding of the entrepreneurial ecosystem in Malang Raya. Identifying these challenges would allow for the development of targeted interventions or support programs to address the specific needs of young entrepreneurs in the region.

In summary, while the community service project achieved its objectives, future research should consider the limitations of the study and focus on conducting longitudinal studies, exploring different teaching approaches, and investigating the specific challenges faced by high school and vocational students in entrepreneurship. These research directions would further enrich the understanding of entrepreneurship education and contribute to the development of more effective training programs for young aspiring entrepreneurs.

ACKNOWLEDGMENT
We thank the Faculty of Economics and Business, Brawijaya University, for making this community service-based research work well. All views expressed in this paper do not necessarily reflect those of the institution.

DISCLOSURE OF CONFLICTS OF INTEREST
No conflicts of interests are known to the author.

FUND RESOURCING
Author receives funding support for the implementation of community service, as well as the writing, and/or publication of this article from Brawijaya University

BIBLIOGRAPHY


