

TRAINING ON ENTREPRENEURSHIP SKILLS IMPROVEMENT WITH BUSINESS MODEL CANVAS (BMC) IMPLEMENTATION FOR STUDENTS OF SMA NUSANTARA BALIKPAPAN

Kartika Aprilia Ivani¹, Annisa Hestiningtyas², Ahmad³, Aditya Pratama⁴, Salamsjah⁵

^{1,2,3,4,5} Program Studi D-IV Bisnis Digital, Politeknik Nusantara Balikpapan

e-mail: kartikaapriliah@poltara.ac.id¹, annisahestiningtyas@poltara.ac.id², ahmad@poltara.ac.id³, adityapratama@poltara.ac.id⁴, salamsjah@poltara.ac.id⁵

Abstract

Entrepreneurship skills are essential competencies for the younger generation to face future job market challenges. This activity aims to enhance the entrepreneurship skills of SMA Nusantara Balikpapan students through training using the Business Model Canvas (BMC) approach. The training method encompasses five main stages: pretest, material provision, training, discussion, and post-test. Initially, the pretest measures the students' initial knowledge and entrepreneurship skills. Subsequently, materials on the basic concepts of entrepreneurship and BMC were provided as a theoretical foundation. Intensive training focused on applying BMC in designing business models. Discussions, encouraged collaboration and idea sharing among students. In the final stage, a post-test evaluated the improvement in students' skills and understanding after the training. The results indicated a significant increase in students' entrepreneurial knowledge and skills following the training. Data from the pretest and post-test were analyzed using descriptive and inferential statistics, confirming the training's effectiveness with BMC implementation. Additionally, students showed increased motivation and interest in developing their business ideas. In conclusion, entrepreneurship training with the BMC approach effectively enhances the skills and understanding of SMA Nusantara Balikpapan students. This program is expected to be adopted by other schools to prepare students for the workforce and foster a generation that is creative, innovative, and ready for entrepreneurship.

Kata kunci: Skills; Business Model Canvas; Training; High School Students.

Abstrak

Keterampilan kewirausahaan adalah kompetensi penting yang harus dimiliki oleh generasi muda untuk menghadapi tantangan dunia kerja di masa depan. Kegiatan ini bertujuan untuk meningkatkan keterampilan kewirausahaan siswa/i SMA Nusantara Balikpapan melalui pelatihan menggunakan pendekatan Business Model Canvas (BMC). Metode pelatihan mencakup lima tahap utama: pretest, pemberian materi, pelatihan, diskusi, dan post-test. Pada tahap awal, pretest digunakan untuk mengukur pengetahuan dan keterampilan awal kewirausahaan siswa. Selanjutnya, materi tentang konsep dasar kewirausahaan dan BMC diberikan sebagai dasar teori. Pelatihan intensif dilakukan dengan fokus pada penerapan BMC dalam merancang model bisnis. Diskusi diadakan untuk mendorong kolaborasi dan berbagi ide di antara siswa. Pada tahap akhir, post-test dilakukan untuk mengevaluasi peningkatan keterampilan dan pemahaman siswa setelah pelatihan. Hasil penelitian menunjukkan peningkatan signifikan dalam pengetahuan dan keterampilan kewirausahaan siswa setelah mengikuti pelatihan. Data dari pretest dan post-test dianalisis menggunakan statistik deskriptif dan inferensial, yang mengonfirmasi efektivitas pelatihan dengan implementasi BMC. Selain itu, siswa juga menunjukkan peningkatan motivasi dan minat dalam mengembangkan ide-ide bisnis mereka. Kesimpulannya, pelatihan kewirausahaan dengan pendekatan BMC efektif dalam meningkatkan keterampilan dan pemahaman siswa/i SMA Nusantara Balikpapan. Program ini diharapkan dapat diadopsi oleh sekolah lain untuk mempersiapkan siswa menghadapi dunia kerja dan menciptakan generasi muda yang kreatif, inovatif, dan siap berwirausaha.

Keywords: Kewirausahaan; Business Model Canvas; Pelatihan; Siswa/i SM

INTRODUCTION

In the era of globalization and rapid technological development, entrepreneurial skills have become one of the essential competencies that the younger generation must possess. These skills not only help individuals create new business opportunities, but also contribute to reducing unemployment

rates and promoting economic growth. In Indonesia, entrepreneurship education has started to receive special attention in an effort to prepare students to face future challenges.

SMA Nusantara Balikpapan realizes the importance of equipping students with adequate entrepreneurial skills. However, teaching these skills effectively is still a challenge. One of the methods proven to be effective in teaching entrepreneurship is the use of Business Model Canvas (BMC). BMC is a tool that helps in designing, describing, and developing business models in a systematic and easy-to-understand way (Osterwalder & Pigneur, 2010).

Previous research in Indonesia shows that Business Model Canvas (BMC) can be an effective tool in entrepreneurship education. (Rofiaty, 2023) from Brawijaya University found that the use of Business Model Canvas (BMC) in entrepreneurship training can improve students' understanding of important components in business and help them develop more structured business ideas. (Ivan et al, 2022) showed that training using Business Model Canvas (BMC) at SMK Negeri 1 Purbolinggo, East Lampung Regency can improve students' entrepreneurship skills and can improve students' creativity and business analysis skills.

(Rahmi et al, 2020). found that the application of BMC in the entrepreneurship training program at SMK Negeri 1 Baso improved students' critical and innovative thinking skills. (Suharso et al, 2023) at SMK PGRI Turen, Malang Regency revealed that students trained with BMC were better prepared to develop sustainable business ideas. In addition, (Maulana, Y.M, 2022) from Universitas Dinamika revealed that the use of BMC in entrepreneurship training can increase students' motivation and managerial skills. These findings are in line with the results of previous studies, which show that the BMC method is effective in preparing students to face the challenges of an increasingly complex business world.

In this activity, the training on entrepreneurship skill enhancement with Business Model Canvas (BMC) implementation for students of SMA Nusantara Balikpapan aims to make a positive contribution in developing students' entrepreneurial spirit and helping them to achieve success in the business world. The research method used includes five main stages: pretest to measure students' initial knowledge, provision of materials on basic concepts of entrepreneurship and BMC, intensive training with focus on BMC implementation, group discussion to encourage collaboration and idea sharing, and post-test to evaluate the improvement of students' skills and understanding after the training.

This activity is expected to contribute significantly to the development of entrepreneurship education at the secondary school level, as well as provide an effective training model that can be adopted by other schools. Thus, students are not only academically prepared but also have relevant practical skills to succeed in the business world.

METHOD

The training method that will be given by the team of lecturers of D-IV Digital Business Study Program of Politeknik Nusantara Balikpapan is in the form of integrated guidance which begins with pre-test, provision of information/materials, demonstration and guided practice, discussion, then post-test. Systematically the stages of implementing this service activity can be seen in Figure

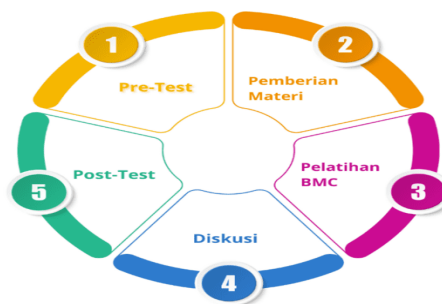


Figure 1. Activity Flow

In the first stage of training activities, a pre-test was given with the aim of measuring students' initial knowledge of entrepreneurship and Business Model Canvas (BMC) before the training began. Then in the second stage, material was provided to provide basic knowledge about entrepreneurship

and Business Model Canvas (BMC). Furthermore, the Digital Business D-IV Study Program Lecturer Team provided demonstrations and guided exercises to train students in compiling and analyzing the Business Model Canvas based on the business ideas they developed. After conducting demonstrations and guided exercises, a discussion session was held to encourage collaboration and sharing of ideas between students to deepen their understanding of BMC and entrepreneurship. Finally provide a post-test to evaluate the improvement of students' knowledge and skills on entrepreneurship and Business Model Canvas after the training. With this structured research method, it is expected that the training conducted can make a positive contribution in developing entrepreneurial skills of SMA Nusantara Balikpapan students, as well as preparing them to succeed in the business world.

RESULTS AND DISCUSSION

This community service activity in training to improve entrepreneurship skills with the implementation of Business Model Canvas (BMC) was carried out at SMA Nusantara Balikpapan. The activity was held on Wednesday, March 6, 2024. The implementation of the activity is carried out at 08.00 until 11.00 WITA. The number of class X students of SMA Nusantara Balikpapan who participated in the activity amounted to 28 people.

The beginning of the activity began with the implementation of a pre-test using a questionnaire in the form of Quizizz, which included questions regarding the basic concepts of entrepreneurship, BMC elements, and business analysis skills. The following is the process and results of the pre-test conducted through Quizizz by students of class X SMA Nusantara Balikpapan. The process and results of the Pretest through Quizizz can be seen in Figures 2 and 3.

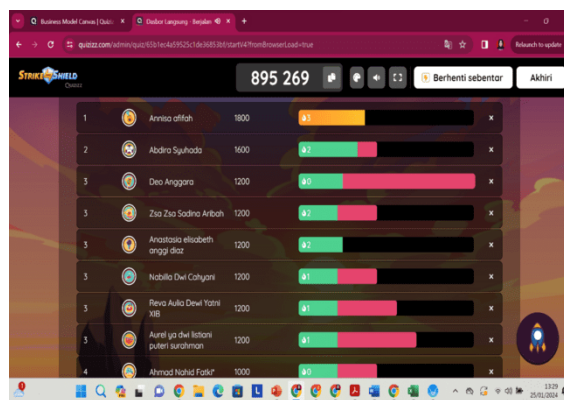


Figure 2. Pretest processing

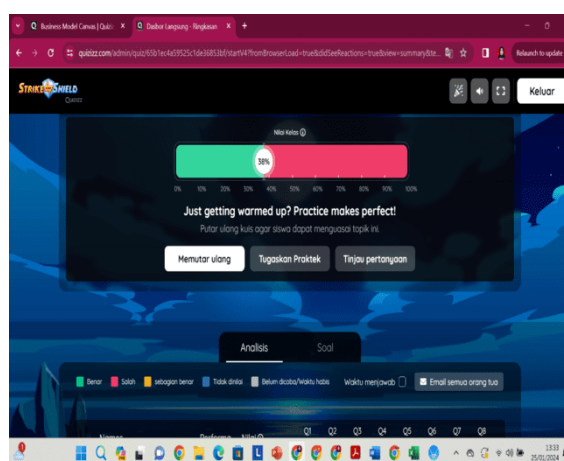


Figure 3. Pretest result

Pretest results showed that the average student answered questions correctly by 38%. Then the pretest results were analyzed to determine the students' initial level of understanding and as a basis for assessing the effectiveness of the training after the post-test later.

The first in a series of business planning training activities was a discussion on the importance of business planning. According to research conducted by (Turrahmah, 2023), one of the main factors in the success of a business or venture is developing a comprehensive and realistic business plan. A business plan plays an important role in evaluating whether the business idea to be pursued is feasible,

profitable and sustainable in the long run. In addition, a business plan can also be an effective tool to attract the interest of potential investors or lenders as a partner in turning a business idea into reality. Furthermore, according to a study conducted by (Firmansyah and Roosmawarni, 2019), there are five important reasons why a business plan must be compiled attractively. First, a business plan can be used as a tool to find funding sources. Second, as a means of communication to attract the attention of consumers, investors, and suppliers. Third, it provides practical guidance and easy-to-understand steps. Finally, the business plan also serves as a useful evaluation guideline when the business is running.

The next material is an explanation of the Business Model Canvas (BMC), which consists of nine blocks, each of which has an important role in designing a business model (Tahwin & Widodo, 2020). First, customer segments are groups of people or organizations that are the target of the company's services. Second, value propositions are the values or benefits that the company wants to provide to consumers. Third, channels are the way companies reach and interact with their customers. Fourth, customer relationships are the way companies establish relationships with consumers, whether long-term or not. Fifth, revenue streams are the company's sources of income from the products or services provided. Next, key resources are the resources that the company has to run its operations. Seventh, key activities are the various activities carried out by the company to produce products or services. Eighth, key partnerships are partners who work with the company. Finally, cost structure is the structure of the costs incurred by the company to run its operations.

The Business Model Canvas (BMC) has become one of the most popular business models due to its ability to help businesses, especially startups, to profile their customers in a simple and easy-to-understand way. Analysis using BMC can provide an overall picture of the business, although the elements look exhaustive and detailed. This model can be used as a step-by-step guide for newly established or managed businesses. On the other hand, for businesses that are already running, BMC can be a useful evaluation tool. Thus, if there are deficiencies or discrepancies in the business model, they can be immediately identified and corrected to reduce the risk of business failure. (Fitriani & Sultan, 2019). The delivery of materials related to entrepreneurship and Business Model Canvas (BMC) can be seen in Figures 4, 5 and 6.

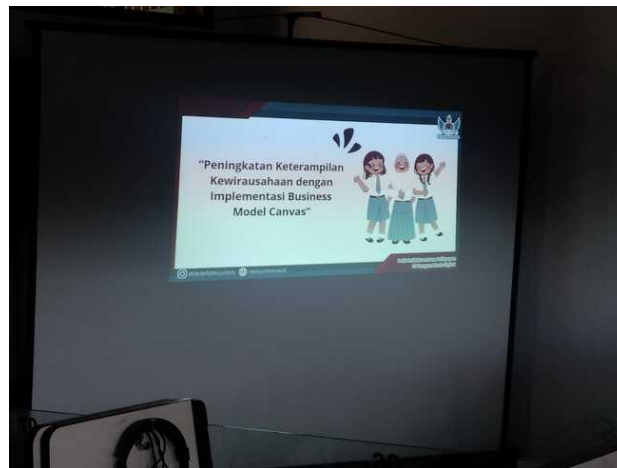


Figure 4. The process of delivering training materials



Figure 5. The process of delivering training materials



Figure 6. The process of delivering training materials

After providing material on the importance of business planning and Business Model Canvas (BMC), the next step was demonstration and guided practice. The team of lecturers of D-IV Digital Business Study Program of Politeknik Nusantara Balikpapan distributed BMC Worksheet consisting of nine boxes, which represent nine elements of BMC. These elements include Consumer Segmentation, Consumer Value Proposition, Channels, Revenue Sources, Resources, Consumer Relations, Activities, Cooperation, and Cost Structure. Each of these elements was worked on by the students. The lecturer team then went around from one student to another to guide and provide direct explanation if there was something that was not understood by the students. Most of the business designs or business ideas proposed by the students came from the culinary, fashion, and graphic design fields. The BMC Worksheet can be seen in Figure 7. and the process of worksheet by SMA Nusantara Balikpapan students can be seen in Figure 8.



 Nama : _____		Kelas : _____		
Key Partners / Mitra Utama	Key Activities / Kegiatan Utama	Value Propositions / Proposisi Nilai	Customer Relationships / Hubungan Kustomer	Customer Segments / Segmen Pemasaran
	Key Resources / Sumber Daya Utama		Channels / Saluran	
Cost Structure / Struktur Biaya		Revenue Streams / Aliran Pendapatan		
 POLITEKNIK NUSANTARA BALIKPAPAN				

Figure 7. BMC Worksheet



Figure 8. The process of working on the worksheet by students

After the demonstration session and guided practice on Entrepreneurship and Business Model Canvas (BMC) ended, the lecturer team invited the students to have a discussion. In this discussion, the students were asked to present the results of the business plans they had made. Furthermore, they conducted a question and answer session about business ideas, focusing on ideas that were considered the most creative, innovative, and realistic to be realized into a real business. BMC, as a business model in developing business plans, is one of the effective solutions to turn business ideas into real businesses (Syafuruddin & Chadijah, 2023). BMC is also believed to be able to overcome the problem of innovation in business. With business innovation, such as product innovation based on the effective use of BMC, customer satisfaction can increase, which in turn will improve overall business performance (Fitriani & Sultan, 2019). The discussion process between the team of lecturers and the students of SMA Nusantara Balikpapan can be seen in Figure 9.



Figure 9. Process of discussing business ideas

The last phase of this training activity is to provide a post-test to evaluate the improvement of students' knowledge and skills about entrepreneurship and Business Model Canvas (BMC) after the delivery of material by the lecturer team as well as demonstrations and guided exercises. The post-test was conducted by administering a questionnaire through the Quizizz platform. The post-test results were then compared with the pretest results to evaluate the improvement of students' understanding and skills related to entrepreneurship and Business Model Canvas (BMC).

The posttest results showed that the average number of students answering questions correctly was 79%, which showed a significant improvement compared to the pretest results of 38%. posttest results can be seen in Figure 10.

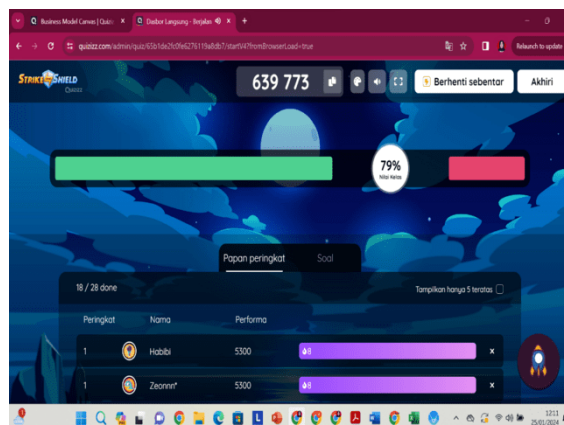


Figure 10. Posttest Result

Evaluation of the BMC worksheet showed that the students had successfully mapped their business using all nine elements of the BMC. Thus, their business plan has been clearly illustrated, starting from the target market, the value to be delivered to customers, how to establish relationships with customers, to the company's source of income, main activities, required resources, partners, and costs incurred. This provides evidence that the training on entrepreneurship skills improvement with

the implementation of Business Model Canvas (BMC) has been effective in improving entrepreneurship skills of SMA Nusantara Balikpapan students.

The results of this training showed a significant improvement in the understanding and entrepreneurial skills of SMA Nusantara Balikpapan students. From the pretest and post-test evaluations conducted, it is seen that the average score of the students increased substantially. The pretest showed an average score of 38%, while the post-test showed an average score of 79%. This shows that the training is successful in improving students' understanding of entrepreneurship and BMC. In addition, from the analysis of the BMC worksheets done by the students, it can be seen that they have been able to do a good business mapping using all nine elements in BMC. This indicates that the students have been able to apply the concepts learned during the training to a real business context. The post-test results and analysis of BMC worksheets also showed that the majority of business ideas generated by students came from the culinary, fashion and graphic design fields. This shows the great interest and potential of the students in these fields, as well as their relevance to market trends and business opportunities in Balikpapan area.

Based on the results of this training, several implications can be identified. First, there is a need for further development of entrepreneurship training program focusing on the use of BMC, both in SMA Nusantara Balikpapan and in other schools. This will help more students to develop their entrepreneurial skills early on. Second, the recommendation to continue similar training programs with longer duration, as well as involving business practitioners or entrepreneurs as guest speakers. Thus, students can gain a deeper insight into the business world from the point of view of experienced practitioners. Third, further research is needed to evaluate the long-term impact of this training on students' interest and ability to start and develop their business ventures in the future.

CONCLUSION

In conclusion, this training has successfully improved the understanding and entrepreneurial skills of SMA Nusantara Balikpapan students through the implementation of BMC. The evaluation results show a significant improvement in students' understanding of entrepreneurship, as well as their ability to apply business concepts into real practice. Thus, this training can be considered as an effective step in helping students prepare themselves to become successful entrepreneurs in the future. Photo documentation of the Entrepreneurship Skills Improvement Training with Business Model Canvas (BMC) Implementation for Students of SMA Nusantara Balikpapan can be seen in Figure 11 and 12.

SUGGESTION

For future trainings, it is recommended to involve local business practitioners as mentors to provide practical insights to students. Further research needs to be conducted to evaluate the long-term impact of this training on students' entrepreneurial skills and motivation. The implementation of continuous evaluation and regular follow-up is also recommended to monitor the development and effectiveness of this training program.

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