



Introducing the business model canvas: A practical tool for young entrepreneurs at SMA Al Azhar 19 Ciracas

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ARTICLE INFO	ABSTRACT
<p>Article history Received: 2024-08-12 Revised: 2024-11-21 Accepted: 2024-11-25 Published: 2024-12-06</p> <p>Keywords Business Model Canvas SMA Al Azhar 19 Training Interactive games</p>	<p><i>This community development program aimed to equip Gen Z students at SMA Al Azhar 19 Ciracas with essential entrepreneurial competencies, focusing on the application of the Business Model Canvas (BMC) as a fundamental tool for business planning and development. To achieve these objectives, the program employed a blended approach that combined theoretical instruction with practical, interactive activities. The initiative commenced with a preliminary assessment to evaluate the students' baseline understanding, followed by dynamic lectures, workshops, and the incorporation of interactive games to ensure high levels of engagement and active participation. The program enabled students to apply the BMC framework to their own business ideas, supported by continuous feedback from mentors, fostering iterative learning and improvement. Results demonstrated significant enhancements in the students' understanding and ability to develop and communicate their business concepts effectively. Furthermore, the program's findings have practical applications, as the students are now better prepared to utilize the BMC in real-world scenarios, driving innovation and entrepreneurship within their communities. In conclusion, this initiative not only improved entrepreneurial education by nurturing creativity, critical thinking, and problem-solving skills but also contributed to the students' readiness for future business endeavors, ultimately supporting their roles as innovative contributors to their local economy.</i></p>
<p>Kata Kunci Kanvas Model Bisnis SMA Al Azhar 19 Pelatihan Permainan Interaktif</p>	<p>Pengenalan business model canvas: Alat praktis bagi calon wirausaha muda di SMA Al Azhar 19 Ciracas. Program pengabdian masyarakat ini bertujuan membekali siswa Gen Z di SMA Al Azhar 19 Ciracas dengan kompetensi kewirausahaan melalui penerapan Business Model Canvas (BMC) sebagai alat perencanaan dan pengembangan bisnis. Untuk mencapai tujuan tersebut, program ini dirancang dengan menggabungkan teori, lokakarya, dan permainan interaktif. Inisiasi program dimulai dengan penilaian awal untuk mengevaluasi pemahaman dasar siswa, kemudian dilanjutkan dengan kuliah dinamis, <i>workshop</i>, dan permainan interaktif untuk meningkatkan interaksi dan partisipasi aktif dari peserta. Dengan dukungan mentor dan umpan balik berkelanjutan, program ini memungkinkan siswa untuk menerapkan BMC ke dalam ide bisnis mereka. Setelah mengikuti program ini, siswa menunjukkan peningkatan signifikan dalam kemampuan memahami dan mengkomunikasikan konsep bisnis. Selain itu, program ini mempersiapkan siswa untuk menerapkan BMC dalam dunia nyata, mendorong inovasi dan kewirausahaan di komunitas mereka. Inisiatif ini tidak hanya mendukung pendidikan kewirausahaan tetapi juga membantu siswa menjadi kontributor inovatif bagi perekonomian lokal.</p> <p style="text-align: right;">Copyright © 2024, Thalib, et al This is an open access article under the CC-BY-SA license</p> <div style="text-align: right;">  </div>

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INTRODUCTION

In this quickly changing environment, many young and motivated people often struggle with the difficulties of creating a solid business model. This challenge also happens to students at SMA Al Azhar 19 Ciracas, where the importance of nurturing entrepreneurial skills is increasingly needed to guide them for the future. They have great business ideas, but they cannot execute them. The Business Model Canvas (BMC), created by Alexander Osterwalder, demonstrates a practical and user-friendly tool for conceptualizing and producing business models. This strategic management tool supports entrepreneurs in mapping out, describing, and innovating their business ideas on a single page by focusing on nine essential elements: customer segments, value propositions, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structure (Cardeal et al., 2020).

SMA Al Azhar 19 Ciracas is a private high school recognized for its dedication to academic achievement and comprehensive education. This school is also based on a religious curriculum, therefore motivating students to become Muslim scholars. They also place significant emphasis on their lessons with science, technology, and entrepreneurship. The advanced knowledge gathered from these lessons may hopefully shape the students into successful people. SMA Al Azhar 19 Ciracas is also supplemented with various extracurriculars that build soft skill ability.

As one of Southeast Asia's largest economies, Indonesia confronting a real macroeconomic challenge but also opportunities within the entrepreneurial sector. Indonesia has a demographic bonus with many of the population being in productive age and able to participate actively in economic activity. Nevertheless, Indonesia's percentage of business owners remains relatively low compared to other Asian nations. Data from the Global Entrepreneurship Monitor (GEM) 2019 exhibit that Indonesia's entrepreneurial activity rate only 12%, which is lower than that of neighboring countries such as Thailand and Vietnam (Bosma & Kelley, 2019). This indicates a need for more initiatives that encourage entrepreneurship, particularly among the younger population.

Seeing this condition, there is an awareness to improve it. The government and the private sector have launched various programs to encourage entrepreneurship. This step is expected to change the situation. One of the programs is the Creative Economy Agency. This program aims to encourage creativity and innovation as core components of entrepreneurship (BEKRAF, 2018). Through this program, it is hoped that young people will be able to think outside the box because different thinking skills have been proven to be one of the key factors in creating unique products. In addition, to increase the viability of digital ideas, there is a "1000 digital startups" program whose main activities include training, mentoring, and funding. JP Morgan, in collaboration with Indonesia Business Link, offers the "Young Entrepreneur Start-Up Program", which provides funding and training for youth-led startups (International Youth Foundation, 2024).

In addition, the "Mandiri Young Entrepreneurs" initiative organized by Bank Mandiri is designed to help young entrepreneurs in Indonesia (Bank Mandiri, 2024). In this program, Bank Mandiri offers financial and non-financial support to inspire entrepreneurs as they create and develop their companies. This program benefits participants because it allows them to discuss their ideas with experts and exchange ideas with them. Many of them also get funding from Bank Mandiri and can enjoy developing their businesses. After that, they become potential clients for Bank Mandiri. Therefore, there is a mutual benefit.

BMC is able to provide a valuable starting point for aspiring entrepreneurs (Hutamy et al., 2021; Utami et al., 2022). BMC simplifies complex ideas, encourages thinking skills, and increases creativity and collaboration (Bakti et al., 2024; Hendrasto et al., 2024; Rahmatika et al., 2023). The using of BMC might encourage students to better understand what potential consumers need. In addition, the application of this model in their daily lessons can support students in developing the skills to run a business at an early stage. SMA Al Azhar 19 is committed to developing entrepreneurship, thus in line with the BMC mission to facilitate business execution.

An example of a successful company that has the capability to utilize BMC look-alike is Airbnb. The platform succeeded in disturbing the hospitality industry by offering an innovative value proposition of "a place to stay" for guests and a platform for hosts so they might reap income from their properties. Airbnb utilized BMC to effectively map out their customer segments, such as travellers seeking affordable accommodations and homeowners willing to rent out space. By focusing on key partnerships with hosts, a user-friendly online platform, and a community-driven approach, Airbnb grew rapidly to become a leader in the industry, with millions of listings worldwide (Guttentag, 2015).

There are several differences between BMC and other business strategies, such as SWOT analysis and Porter's five forces (Rahmatika et al., 2023; Soegiantoro et al., 2023). BMC focuses on how to build business ideas into one compact framework (Hutamy et al., 2021; Wijaya et al., 2024; Wijayaningsih et al., 2023). The BMC framework already shows an overall view of the idea only on one page. Therefore, users do not have to read many boring sources. Meanwhile, SWOT analysis emphasizes the strengths, weaknesses, opportunities, and threats that might happen to the idea (Haq & Singgih, 2019). Other business strategies, such as Porter's five forces strategy, focus on a competitive environment and how to handle the situation (Anastasiu et al., 2020).

Implementing BMC might help entrepreneurs explore and iterate business ideas. This might happen because BMC has a structured approach to presenting the idea. BMC is also able to motivate young entrepreneurs to think critically. Categorization, like value proposition, helps entrepreneurs to map out their target market. Meanwhile, income stream and cost structure help entrepreneurs to operate efficiently. BMC stimulates logical thinking and challenges their innovative ideas. The ability to use this approach effectively can help entrepreneurs identify potential challenges and

opportunities early on. This can then make it easier for entrepreneurs to make more informed decisions. This condition can then increase the likelihood of achieving success (Joyce & Paquin, 2016).

The introduction of BMC in SMA Al Azhar 19 Ciracas exhibits the application of special learning and methods as early as possible. Since many young entrepreneurs need guidance, this program may give them the right direction (Bardales-Cárdenas et al., 2024). Regarding Sustainable Development Goals (SDGs), this program directly contributes to the fourth objective. SDG 4 states that every citizen deserves to have access to a comprehensive and fair education system that provides high-quality learning experiences and encourages continuous learning throughout one's life (United Nations, 2015). SDG 4 emphasizes the need for an education system that equips students with the skills needed to face the ever-evolving demands of the modern world, including entrepreneurship and critical thinking. The decision to introduce BMC early since high school develops students who are able to think critically. BMC helps students map all the key components of a business, such as the value offered, target users, distribution channel options, and various other important components. This approach not only improves the quality of education provided but also ensures that students are well-prepared (OECD, 2018).

This community development program aims to equip students with essential skills and knowledge. Students need these skills to overcome obstacles in fast-moving conditions. Moreover, the programs also intend to develop critical thinking and entrepreneurship (Núñez-Canal et al., 2023). All these abilities align with the goals of Sustainable Development Goal 4 (SDG 4). This could be achieved by ensuring that all students receive a qualified education. This knowledge prepares them for meaningful participation in the global economy. Besides, the ability to focus on practical and real-world applications helps students to overcome the gap between academic learning and workforce skills.

METHOD

The community development program was initiated by a team of five lecturers from the Faculty of Economics and Business at Universitas Pancasila, with support from two students who contributed logistical assistance and facilitated interactive activities. Each lecturer played a crucial role in designing, organizing, and implementing the training sessions, ensuring the program's smooth execution. The two student assistants brought youthful energy and practical skills to the event, fostering better engagement with the high school participants while gaining valuable experience themselves. The program targeted Gen Z students at SMA Al Azhar 19 Ciracas, a private high school in Jakarta known for its focus on entrepreneurship, science, and technology within its religiously integrated curriculum. These students were selected as representing a demographic with significant potential for entrepreneurial impact but face challenges in conceptualizing and executing business ideas. By focusing on this group, the program aimed to nurture entrepreneurial skills and critical thinking abilities that align with the Sustainable Development Goal (SDG) 4, ensuring equitable access to quality education and lifelong learning opportunities.

We use structured training sessions combined with interactive game-based learning to help students understand BMC better. Garavan et al. (2020) pointed out that structured training sessions might help students conceptualize complex business tools like BMC. In BMC, the nine key components are relatively tricky to apprehend. For example, students might need help visualizing the concept of value proposition and cost structure. Therefore, trainers should choose an interesting and fun method to apply. Structured training also helps the trainer develop a connection with the audience (Blume et al., 2010).

Training methods provide a systematic approach that enables learners to break down and understand the BMC's complex components. By structuring the learning process, training sessions ensure that participants build a solid foundation, which is critical for mastering more advanced applications of the BMC. Kodwani & Prashar (2019) mentioned that strong motivation mediates the relationship between training needs and learning outcomes. To overcome this situation, the community development program team conducted a pre-assessment meeting to formulate training input. Therefore, effective training might be achieved.

Furthermore, training methods effectively foster collaboration and critical thinking among students. When learners are guided through the BMC in a structured environment, they can engage more deeply with the material. This often happens through interactive discussions and group exercises. This approach has two advantages. First, it may improve comprehension. Second, it promotes the utilization of ideas in a collaborative environment. Therefore, students can share insights and strategies. The ability to analyze and design business models in a controlled environment allows for immediate feedback and iterative learning, which are crucial for refining business strategies and making informed decisions. Lacerenza et al. (2017) highlights the effectiveness of structured training programs in enhancing knowledge transfer and application, particularly in complex learning scenarios. The findings emphasize the importance of well-designed training methods for achieving better educational outcomes.

We also utilize interactive games, so the BMC application will be practical and more engaging. In this session, students participate in a simulation game. Students work in groups to develop and embellish business models. The instructor assigned each group to propose business scenarios. This process encourages teamwork, critical analysis, and decision-making as students navigate challenges that reflect real-world business situations. The game format is an experiential learning tool, enabling students to deepen their understanding of BMC by putting theory into practice.

Research supports the idea that interactive games are highly effective instruments for enhancing student engagement and motivation and, in the end, optimize learning results (Ostovar-Namaghi et al., 2024). Interactive games make learning experience enjoyable and immersive. This would lead to higher motivation and better conceptual grasp among students.

By actively involving participants in the creation and iteration of business models, the interactive game reinforces the theoretical knowledge imparted during training sessions, bridging the gap between learning and application. This method has been shown to significantly improve students' ability to internalize complex concepts and apply them in dynamic environments.

The community development program at SMA Al Azhar 19 Ciracas was conducted in three key phases: pre-training, training implementation, and evaluation. Each phase was designed to address specific objectives, ensuring a comprehensive approach to equipping students with entrepreneurial skills using the Business Model Canvas (BMC).

Pre-training Phase

The pre-training phase aimed to assess the students' existing knowledge and identify gaps in their understanding of the BMC framework. This phase involved a focus group discussion (FGD) with teachers from SMA Al Azhar 19 Ciracas, conducted virtually via Zoom. Teachers provided insights into students' interests and challenges, such as difficulty visualizing abstract concepts like value propositions and cost structures. The feedback informed the design of pre-tests, which measured the students' baseline knowledge of BMC components. This preparatory phase helped tailor the program to meet students' needs effectively.

Training Implementation Phase

The training implementation phase focused on delivering structured learning experiences through workshops, group consultations, and interactive exercises. The training sessions were conducted over two weeks at SMA Al Azhar 19 Ciracas, integrating classroom hours and extracurricular time. Workshops introduced the BMC framework, covering its nine components, such as customer segments, value propositions, and cost structures, through dynamic lectures and visual presentations followed by Q&A sessions. Group consultations allowed students to apply the BMC to their own business ideas under the guidance of mentors, fostering individualized learning and critical thinking. Interactive group exercises further encouraged teamwork, as students collaboratively developed business ideas using the BMC, receiving real-time feedback to refine their models.

Incorporation of Interactive Games

To enhance engagement and solidify learning, the program incorporated interactive games designed to make the application of the BMC practical and enjoyable. Students participated in simulation games, working in teams to create and present business models based on real-world scenarios. These activities encouraged critical analysis, decision-making, and teamwork while bridging the gap between theoretical concepts and practical application. The game format served as an experiential learning tool, allowing students to deepen their understanding of the BMC in a dynamic and competitive environment.

However, the interactive game approach has its limitations. The level of student engagement varied, as some participants were less comfortable with competitive or group-based activities, potentially affecting their overall learning experience. Additionally, while interactive games effectively reinforce foundational concepts, their ability to convey more complex business elements, such as cost structure or key partnerships, may be limited without supplemental instruction or guidance. Recognizing these challenges, the program paired games with structured discussions and feedback sessions to ensure a balanced and comprehensive learning experience. This combination aimed to mitigate the limitations of interactive games, ensuring that all students, regardless of their engagement level, could benefit from the program.

Evaluation Phase

The evaluation phase assessed the program's effectiveness through pre-tests, post-tests, and participant feedback. The pre-tests revealed that most students had limited knowledge of the BMC, scoring an average of 45%, with many struggling to identify more than four components. After the program, the post-test scores showed a significant improvement, averaging 85%, with students demonstrating a clear understanding of all nine components and successfully developing detailed business models. Qualitative feedback highlighted the program's positive impact, with students expressing increased confidence in their entrepreneurial abilities and enthusiasm for applying their new skills to real-world challenges.

In conclusion, the combination of structured training, interactive games, and practical application proved effective in fostering students' understanding of the BMC. The program successfully bridged theoretical knowledge with practical skills, equipping participants with the tools and confidence to explore entrepreneurial opportunities.

A team consisting of five lecturers organized the community development program. Each team member had a specific role during the activity. Community development programs require an effective team so the event will run smoothly. Additionally, the program also utilizes two students from the Faculty of Economics and Business. They are provided with crucial support during the event. Their main responsibility is handling logistical tasks and facilitating interactive game sessions. As a result, the activities can operate seamlessly. On the other hand, their involvement can motivate the students to be actively involved. For college students, there are two benefits to participating in this program. First, increase practical experience. Second, they get acknowledgment from the campus in the form of a certificate.

RESULTS AND DISCUSSION

Pre-training

The first important step in the pre-training segment is that the team conducted focus group discussions (FGD). The participants were teachers from SMA Al Azhar 19 Ciracas. Some of the teachers are those who have close relationships with students. We chose FGD as the primary method of gathering information. FGD provides a collaborative environment where participants can share their ideas and discuss them with other team members. This aims to get constructive ideas from various parties. The FGD is set up through a virtual meeting through Zoom (Figure 1). In this setting, the FGD facilitated a broad exchange of ideas while maintaining the convenience and safety of all participants. The participants can express their ideas without hesitation. Thus, fresh and original ideas might be collected.

The FGD is meticulously planned to establish a productive and focused meeting. It is known that FGD is a straightforward and efficient method to evaluate the results of an intervention. Thus, to achieve this result, a well-planned meeting should be conducted. The planning phase included a scenario regarding a detailed discussion guide. The scenarios offered were key areas of interest that the students might often discuss. Some interesting topics that came up were financial literacy, young entrepreneurship, and social media activation. Other discussions include the type of question. We chose to implement open-ended questions. This kind of question is designed to stimulate conversation and encourage participants to share their experiences. It also inspired teachers to easily observe students' learning processes. Key questions included what kind of business students mostly talk about and whether students enjoy talking about business in class.

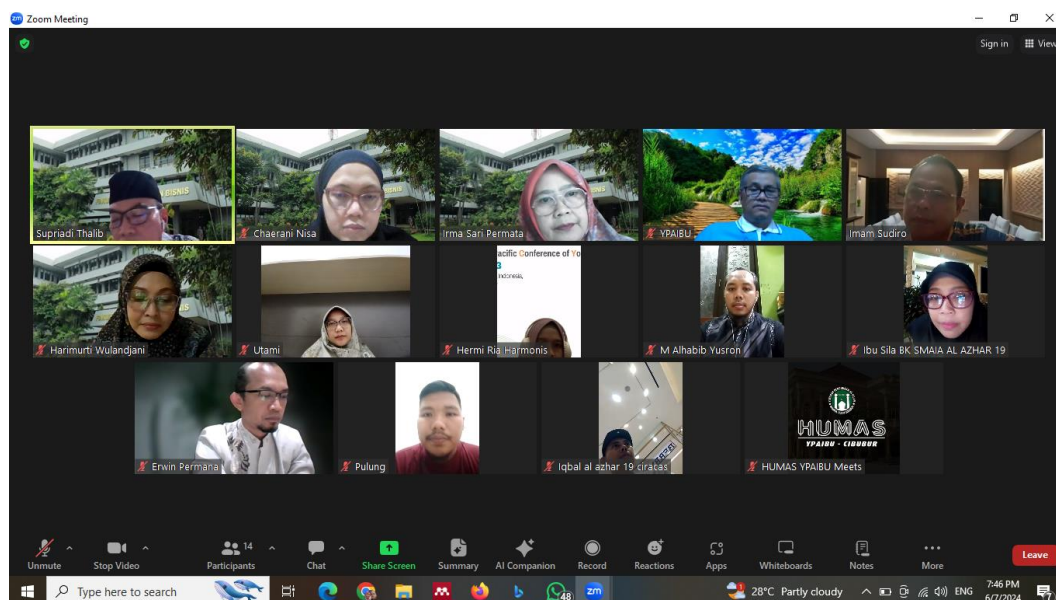


Figure 1. Pre-assessment meeting

During the virtual FGDs, every teacher was given the opportunity to speak up and contribute to the discussion. The lecturers ensured that the session remained open and inclusive, encouraging all participants to share their thoughts and experiences. The virtual format allowed for a dynamic and interactive discussion, with teachers able to voice their insights and respond to their colleagues' points. This approach fostered a collaborative environment where ideas were freely exchanged, leading to a deeper understanding of the students' needs and interests.

The discussions revealed that while students often struggled with abstract business concepts, they showed significant interest in more contemporary topics such as money laundering, digital finance, innovation, and technology in business, as well as concerns related to scams like Fen z. The teachers noted that these topics not only captured the students' attention but also provided a practical context through which more traditional business concepts could be taught. This insight was critical in shaping the subsequent training program, highlighting the need to integrate these contemporary topics with foundational business education.

After the FGDs, the lecturers analyzed the data to identify recurring themes and key insights. They categorized the feedback into areas that required further emphasis in the curriculum, such as practical applications of business models, as well as emerging interests in digital finance, money laundering, and the impact of fraudulent schemes. The lecturers also cross-referenced the qualitative data from the FGDs with other sources of information, such as surveys and observations, to ensure the findings were comprehensive and reliable. This thorough analysis provided a solid foundation for designing a training program that was both relevant and engaging for the students of SMA Al Azhar 19 Ciracas.

Based on the insights gathered from the FGDs, the lecturers concluded that the most effective way to address the students' needs would be to provide training focused on the Business Model Canvas (BMC). The BMC is a practical and visual tool that helps students understand and apply business concepts in a structured manner, making it an ideal

framework for bridging the gap between theoretical knowledge and real-world application. By focusing on the training on the BMC, the program aims to equip students with the skills they need to navigate the complexities of modern business environments effectively.

Training Implementation

The training session at SMA Al Azhar 19 Ciracas was carefully designed to introduce the concept of the Business Model Canvas (BMC) to Gen Z students, fostering an entrepreneurial mindset and equipping them with practical business skills. The session was divided into four key stages, each building on the previous one to create a comprehensive learning experience.

Stage One: Motivational Kick-off

The training began with a lively and energetic introduction designed to inspire and motivate the students. This stage featured motivational words and cheers, often referred to as "yel-yel," to create an atmosphere of excitement and enthusiasm. The purpose was to instill a sense of possibility and encourage the students to consider entrepreneurship a viable and exciting path. The energy in the room was contagious, setting a positive tone for the rest of the session.

The energy in the room was contagious, creating an atmosphere of excitement and anticipation that resonated with every student. This infectious enthusiasm wasn't just about the loud cheers or motivational words, it was about the collective realization that they were embarking on a journey of discovery and potential. The positive energy set the tone for the entire session, fostering an environment where students felt motivated, engaged, and open to exploring new ideas. This vibrant atmosphere was crucial in breaking down barriers, encouraging even the most reserved students to participate actively. It cultivated a sense of community and shared purpose, making the session not just a learning experience but a memorable and inspiring event that left a lasting impact on everyone involved.

Stage Two: Interactive Discussion

Following the motivational start, the session transitioned into an interactive discussion where students were encouraged to reflect on their aspirations regarding entrepreneurship (Figure 2). This stage was crucial in engaging the students, as they were asked whether they had considered becoming entrepreneurs and, if so, what kind of business they were interested in pursuing. This dialogue allowed the students to voice their thoughts and explore their interests in a supportive environment. It also served as a precursor to the more structured learning that followed, helping to align the training with their individual goals (Saad et al., 2023).



Figure 2. Interactive discussion with the student

Interactive discussions are often more effective than other methods in educational and training settings due to several key factors. Firstly, they require participants to be actively engaged rather than passively receiving information. This active involvement helps reinforce learning, as students must think critically, ask questions, and articulate their thoughts. Research has shown that active learning techniques, such as discussions, lead to better retention and understanding of material compared to passive methods like lectures (Wit & Dresler, 2021). Additionally, interactive discussions allow facilitators to tailor conversations to the specific interests and concerns of participants, making the learning experience more relevant and impactful.

Recent studies reinforce the idea that interactive discussions are particularly effective in promoting higher-order thinking skills. These discussions encourage students to engage deeply with content, analyze various perspectives, and synthesize information collaboratively. For example, research by Di W. & Chun (2019) highlights that interactive and inquiry-based learning environments, such as those that facilitate active discussion, significantly enhance students' abilities to engage in higher-order thinking. This is because these environments require students to reflect on their learning approaches, engage in critical evaluation, and apply their knowledge in novel ways.

Moreover, a study by Hwang et al. (2017) found that interactive, technology-enhanced classrooms that promote peer interaction can lead to improved higher-order thinking tendencies among students. The study emphasizes that environments foster collaborative inquiry—where students discuss and challenge each other's ideas—are particularly effective in developing these advanced cognitive skills.

Stage Three: Introduction to the Business Model Canvas

The third stage was the core of the training, where the Business Model Canvas was introduced through a detailed presentation (Figure 3). The BMC is a strategic management framework that offers a systematic method for visualizing and comprehending a business's value proposition, infrastructure, customer base, and financial aspects (Giourka et al., 2019).

The students were guided through each of the nine building blocks of the canvas:

1. **Customer Segments** - Identifying the target audience or customer groups.
2. **Value Propositions** - Understanding what makes the product or service unique and valuable to customers.
3. **Channels** - Determining how the business will reach and communicate with its customers.
4. **Customer Relationships** - Exploring how the business will interact with and retain its customers.
5. **Revenue Streams** - Identifying how the business will earn money.
6. **Key Resources** - Outlining the essential assets required to deliver the value proposition.
7. **Key Activities** - Defining the most important actions the business must take to succeed.
8. **Key Partnerships** - Recognizing the network of suppliers and partners that will help the business function.
9. **Cost Structure** - Understanding the major costs associated with operating the business.



Figure 3. Interactive presentation

The presentation was interactive, with students encouraged to ask questions and think critically about how these components would apply to their own business ideas. This stage provided them with a structured framework for thinking about business planning and development, making the concept of entrepreneurship more tangible and approachable. Making the concept of entrepreneurship more tangible and approachable involves breaking down complex ideas into manageable, relatable components that students can easily understand and apply to their own experiences. In the context of introducing the Business Model Canvas (BMC) to Gen Z students, this means transforming abstract concepts like "value propositions" or "customer segments" into concrete examples and practical exercises that resonate with their everyday lives.

By using the BMC, students can visually map out and explore the different elements of a business, making the entrepreneurial process less intimidating. For instance, instead of merely discussing "customer segments" in theory, the students might be asked to identify potential customers for a product they use daily, such as a smartphone app. This approach also encourages students to see how entrepreneurship relates to their interests and the products or services they interact with regularly.

Furthermore, interactive activities, such as role-playing or group discussions, can help demystify the entrepreneurial journey by allowing students to experiment with these concepts in a risk-free environment. This hands-on involvement makes the idea of starting and running a business seem more achievable and relevant, as students can directly apply what they learn to hypothetical or real-world scenarios. The approachability of entrepreneurship is also enhanced through storytelling and examples of successful entrepreneurs who started with simple ideas. By showing how these entrepreneurs used frameworks like the BMC to develop their businesses, students can better understand the practical application of these tools and see a clear pathway from an idea to a viable business.

In summary, making entrepreneurship more tangible and approachable through the BMC involves simplifying complex concepts, using relatable examples, and engaging students in interactive activities that bring these ideas to life. This method not only enhances understanding but also inspires confidence in students, helping them to see entrepreneurship as a realistic and exciting opportunity within their reach (Di W. & Chun, 2019).

Stage Four: Closing

The training concluded with a closing session summarizing the key points discussed and reinforcing the motivational messages from the start. The facilitator encouraged the students to take the insights gained from the session and apply them to their personal and academic lives. The closing remarks emphasized the importance of creativity, perseverance, and continuous learning in entrepreneurship. The session ended on a high note, with students feeling empowered and inspired to explore entrepreneurial opportunities in the future.

Compared to a control group that underwent entrepreneurship training using the Lean Startup methodology, the BMC-based training demonstrated distinct advantages. The Lean Startup approach, which focuses on iterative product development, customer validation, and pivoting based on feedback, effectively taught students the importance of testing business ideas and adapting strategies in real-time (Leatherbee & Katila, 2020). However, this method required higher prior entrepreneurial knowledge and was less effective for students with limited exposure to business concepts (Shepherd & Gruber, 2021). In contrast, the BMC-based training provided a structured and visual framework that was easier for students to grasp and apply collaboratively. Participants in the BMC-based training showed a greater ability to apply entrepreneurial concepts in team-based scenarios and exhibited higher levels of engagement and creativity. This comparison highlights the BMC-based program's unique strength in bridging theoretical knowledge with practical application, making it a particularly impactful method for Gen Z learners.

Interactive Games

As part of the ongoing efforts to engage and inspire the younger generation, the SMA Al Azhar 19 Ciracas community development program incorporated unique and highly effective component—interactive games (Figure 4). This approach was designed to resonate with Gen Z students, leveraging their natural inclination towards dynamic and participatory activities. Interactive games were strategically integrated into the program to break the ice, foster teamwork, and enhance the learning experience. The games served as educational tools and motivational exercises, encouraging students to actively participate in discussions and absorb key concepts fun and engagingly.



Figure 4. Interactive Games with audience supported by students of Faculty of Economic and Business, Pancasila University

The session's highlight was a game that revolved around the Business Model Canvas, where students were grouped into teams and challenged to apply their knowledge in a simulated business scenario. This hands-on activity not only deepened their understanding of the business model concepts but also stimulated creativity and collaboration among peers (Crotty et al., 2017). The students' positive response highlighted the success of incorporating interactive elements into the program. By aligning the content with Gen Z's interests and learning styles, the program effectively captured their attention and facilitated a deeper connection with the material. This approach demonstrated the power of interactive learning in community development initiatives, making the session at SMA Al Azhar 19 Ciracas both memorable and impactful.

Evaluation

The program's effectiveness was evaluated through pre-tests, post-tests, and qualitative feedback. The pre-tests revealed that students had limited knowledge of the BMC, with an average score of 36 (Figure 5). Most participants struggled to identify more than four BMC components and had difficulty conceptualizing business models. Post-tests showed significant improvement, with an average score of 70. Students clearly understood all nine components and successfully developed detailed business models. Qualitative feedback from participants highlighted increased confidence in their entrepreneurial abilities, with many expressing enthusiasms to apply their knowledge in real-world contexts.

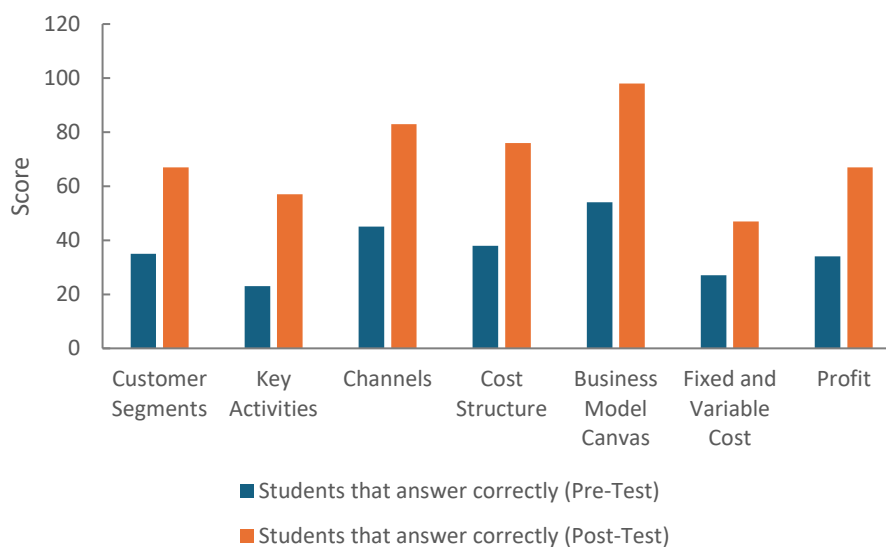


Figure 5. Result of the pre-test and post-test

Implications and Benefits

The program significantly enhanced students' entrepreneurial skills at SMA Al Azhar 19 Ciracas, equipping them with tools and confidence to explore entrepreneurial opportunities. Integrating structured training and interactive games proved highly effective in achieving the program's objectives. The results demonstrate that the BMC is a practical and impactful tool for teaching business concepts, especially when complemented by interactive and engaging methods (Hussein & Hapsari, 2023).

The program fosters long-term benefits for the targeted community by preparing students to contribute to their local economy through innovative business ideas. Aspects such as critical thinking, teamwork, and real-world application of knowledge were significantly improved. The findings suggest that similar community development initiatives could be implemented in other schools to cultivate entrepreneurial mindsets among young people, thereby supporting broader economic growth and sustainability.

CONCLUSION

The community development program themed Introduction to the BMC for Gen Z at SMA Al Azhar 19 Ciracas successfully addressed the challenges faced by students in conceptualizing and applying entrepreneurial principles. The program's key findings highlight the effectiveness of integrating structured training with interactive game-based learning to engage students and foster a deeper understanding of the Business Model Canvas (BMC). Pre- and post-assessments revealed significant improvements in students' knowledge and application of the BMC, with average test scores increasing from 36 to 70. This indicates a marked enhancement in their ability to develop and communicate business ideas effectively.

The program's objectives—introducing the BMC framework, equipping students with practical entrepreneurial skills, and fostering critical thinking—were fully achieved. By combining theoretical instruction with experiential learning, the

program bridged the gap between abstract concepts and real-world application. This approach not only empowered participants to confidently use the BMC in practical settings but also nurtured creativity and collaboration among the students.

The activity had a notable impact on the assisted community, providing SMA Al Azhar 19 Ciracas students with the tools and confidence to pursue entrepreneurial endeavors. It also contributed to the school's mission of integrating entrepreneurship into its curriculum. Furthermore, the initiative aligns with the broader goal of supporting economic development by preparing the next generation to contribute innovative ideas and businesses to their communities. This program demonstrates a replicable model for fostering entrepreneurial education and addressing skill gaps among young learners, underscoring its significance for broader community and educational development.

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