



TRAINING ON THE PREPARATION OF BUSINESS MODEL CANVAS FOR HIGH SCHOOL STUDENTS AT THE EQUIVALENT TO IMPROVE INNOVATION AND ENTREPRENEURIAL SKILLS IN THE DIGITAL ERA IN THE CITY OF LHOKSEUMAWE

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Abstract

This community service program aims to provide training on the preparation of Business Model Canvas (BMC) to high school students in Lhokseumawe City. This training is important because before it is held, students do not understand the main components of BMC, including the appropriate target market. The main problem faced by students is the inability to identify the type of business and target market, so they have difficulty determining the right product or service. This training can improve students' understanding of various components of business, create a clear vision, and help them explore opportunities and challenges that exist in society. BMC training also encourages innovation and creative thinking, and helps to improve business performance on a regular basis. The implementation method used is through direct training with a focus on practical and applicative understanding of BMC. The results of this training are in the form of improving students' entrepreneurial skills, the ability to design product marketing strategies, adapting to market changes, and increasing business competitiveness. The resulting impact is that students are better prepared to face the business world in the future, and are able to develop a sustainable business by understanding and applying the Business Model Canvas design. The outcomes of this program include students' practical and strategic understanding of the preparation of innovative Canvas business models.

Keywords: *Business Model Canvas, Entrepreneurship, Innovation, Digital Era*

INTRODUCTION

Along with economic growth and technological advancements, the interest of the younger generation, including high school students, in entrepreneurship is increasing. However, passion alone is not enough to build a successful business. Students need a well-thought-out and structured business plan. Conditions in Indonesia, including Lhokseumawe City, show fierce business competition, especially in the MSME sector which faces internal and external challenges. Based on interviews with the teacher council at Sukma Bangsa High School, the students are still lacking in understanding entrepreneurship, especially in creating strong business strategies. They need training to recognize the target market and develop the right business model, such as a Business Model Canvas (BMC), which can simplify business concepts to be easier to understand.

This service program aims to equip Sukma Bangsa High School students in Lhokseumawe City with practical knowledge and skills in compiling business models using the Business Model Canvas (BMC). Through this training, it is hoped that students can learn how to design innovative business ideas, create effective business strategies, and increase their competitiveness in the business world. This program also aims to support the achievement of the 8th SDGs, namely encouraging inclusive economic growth, creating independent employment, and increasing work productivity. BMC training is very relevant because this model is an effective approach to design a structured and adaptive business strategy to market changes. BMC helps businesses understand

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various important components of a business, from customer segments, value propositions, to key resources and partners. This model has been widely used to assist various business sectors, including MSMEs and the creative sector, in facing competition and economic challenges.

LITERATURE REVIEW

The development of MSMEs will definitely be different from one another and can be determined after MSMEs make a canvas of the MSMEs. To find out the canvas of a single business, you can create a Business Model Canvas. The Business Model Canvas (BMC) or Business Model Canvas can simply be interpreted as the process of how a company creates value and benefits from the value it creates in a sustainable manner. BMC is a tool developed by Osterwalder and Pigneur (2019), developed to help business organizations and start-up entrepreneurs to map and analyze their business models Business Model Canvas (BMC) or Business Model Canvas in simple terms can be interpreted as the process of how companies create value and benefit from the value it creates in a sustainable manner. BMC is a tool developed by Osterwalder and Pigneur (2019), developed to help business organizations and start-up entrepreneurs to map and analyze their business models. BMC transforms complex business concepts into simple ones displayed on a single canvas containing a business plan with nine key elements that are well integrated in it, including internal and external strategy analysis.

In general, BMC was developed by considering 9 main blocks that must be considered in mapping the business model. These nine main blocks are all summarized in one canvas (1 page). Here is an image of the Canvas Business Model. By examining the 9 components of the Business Model Canvas, it can be seen in one canvas an overview of the entire business. The following will explain each segment

1. Customer Segments

The customer segment is the first thing that must be done by businessmen, including MSME actors, who will be the sales target. Market segmentation can be divided into several groups such as groups based on needs, behaviors, demographics, interests, motivations. A business can target a group or several groups.

2. Value Proposition

Businessmen or MSME actors need to have a proposition value of the products/services produced in order to satisfy customers. Value propositions are sought through market exploration. The value proposition can be seen from novelty, performance, customization, design, brand, price, cost reduction, risk, accessibility and others.

3. Channels

It is a channel that connects sellers with their customers, how customers can get these products/services. The channels used can be through web sites and traditional takes. Currently, business people can provide their value proposition through physical channels such as using salespeople, self-takers, partner takers, etc., can also use web / mobile channels such as online shopping media such as Tokopedia, shoppee, etc.

4. Customer Relationships

Customer relationships describe the patterns of relationships that a company can build to its customers. Some types of customer relationships are personal assistants, self-service, automated services, community and co-creation, which is to see customers in designing products that will be used so that they have a great sense of ownership.

5. Revenue Streams

Revenue streams describe the components of revenue, aspects of revenue include sales, usage costs, subscription fees, loans/rentals, commissions and advertising services.

6. Key Activities

It is any activity that is needed to run a business, general activities include activities from the beginning to the end in producing, solving problems.



7. Key Resources

Explain what resources are needed so that the business can run smoothly. The main types of resources are first, physical resources such as equipment, inventory, buildings. Second, intellectual resources such as brands, patents Third, the last human resource is Finance/Capital.

8. Key Partnership

A key partnership is a relationship between one party and another to complement each other in serving customers and benefiting each other. Inis-types of working partnerships such as relationships with competitors, non-competitors and suppliers

9. Cost Structure

The Cost Structure explains what costs are used in producing to delivering products/services to customers. Cost Structure includes fixed costs and variable costs

METHOD

In the Community Service (PKM) activity which aims to train Sukma Bangsa High School students in making a Business Model Canvas (BMC), several methods and techniques are used to overcome existing problems. Community Service Activities, namely training to make BMC for Sukma Bangsa High School students using a participatory approach of business actors through the following stages:

1. Provides an understanding of the Business Model Canvas
2. Create a Business Model Canvas by sidelining 9 components
3. Discussing the answers to MSMEs' answers regarding the 9 blocks in the BMC
4. Evaluate the creation of a Business Model Canvas

The first stage is to provide understanding to the trainees by providing BMC material, explaining the concept and benefits of BMC and providing examples of BMC MSMEs through material delivered directly. The hope of this first step is to introduce those who have never received BMC material and for those who already know to better understand the benefits and how to make BMC from their business. This understanding of BMC ended with a question and answer. This aims to ensure that participants, both new and familiar, can understand well.

After that, in the second stage, create a BMC with 9 components, namely (1) Customer segments, (2) (Value proportion), (3) Channels (communication, distribution, and sales channels), (4) Customer relationships, (5) Revenue streams, (6) Key resources (main resources), (7) Key activities (key activities), (8) Key partnership and (9) Cost structure. The training participants, namely Sukma Bangsa High School students, made BMC for each business on paper which was divided into 9 components. The results of the online training, The participants who collected BMC were only three, so the next training was planned offline and carried out at the location of the Sukma Bangsa School. The third step involves a discussion of the results of the BMC that has been created, where students discuss and get feedback from the facilitator regarding their suitability with the BMC concept. The last step, at the evaluation stage, students and facilitators jointly evaluate the creation of BMC to identify uniqueness so that the thought arises to look for the characteristics of the product produced and the calculation of costs that have not been considered. The special tools required in this activity include a laptop and an internet connection for presentations and projectors, as well as paperwork for compiling the BMC. With this method, it is hoped that students can understand and apply BMC in their business context.

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RESULTS AND DISCUSSION

Contents Results and Discussion

The training activity was held on Friday, October 11, 2024 at the Lhokseumawe National Vocational School, attended by 20 participants and a council of Economics teachers.



Figure 1. Results of Business Model Canvas (BMC) training activities at Sukma Bangsa Lhokseumawe High School Providing an understanding of Business Model Canvas

Contents of Discussion Results



Figure 2. BMC Material Delivery

The material was successfully delivered until the students' understanding of the stages and processes of the Canvas Model Business. Next, students make a Business Model Canvas that has been provided with their working papers so that they can be made systematically



Figure 3. BMC Training worksheet drawing



Figure 4. BMC Making Pictures by participants

Discuss the answers to MSME answers regarding the 9 blocks in the BMC and Evaluate the creation of a Business Model Canvas



Figure 5. Results of BMC Making by Participants

Students successfully improve students' entrepreneurial skills in identifying important elements of a business model. A total of 20 participants were involved, divided into 2 groups that produced various business ideas using BMC, such as products traditional food Risols loves and marketing platform King Mochi. Students are able to structure and present their BMC, understand the target market, as well as marketing strategies that suit the business they are designing.

The implementation of the training has been carried out using the project-based learning method with direct assistance. The material provided covers nine main elements of BMC. An in-depth understanding of each of these elements helps students to structure a BMC that is relevant to their business. Direct interaction with lecturers and students of Malikussaleh University allows

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participants to explore business ideas more deeply and get constructive input. In addition, this activity has helped to foster entrepreneurial motivation independently in students.



Figure 6.. Implementation of Canvas Model Business Training Activities

This BMC training has a positive impact on students' ability to design and develop business ideas. Student testimonials after participating in this training activity Skills in using BMC really help them analyze the strengths and weaknesses of the business, which is an important capital for future entrepreneurship. With this activity, students can create quality products and increase their competitiveness. The long-term impact is expected to be in the form of students' ability to create new jobs and contribute to the local economy.

CLOSING

Conclusion

The training on making business ideas using the Business Model Canvas (BMC) at Sukma Bangsa High School, Lhokseumawe, succeeded in improving students' entrepreneurial skills in identifying business opportunities and understanding the basic concepts of BMC. This activity provides students with an understanding of the nine main elements of BMC and how to apply them to develop new business ideas. Through interactive training, the students can build and present their business models, which are expected to be implemented in real life. This activity also encourages students to be more competitive and able to create jobs in the future.

Suggestions and Acknowledgments

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