

SERVICE TO THE INTERNATIONAL COMMUNITY IN JOHOR BAHRU, MALAYSIA BY INTRODUCE THE CANVAS BUSINESS MODEL

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ABSTRAK

This PKM activity aims to introduce the Business Model Canvas (BMC) to students at Permas Jaya 2 National High School, Johor Bahru, Malaysia, to design strategies for becoming entrepreneurs. This activity is a collaboration between several universities within the framework of International Collaboration activities. The Business Model Canvas is used to analyze the business environment by explaining the business plan in a simple and comprehensive manner. The participants in this activity consisted of approximately 30 people and one accompanying teacher. The existing problem is the small percentage of students interested in becoming entrepreneurs because they do not yet know how to become entrepreneurs. The solution we offer is to increase student interest in becoming entrepreneurs by introducing the BMC concept. This activity went well and the material was easily and clearly understood by the participants. The results of this activity succeeded in increasing students' insight and they successfully carried out simulations using the Business Model Canvas

Keyword : Model Bisnis Canvas, Entrepreneur, Internasional Collaboration

ABSTRACT

Kegiatan PKM ini bertujuan mengenalkan Bisnis Model Canvas (BMC) untuk merancang strategi untuk menjadi wirausaha pada siswa Sekolah Menengah Kebangsaan Permas Jaya 2, Johor Bahru, Malaysia. Kegiatan ini merupakan kolaborasi beberapa perguruan tinggi dalam rangka kegiatan *Internasional Collaboration*. Bisnis model Canvas ini digunakan untuk menganalisis situasi lingkungan bisnis dengan menjelaskan secara sederhana dan menyeluruh rencana bisnis yang akan dilakukan. Peserta kegiatan ini terdiri dari sekitar 30 orang dan 1 guru pendamping. Permasalahan yang ada adalah kecilnya prosentase siswa yang berminat menjadi wirausaha karena belum tahu bagaimana untuk menjadi wirausaha. Solusi yang kami tawarkan adalah meningkatkan minat siswa menjadi wirausaha dengan pengenalan konsep BMC. Kegiatan ini berjalan dengan baik dan materi dapat diterima dengan mudah dan jelas oleh peserta. Hasil kegiatan ini berhasil menambah wawasan para siswa dan mereka berhasil melakukan simulai dengan menggunakan Bisnis Model Canvas.

Kata kunci : Model Bisnis Canvas, Kewirausahaan, Kolaborasi Internasional

1. INTRODUCTION

This Community Service (PKM) activity was carried out based on a letter of approval from Permas Jaya 2 Secondary School based on a reference from the Johor State Education Department (JPNJ) No. JPNJ.600-11/2/4Jld5(28) which gave permission to a group of lecturers from various universities in Indonesia who were members of the International Collaboration activity initiated by UPI YAI University Jakarta at the 1st International Collaboration Trip 2024 event. Persada Indonesia University Y.A.I collaborated with 27 Indonesian Universities to visit Malaysia for academic, research and community service activities.

This event was attended by a total of 86 lecturers and students from 27 universities throughout Indonesia, with the aim of strengthening academic collaboration, research, and community service in two countries, namely Malaysia and Indonesia. This trip also strengthened educational diplomacy through rich cross-cultural interactions. Students and lecturers from Indonesia mingled with the academic community in Malaysia, creating a cultural bridge that further strengthened relations between the two countries. Informal activities and relaxed discussions outside the classroom provide valuable opportunities to understand different cultural perspectives and values. The future of Indonesian higher education is brighter with initiatives like these, which combine academic strength, research, and social contribution in one extraordinary journey.

On that occasion to carry out community service activities on October 14, 2024, we were selected to carry out PKM with the topic of Business Model Canvas. Currently, many jobs are chosen by Gen Z to meet their living needs, where becoming an entrepreneur is one option. Entrepreneurship is also taught in schools to support the choice to become an entrepreneur. Gen Z is a generation closely associated with technology. Generation Z grew up with technology, the internet, and social media, which sometimes causes them to be stereotyped as tech addicts, anti-social, or social justice fighters (Business Insider, 2019). With technology, the internet, and

social media, Gen Z has a preference for starting an entrepreneurship. Many Gen Z-ers have a preference for starting their own business or doing contract work (Powers, 2018). Some of the reasons why Generation Z chooses the entrepreneurial path according to Agung Purnomo et al. (2019) are: not wanting to be limited, college is not a guarantee of success, freelance and peer-to-peer service sites, social media is ubiquitous, access is abundant, Generation Z has access to various mentors in their fields. One type of business that Generation Z is involved in is home industries and MSMEs. MSMEs as one of the business sectors have a very important role for the Indonesian economy. Small and micro businesses are agents of change that are able to advance society by bringing innovation and continuous change, thus having an impact on increasing the creativity of business actors (Dhewanto et al., 2015).

Permas Jaya 2 Secondary School in Johor Bahru also includes entrepreneurship as a curriculum. Students put this subject into practice by holding a bazaar in the school lobby to welcome the International Collaboration participants from various universities in Indonesia. Our group was divided into several groups to provide Community Service Program (PKM) activities for the students of SMK Permas Jaya 2.

We are a team from Sahid University consisting of three lecturers, namely Endang Wulandari. SE., MM., Akt., CA., Purnomosutji Dyah Prinajati. ST., MT., and Ina G. Djamhur, A.Par., M.Sc. While from STIE Trisakti are Dr. Maris Agung Triandewo, SE., MA., CMA., and Dr. Wibisono Soediono, SE., MBA, CMA. By taking the theme of the business model canvas which is still related to the subject of entrepreneurship

The business model canvas is a step-by-step tool commonly used by companies to develop business processes and models. With the BMC, entrepreneurs just starting out can more easily map their current situation and develop future strategies

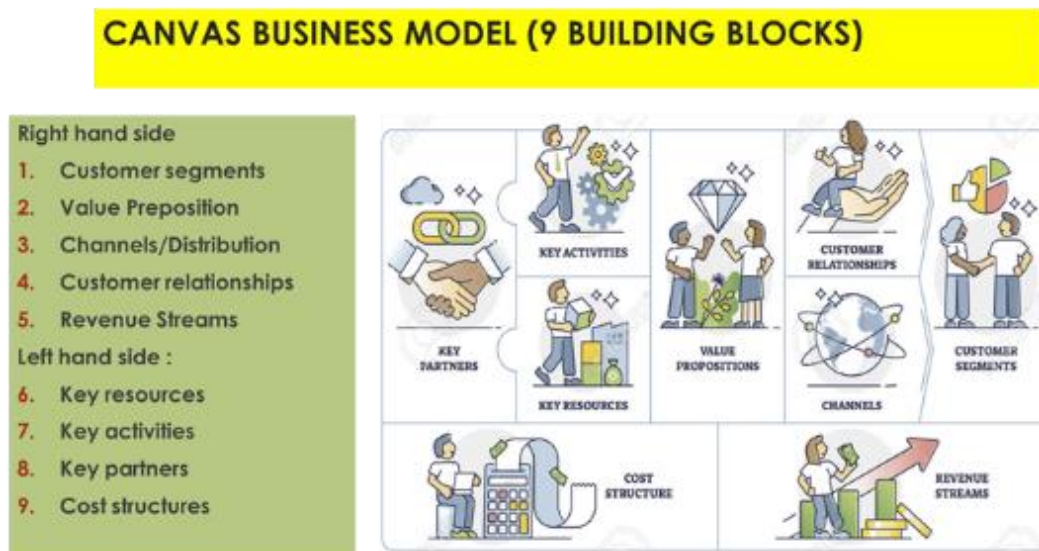


Figure 1. Business Canvas Model

2. THE PROBLEM

The problem we encountered through previous correspondence with the school was that not all students were optimally implementing their own businesses because they were still unsure about where to start. They were still unproductive in business and not yet independent, despite having the potential to become entrepreneurs. We obtained data on this issue from pre-test results, which showed that 73% of students still lacked an understanding of entrepreneurship using the business model canvas.

A business model canvas is a business framework required by a business owner before starting a business, so that the desired vision and mission can be achieved in the future (Herawati et al., 2019). This is in line with research by Ulta Rastryana (2021), where SWOT analysis and business model canvas analysis in opening MSMEs during the COVID-19 pandemic showed that the influence of SWOT analysis and business model canvas concept creation on micro, small, and medium enterprises can increase revenue during the COVID-19 pandemic.

3. METHOD

The introduction concludes by stating the objectives of the Community Service Program (PKM). The purpose of this Community Service activity is to provide knowledge and improve the skills of SMP Permas Jaya 2 Johor Bahru students regarding the Business Model Canvas method with examples of activity applications in Indonesia.

In this activity, we used a training method followed by hands-on practice on the material we provided. The methods we used were:

1. Problem Identification

At this stage, we communicated with the school regarding the expected needs of this PKM activity. Our communication revealed that students had been taught entrepreneurship, but not many graduates were interested in becoming entrepreneurs because they were still unsure where to start their own businesses.

2. Preparing Business Model Canvas Materials

We prepared the materials using two languages: English and Indonesian, which is similar to the Malay language they speak daily. We prepared several examples of Indonesian businesses for comparison using the Business Model Canvas.

3. Socialization of the Business Model Canvas, Consisting of Nine Cubicles

In this stage, we explained and introduced the Business Model Canvas (BMC) and its importance in starting a new business.

4. Compiling a Business Model Canvas Applied to Various Activities in Indonesia as a Comparison.

We provided examples of Indonesian businesses that use BMCs as a comparison with businesses in Malaysia.

5. Mentoring Methods for Compiling BMCs Implemented by Group

We divided students into several groups and prepared tools such as large cardboard, writing utensils, and post-it notes for creating BMCs. We walked around to assist groups as they compiled their BMCs and to help students who were still struggling to find and express their business ideas.

6. Evaluation Methods for Compiling Student-Created BMCs

Finally, we assessed the work of each group that had created a BMC for their chosen business type, and we provided feedback and evaluation.

charts, or figures contain meaningful presentations of the results, their meaning easily understood. Tables, charts, and figures contain Canvas Bussines Model data that can be understood.¹³

The outcomes of this activity include both quantitative and qualitative result. Quantitatively, the result were quite positive, as nearly 90% of students who completed the pre and post training quesionares showed an improvement in their understanding of the Business Model Canvas. Qualitatively, the activity was also succesfull, as the student from Permas Jaya 2 Secondary Scool in Jahor Bahru were highly enthusiastic and engaged throughout the program. Additionally, the initiative successfully increased their motivation to pursue entrepreneurship.

The following are photos from the community Serve activity at Permas Jaya 2 Secondary School, Johor Bahru



Figure 2. Poster of Event

4. RESULT AND DISCUSSION

Community service results consist of both quantitative and qualitative results from the activities carried out. Tables,



Figure 6. Foto Session Student and Instructur

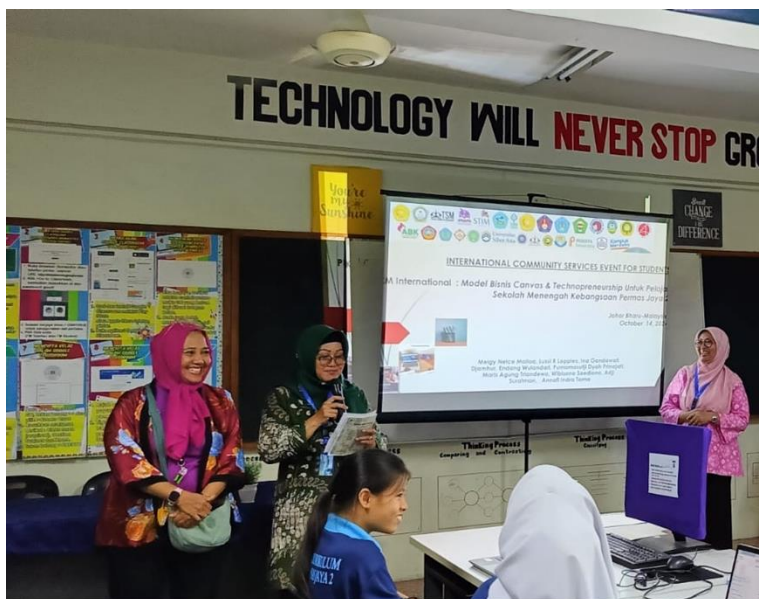


Figure 3. At the School



Figure 4. and 5. Sharing Session to Students

This community service activity was carried out at Permas Jaya 2 Secondary School located on Jalan Tun Abdul Razak 80604, Johor Bahru, Malaysia. It was held for 1 (one) full day on October 14, 2024, with 5 lecturers from Sahid University and STIE Trisakti and approximately 30 students from 1 class divided into 10 groups, so that each group consisted of three people. Each group was given a few minutes to discuss what product they would create, before finally they poured the plan into the Nine Elements of the Canvas Business Model. Before the activity took place, we conducted initial coordination at the hotel where we were staying.

Permas Jaya 2 Middle School students have learned and practiced entrepreneurship, this was applied when welcoming our group, they made a food and drink bazaar and various goods made by Permas Jaya 2 Vocational School students. In this regard, we chose the topic of teaching the Canvas Business Model which is practical and applicable to improve the students' abilities in supporting entrepreneurship subjects, and students are expected to improve detailed descriptions and critical analysis in planning a business.

The Business Model Canvas material we provided also included several examples of Indonesian businesses for comparison and to broaden the students' knowledge of SMK Permas Jaya 2 Johor Bahru, Malaysia. In this activity, students were invited to simulate creating a Business Model Canvas using paper and sticky notes, making it engaging and encouraging to learn more.

The instructors team in this community service activity explained the 9 (nine) element of the Business Model Canvas (BMC) (Rastriana U. 2021) before the student of SMK Permas Jaya2 were assigned to directly develop their own BMC design, as outlined below.

1. Customer Segmen involves grouping one or more types of customers who will be business target. This segmentation includes geographic, demographic, psychographic and behavioral factor.

2. Value Proposition, serves as a problem-solving tool to meet customer needs and desire by offering unique value and benefit that differentiate the product from competitor
3. Channels refers to how proposition are delivered to costumers through communication and distribution channels. At this stage, businesses must identify and determine the type of channels, such as sstores and wholesalers. Channels consist of several stages : awareness, evaluation, purchase decision, delivery and after sales service
4. Customer Relationships, emphasizes the need for producers to maintain sustainable relatiobships with consumers. Customers are encouraged through motivation strategies such as customer acquisition, retenstion, and sales growth (upselling)
5. Revenue Stream represents the income generated from the value propositions offered to customers. These can be derived from business-to-business (B2B) business-to-customer (B2C), or Customer-to-customer (C2C) models
6. Key Resources includes the assets required to deliver the value proposition. The instructor explained four categories : physical, intellectual, human and financial resources
7. Key Activities consist of the essencial action needed to sustain and deliver the value proposition. These ativities are divided into three categories : production, problem-solving, ad platform/network management
8. Key Partners refers to external resourses that support the business. The instructor highlighted four types of partnetship : strategic alliances with non competitors, strategic partnerships between comppetitors, joint ventures, and buyer-supplier rak=lationships to ensure a stable supply chain
9. Cost Structure defines the expenses critical to sustaining the business. Business models differentiate between cost-driven (focused on minimis=zing expenses) and value driven (focused on creating value) structures. Cost characteristics include fixed cost, variable cost, web sales, owned stores, and parner network

5. CONCLUSION AND SUGGESTION

A community service activity using the BMC method to educate students to have the desire to become entrepreneurs at Permas Jaya 2 National High School on October 14, 2024, attended by around 30 people, went smoothly. Participants actively and enthusiastically participated in this Community Service activity and the results were quite good because almost 100% of student groups succeeded in creating a Business Model Canvas simulation, and from the post-test it turned out that students' interest in becoming entrepreneurs increased.

Suggestions for this PKM activity would be better if there was reciprocity by inviting lecturers from neighboring countries to provide PKM activities to students in Indonesia. Suggestions for this PKM activity would be better if there was reciprocity by inviting lecturers from neighboring countries to provide PKM activities to students in Indonesia.

6. ACKNOWLEDGMENTS

We would like to express our gratitude to Sahid University and STIE Trisakti for providing us the opportunity to participate in the International Collaboration program initiated by UPI YAI University. We also extend our thanks to Permas jaya 2 Secondary School in Johor Bahru for welcoming or visit and allowing us to carry out this Community Service activity. Lastly, we appreciate all parties who supported this program, even though we cannot mention each one individually.

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