

Studentpreneurship Training Through The Development of Business Model Canvas

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Abstract. New challenges facing Indonesia in the development of Industry 4.0 are how to create jobs. As a country advances more and more people are educated, and many people are unemployed because of the narrow employment opportunities. It makes food for thought to immediately look for the best solution not only by government but also by the people who care about it. (Aditya Dion Mahesa, 2012). Entrepreneurship knowledge supports entrepreneurial values, especially for students, so it is expected to foster an entrepreneurial spirit. Students' attitudes, motivations and interests are needed for students who are entrepreneurs (Student Entrepreneurs) in order to be able to identify business opportunities, then utilize business opportunities to create new employment opportunities. Student interest and their knowledge of entrepreneurship are expected to shape their tendency to open new businesses in the future. Suharti & Sirine (2011) stated that the tertiary institution is responsible for educating students and providing motivation, so that students dare to become entrepreneurs. The tool that is widely used to turn ideas into business is a business model. In the past few years, the concept of business models was used as a general way to explain how companies interact with suppliers, partners, and customers (Zott and Amit, 2003). Based on the above facts, it is very necessary to develop entrepreneurial spirit for students (Studentpreneurship) through training and simulation of the business model canvas as a solution to increase and strengthen the entrepreneurial spirit

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INTRODUCTION

The number of people with college degrees and the desire to be able to fulfill their daily needs is a factor that triggers people to find work. However, the high competition in job selection makes many scholars who become unemployed or get less decent jobs. The more advanced a country, the more educated people, and many people who are unemployed because of the narrow employment opportunities. It makes food for thought to immediately look for the best solution not only by government but also by the people who care about it. (Aditya Dion Mahesa, 2012).

Entrepreneurship knowledge supports entrepreneurial values, especially for students, so it is expected to foster an entrepreneurial spirit. Students' attitudes, motivations and interests are needed for students who are entrepreneurs (*Student Entrepreneurs*) in order to be able to identify business opportunities, then utilize business opportunities to create new employment opportunities. Student interest and their knowledge of entrepreneurship are expected to shape their tendency to open new businesses in the future.

The results of research on factors that influence entrepreneurial interest indicate that the variables of entrepreneurial interest are influenced by 60 , 4 % in total by capital, skill, place, and entrepreneurial spirit (Mulyaningsih, 2012). Entrepreneur is a person who creates a business dealing with risk and uncertainty, aims to make a profit and growth by identifying opportunities and memanfaatkan necessary resources. Today, there are many opportunities for entrepreneurship for everyone who is keen to see the business opportunity. Entrepreneurship careers can support the welfare of society, which is to produce tangible financial rewards (Agustina & Sularto, 2011).

Suharti & Sirine (2011) stated that the tertiary institution is responsible for educating students and providing motivation, so that students dare to become entrepreneurs. There will be no goals from higher education if it is not accompanied by entrepreneurial interests that arise in students. Thus the problem faced by universities is how to foster interest in entrepreneurship in students so that their chosen career choices after graduation become entrepreneurs. It is important then to encourage the younger generation (students) in the community to develop abilities, especially in entrepreneurial skills so that the young generation is able to equip themselves and be ready to compete in the midst of increasingly competitive competition. For this reason, the existence of *life skill* training developed for productive young people today is important.

The tool that is widely used to turn ideas into business is a business model. The business model simplifies complex business realities into basic elements that are easy to make. In general, people know the "business plan" or feasibility study before starting a business. However, the "business plan" is generally made very detailed even though there are still many unproven assumptions.

The concept of a business model is something new. This term appeared in academic journals in 1957 and was first used as the title of an academic journal published in 1960 (Jones, 1960). But the concept of business models became popular since 1990 and above when business models and changes in the business environment were discussed in the context of the internet (Afuah, 2003; Afuah and Tucci, 2000; Osterwalder, 2004). In the past few years, the concept of business models was used as a general way to explain how companies interact with suppliers, partners, and customers (Zott and Amit, 2003).

Based on the above facts, it is very necessary to develop entrepreneurial spirit for students (Studentpreneurship) through training and simulation of the *business model canvas* as a solution to increase and strengthen the entrepreneurial spirit. With the spirit of entrepreneurship, it is hoped that scholars can become job creators for others. Then the number of unemployed will decrease with the emergence of new entrepreneurs.

Based on the background stated above, the problem that will be examined in the Entrepreneurship-Based Community Service Program is how the role of the method *Business Model Canvas* for PGSD and PGPAUD students in UPI Tasikmalaya Campus in creating *students* who are more skilled, independent and entrepreneurial.

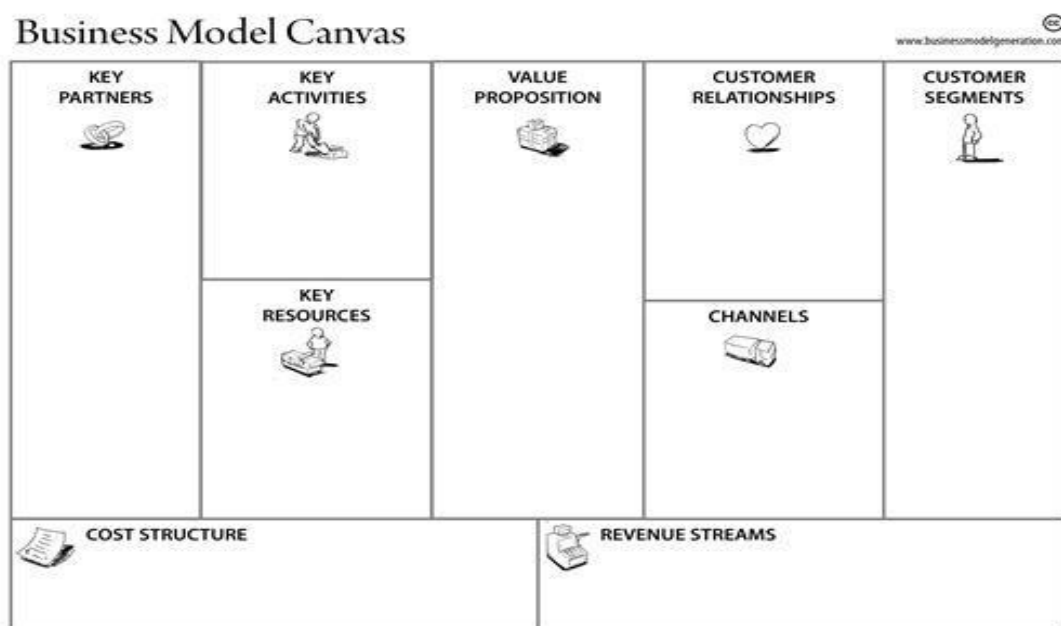
From the limitations of the above problems, the problem formulation is obtained as follows (1) How does the mindset in developing entrepreneurial students through Model Canvas Business in utilizing the situation, conditions and potential that exist in the UPI Campus area in Tasikmalaya become an entrepreneurial opportunity? (2) How to equip knowledge about Studentpreneurship and Business Model Canvas to students Campus UPI Tasikml a aya seen from the theoretical aspects and the framework of science? (3) How to equip the Business Model Canvas skills to students in an effort to create studentpreneur skilled, independent and entrepreneurial spirit? (4) What are the

implications of Studentpreneurship training and Business Model Canvas in creating students who are skilled, self-sufficient and entrepreneurial?

METHOD

This research is library research in the field of monetary policy that is with data and qualitative analysis. Therefore to obtain the required data the writer describes and analyzes the object of research, reads and examines various sources from books, journals, and others related to the research topic and can support in this research, to begin to be analyzed and ultimately proven to produce results for pouring in the form of a written report (Ahmadi, 2016).

Mapping a business model is something that is commonplace, but designing a new and innovative business model is another thing. Mapping a business model is one stage in designing a business model. In mapping business models, it starts with defining and filling in the *customer segment* box. This is because only profitable customers will support the organization. The next step is to fill the *value propositions* box which is a statement of the uniqueness of the product or service promised by the company to the targeted customer segment. After the *value propositions* are filled in, then the *channels of the channels* are filled. *Channels* explain how organizations communicate, deliver and interact with their customers. Furthermore, the customer relationship box is filled because this box defines how much the organization's activities are in maintaining customer relationships. If *customer segments are well focused, value propositions are stated sharply and channels and customer relationships* are properly maintained, the *revenue stream* box can be filled in and bring funds into the organization. Backstage activities, in the form of a box of *key resources*, *key activities*, *key partnerships* can also be filled in and arranged so that it is efficient. Efficiency in these boxes is very necessary to keep the *cost structure* box optimal. The framework of the canvas business model can be seen in Figure 2.



Source: Osterwalder and Pigneur (2010)

Figure 1. Business Model Canvas

RESULTS AND DISCUSSION

The factors that support the implementation of this activity are the amount of interest and enthusiasm of students so that this activity can run smoothly. *Business Model Canvas* can be conceptualized as one of the tools that can help business people identify their ability to recognize, evaluate business opportunities and develop their business. In improving entrepreneurial skills, the *business model canvas* can be used in various types of industries or types of businesses such as services, culinary, and other products. In the Service Program for Entrepreneurship-Based Community *Business Model Canvas* training for PGSD, PGPAUD and Entrepreneurship students at the UPI Tasikmalaya Campus, students have difficulty understanding the business situation that will be initiated or even already running. Some participants were still confused to identify opportunities to determine the channel for their business. This is due to the lack of relationships and knowledge of partnerships that students have. As a solution, the team provided additional mentoring sessions to discuss together the completion of the training by providing some partnership information that was relevant to the *core* business of the participants.

Based on the results of the discussion, question and answer, and practice during the activity, the community service activities gave the following results a). Increased knowledge and understanding of students about the world of entrepreneurial students. b). Increased understanding of students about Business Model Canvas in the aspects of theory and the framework of science. c). Increased ability of students about the *business model canvas*, especially in terms of the process of extracting ideas, capturing opportunities, utilizing the situation, conditions and business potential in the Tasikmalaya region . c). Increased student skills in applying Business Model Canvas in the businesses they pursue.

CONCLUSION

Activity Entrepreneurship Training for student entrepreneurs PGSD, PG ECD and Entrepreneurship UPI Kampus Tasikmalaya generally going well, this is indicated by t umbuhnya spirit, motivation and creativity of students of students of entrepreneurship PGSD, PG ECD and Entrepreneurship UPI Kampus Tasikmalaya to explore ideas business potential You can compile a business model canvas business that is new or that is being developed by students.

Activities like this are very good and are beneficial for students and teachers at other levels of education ranging from elementary, junior high, high school and Islamic boarding schools in the Tasikmalaya region. This is done to provide motivation and enthusiasm, as well as new information about all kinds of information for them. So that students can be motivated to have high ideals and more varied.

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