

Crafting a Business Model for Students at Sekolah Kewirausahaan Bina Amanah Cordova (SKBAC) in Tangerang, Banten

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Abstract Recognizing entrepreneurship as a key skill for the 21st century, educational programs are actively cultivating these abilities globally. Sekolah Kewirausahaan Bina Amanah Cordova (SKBAC) in Tangerang, Banten was established to address the challenges faced by graduates in the Pondok Jati community. SKBAC aims to cultivate entrepreneurial skills among young individuals and small business owners. A community service initiative by Universitas Trisakti, utilizing Participatory Action Research, is employed to enhance both hard and soft skills, with the goal of bridging the gap between theoretical understanding and practical skills essential for entrepreneurial success. The training covers comprehensive business aspects such as initiating a business venture, market analysis, operational planning, business planning, marketing planning, and financial planning. The initiative has significantly increased participants' knowledge. Participants' feedback reveals a high success rate, with 95-100% agreement on the program's effectiveness, showcasing its impact in delivering valuable insights and fostering confidence among participants, ultimately contributing to the development of a skilled and adaptable workforce, particularly in supporting economic growth.

1. INTRODUCTION

Entrepreneurship has gained significant attention in higher education, drawing interest from various fields (Rahman et al., 2022). Aside from its role in creating employment and innovation, entrepreneurship is recognized for demonstrating personal agency and risk-taking, which promotes societal development. This recognition is supported by global consensus, which identifies entrepreneurship as a critical ability for the twenty-first century, encouraging societies to actively construct educational programs to foster entrepreneurial abilities (Obschonka, 2016). Ahmed (2019) emphasizes the role of entrepreneurship in economic development, claiming that vigorous entrepreneurial endeavours are

required to maintain economic vitality.

To address the global issue of high young unemployment rates, Cočkalo et al. (2020) underline the need to improve the entrepreneurial environment, particularly to unlock the potential for youth entrepreneurship. Entrepreneurship, particularly among young people, is portrayed as a driving force in promoting innovation, economic growth, and community development. Venzon (2023) also emphasizes that supporting young entrepreneurs has far-reaching consequences for local economies. The ability to innovate is regarded as critical since young entrepreneurs new models, explore untapped markets, and bring fresh products or services.

Entrepreneurs are expected to play a significant role in future economic prosperity (Abrar, 2017). Recognizing entrepreneurship's critical role in molding the future, it is vital to improve students' competencies and learning experiences (Nurhaida et al., 2023). As described by Rahmawati et al. (2022) and Maharani et al. (2018), this preparation is critical for success in the dynamic sphere of entrepreneurship and global competition. Roza & Suminten (2020) underline the importance of training in fostering and developing an entrepreneurial attitude. Therefore, in today's dynamic entrepreneurship scene, the development of business acumen among students appears to be a critical aspect of developing future leaders and innovators.

Sekolah Kewirausahaan Bina Amanah Cordova (Bina Amanah Cordova School of Entrepreneurship, SKBAC) in Tangerang, Banten, offers a one-year diploma in entrepreneurship education with no tuition fees. SKBAC was founded to solve the issues the school graduates experience in the Pondok Jati neighborhoods. Its mission is to foster entrepreneurial skills among young people and small company owners. In addition to entrepreneurship, the curriculum includes Islamic Studies, Management Fundamentals, Self-Potential Management, English, Digital Marketing, Sharia Economics, and Introduction to Finance. Students are then guided in the development of business ideas and proposals. In addition, the Faculty of Economics and Business at Universitas Trisakti in Jakarta provides them with guidance and encouragement on a regular basis through community service programs.

The Universitas Trisakti community service team has been actively involved in a wide range of activities, focusing on developing hard and soft skills for entrepreneurship. To enhance soft skills, the team has held training on encouraging entrepreneurial spirit and innovation (Aseanty et al., 2023), emotional management training (Anggiani et al., 2021), improving Human Resources performance (Aseanty et al., 2022), and effective organizational development (Soeharjoto et al., 2016). For hard skill development, the team has provided training in financial management (Hartanti et al., 2022; Murwaningsari, Darmawati, & Rachmawati, 2022; Murwaningsari, Darmawati, Sofie, & Rachmawati, 2022; Soekardjo et al., 2023; Sofilda et al., 2022; Wahyuni et al., 2022) marketing (Astarini et al., 2015; EkaSari et al., 2023), and business skills (Astarini et al., 2021; Hariyanti et al., 2022; Patriyasa et al., 2023). These prior activities have generally had a favorable influence on improving students' abilities and self-reliance. This is demonstrated by the evaluation results of the activities, which show a gain in knowledge between before and after training. Nonetheless, activities must be carried out regularly, given that some students have graduated and other students have joined the program.

Against this backdrop, our undertaking is driven by a commitment to provide SKBAC students with a tailored business model that transcends traditional classroom boundaries. This community service initiative is motivated by the challenges encountered by young

individuals at the early stages of their entrepreneurial journeys and underscores the significance of providing them with the necessary tools and resources. Our Crafting a Business Model curriculum aims to improve human resource performance in entrepreneurship by teaching students' critical skills such as strategic planning, market analysis, financial management, and inventive thinking. This initiative focuses on practical application, fostering both theoretical understanding and practical skills required for entrepreneurial success.

Furthermore, the program offered by our team is intricately aligned with the SKBAC curriculum, reinforcing and expanding upon its foundational objectives. The program complements the existing curriculum by integrating hands-on learning opportunities and bridging theoretical concepts with real-world scenarios while enhancing students' readiness to face entrepreneurial challenges. Our goal was to contribute to developing a professional and adaptable workforce, notwithstanding the influx of new students and the departure of graduates.

2. METHOD

This project employed Participatory Action research (PAR) to identify research questions based on the subjects' needs. (Marut, 2004). Soedarwo et al. (2022) have noted that the PAR Model serves not only as a research tool, but also as a means of fostering community empowerment and development. The primary goal of PAR is to enhance participants' understanding of themselves and their surroundings while encouraging them to engage in beneficial initiatives and take action based on study recommendations (Kamelia et al., 2020). This particular approach is commonly employed in action research endeavors that directly address specific concerns within the target subject (Cornish et al., 2023). In this context, the researcher acted as a facilitator, animator, originator, and enabler for the supported community rather than as the dominant party. This strategy has proven beneficial in increasing self-awareness, improving individual and community economic capabilities, and helping others (Kamelia et al., 2020; Santoso et al., 2018).

A detailed summary of each phase for a community empowerment activity using the PAR technique is provided in Figure 1.

1. Diagnose the situation

a Community engagement

- Facilitating meetings and discussions with community members, students, and stakeholders
- Conducting surveys and interviews to understand the needs, goals, and challenges of students in their own community

b SWOT analysis

- Conducting a SWOT (Strengths, Weaknesses, Opportunities, Threats) to

assess present resources and potential challenges

2. Act to improve it

a Collaborative action

- Conducting a training session with students to share expertise and brainstorm ideas for a sustainable company model
- Encouraging creativity and exploring varied ideas

b Prototype development

- Collaborating with students to create a prototype or pilot program for their selected business concept
- Seeking input and validation from the community to refine and improve the model

3. Measure or evaluate their effectiveness

a Define key metrics

- Establishing measurable indicators aligned with the objectives of the training goals
- Determining metrics to gauge effectiveness

b Data collection

- Collecting data on performance, impact on students, and community feedback
- Analyzing and interpreting the collected data

4. Reflect on the learning and plan next steps

a Reflective workshops

- Conducting reflective workshops with students and community members to discuss the outcomes of the implemented business model
- Encouraging participants to share their experiences and insights

b Plan next steps

- Identifying opportunities for capacity building among students and community members
- Planning for ongoing skill development and support systems

The detailed breakdown of each step for a community empowerment activity using the PAR method provided a structured and participatory approach to foster positive change and development within the community. Through engagement, reflection, and ongoing adaptation, this method served as a valuable tool for inclusive and sustainable community empowerment.

The key points outlined in the training module are summarized in **Table 1**, which provides a comprehensive overview of the topics covered. This table highlights the main themes, subtopics, and specific areas of focus addressed during the training sessions, ensuring a clear understanding of the content and its scope.

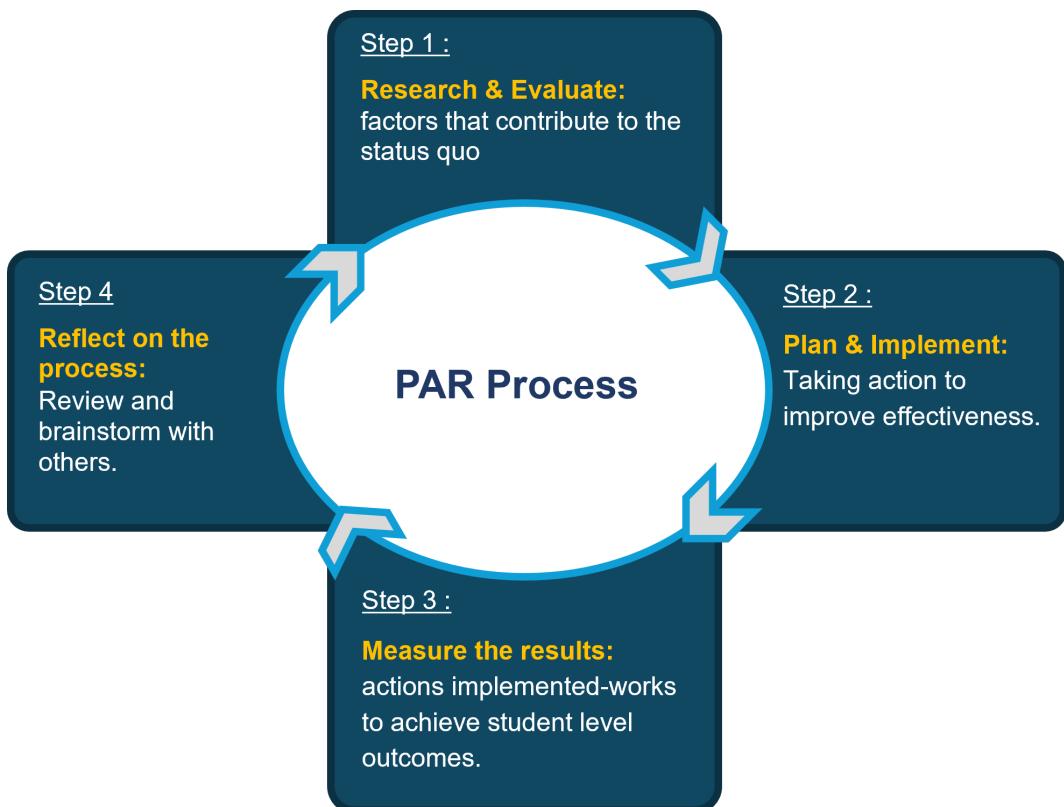


Figure 1 . PAR cycles

Table 1 . Topics coverage

Topics	Goals	Learning Outcomes
Overview- Initiating a business venture	Introduce key considerations for starting a business.	Understand fundamental tips and insights crucial for initiating a successful business venture.
Market Analysis	Analyze and identify the specific target market for the business.	Acquire skills to assess and define the target audience, enabling effective market positioning.
Operational Plan	Develop a plan for production processes and business operation validation.	Gain knowledge in designing operational plans, ensuring efficient production and validating business processes.
Business Plan	Create a comprehensive business plan outlining goals and strategies.	Develop the ability to articulate business goals, strategies, and vision through a well-structured business plan.
Marketing Plan	Formulate a strategic marketing plan for effective promotion.	Learn to develop a strategic marketing plan to promote and position the business successfully in the market.
Financial Plan	Develop a financial plan, including budgeting and revenue projections.	Acquire skills in financial planning, including budget creation and forecasting, to ensure sustainable business operations.

3. RESULT AND DISCUSSION

3.1 Training session

The training session was held on December 8, 2023, at *Sekolah Kewirausahaan Bina Amanah Cordova* (SKBAC) in Tangerang, Banten. The training was attended by 20 individuals, including students and members of the local community, both those who already own businesses and those who are just starting their entrepreneurial journey. The participant limit ensured a focused and interactive learning environment, allowing personalized guidance and effective mentoring. Priority was given to individuals with a strong interest in entrepreneurship to maximize the program's impact. Table 2 provides an overview of the participants' profiles, summarized as follows:

This program comprises six modules, each meticulously crafted to guide students through the crucial stages of business development (Aseanty et al., 2023). From laying the groundwork with the 'Overview' module to mastering financial intricacies in the 'Financial Plan' module, the curriculum is a roadmap for turning entrepreneurial aspirations into thriving ventures.

Overview – Getting Started with Business. The "Overview" section offers a foundational introduction to the field of entrepreneurship, providing participants with fundamental knowledge about starting a business. It focuses on important considerations and the cultivation of an entrepreneurial mindset (Ahmed, 2019). These lessons delve into diverse strategies for identifying feasible business opportunities alongside practical guidance for managing the initial phases of establishing a venture.

Market Analysis - Targeting the Desired Market. In the "Market Analysis" section, students acquire knowledge regarding the significance of comprehending and focusing on specific markets (Astarini et al., 2021). This domain highlights the imperative need to carry out thorough market research, encompassing methodologies for identifying and comprehending target markets. Students acquire proficiency in conducting effective market research and

competitive analysis, thereby cultivating a comprehension of client demands and preferences. Furthermore, the module delves into strategies for positioning products or services within the market.

Table 2 . Participant profiles

No.	Description	Percentage (%)
1.	Age Group (years old)	
	18 - 20	60
	21 - 25	40
2.	Gender	
	Male	70
	Female	30
3.	Education level	
	Graduated from high school	100
4.	Do you currently own a business?	
	Yes	40
	No	60
5.	Do you possess knowledge about entrepreneurship?	
	Yes	50
	No	50
6.	Have you received training in entrepreneurship?	
	Yes	50
	No	50
7.	Has the training program provided you with clear comprehension and practical skills applicable to your business?	
	Yes	30
	No	70
8.	If yes, have you implemented these skills in your business?	
	Yes	40
	No	60

Operational Plan – Production and Validation. The

"Operational Plan" part covers the practical aspects of running a firm. Participants acquire knowledge on the development of a proficient operational plan and gain understanding of the intricate nature of the production process (Venzon, 2023; Ćoćalo et al., 2020). The module encompasses procedures for quality control and validation, placing emphasis on the significance of resource management and optimization in guaranteeing the effectiveness of day-to-day operations.

Business Plan – Creating a Comprehensive Business Strategy. The "Business Plan" section aids students in crafting a thorough and all-encompassing business strategy. It meticulously examines the various components of a company's strategy, with specific attention given to elements such as the purpose and vision statements. This module provides support to individuals in formulating precise business objectives and goals, delineating organizational structures, and implementing risk assessment and mitigation measures in order to establish a strong and resilient business plan.

Marketing Plan - Strategic Marketing Approaches. The "Marketing Plan" module places significant emphasis on the crucial role that strategic marketing plays in achieving business success (Patriyasa et al., 2023). Participants gain a deep understanding of the value that a well-developed marketing strategy holds, which includes the creation of a captivating brand identity. The subject matter explores the intricacies involved in establishing a comprehensive marketing amalgamation, encompassing crucial aspects such as product, price, placement, and promotional techniques (Rahman et al., 2022). Furthermore, an analysis of digital marketing methodologies and the establishment of successful sales and distribution networks is undertaken.



Figure 2 . Documentation of training session

Financial Plan – Planning the Finances of Your Business. The "Financial Plan" module provides participants with substantial knowledge on the financial aspects of running a business (Santoso et al., 2018). It emphasizes the crucial importance of financial forecasting

and budgeting. Attendees gain an understanding of different sources of financing and capital, as well as methods for managing cash flow. The curriculum also explores financial analysis and key performance indicators to improve financial planning and administration.

The participants' enthusiasm was evident through spirited discussions and engaging Q&A sessions focused on the business concept. This activity is expected to improve participants' ability to create business models using a basic and practical method (Murwaningsari, Darmawati, & Rachmawati, 2022). Figure 2 captures key moments from the training session, including group discussions, hands-on activities, and participant engagement, showcasing the interactive and collaborative learning environment.

3.2 Monitoring and evaluation

To gauge the participants' comprehension, we administer both pretests and posttests. The pretest is administered prior to the training, while the posttest follows the training sessions. Attachment 1 outlines the pretest and posttest questions designed to assess participants' knowledge and skills before and after the training, focusing on key concepts and practical applications. The assessment comprises the following questions which are available in Attachment 1.

Participants showed a strong understanding of the training material as described in Figure 3. Pretests and posttests results. The pre and posttest indicated a significant increase in average scores from 61.0 before the training to 89.5 after training. The average score rose by 28.5, and the test confirmed a substantial change. This improved understanding is expected to help participants effectively apply the learned material and succeed in their businesses.

The evaluation results of the event's implementation, based on participant feedback, are presented in Table 3. The participant feedback indicates an overwhelmingly positive response to the entrepreneurship training program. A substantial 95% of participants affirmed their acquisition of knowledge in entrepreneurship, finding the concepts explained with clarity and precision. The unanimous agreement (100%) on the program's insightful nature, coupled with the unanimous 100% agreement on the ease of applying learned concepts in their businesses, underscores the program's effectiveness. Additionally, the training significantly boosted participants' confidence to embark on entrepreneurial ventures, with 95% expressing increased assurance. Notably, the program excelled in providing focused and effective content, as indicated by 95% of participants. Overall, the training not only increased participants' knowledge but also motivated them to pursue entrepreneurship, resulting in a universally high satisfaction rate of 100%. These responses collectively highlight the program's success in delivering valuable insights and fostering a positive learning experience.

The implications of these findings for future training are significant. Positive feedback validates the program's emphasis on clear explanations and practical application, which should be retained. Future sessions could

include tailored modules addressing participants' specific challenges and expanded mentoring opportunities to sustain entrepreneurial momentum. These insights underscore the

need to refine the program based on feedback to ensure its ongoing relevance and effectiveness.

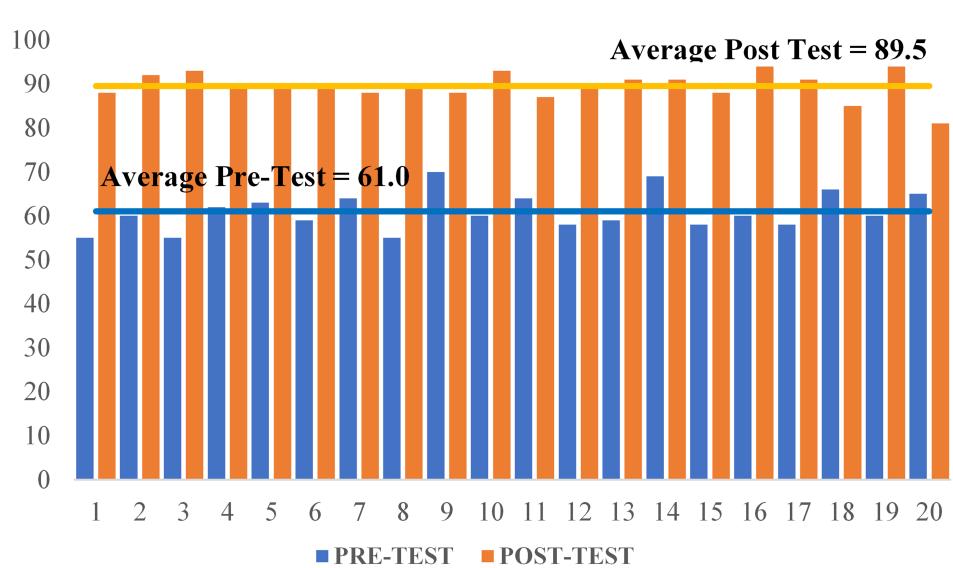


Figure 3 . Pretest and posttest results

Table 3 . Participant feedbacks

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I have acquired knowledge in the field of entrepreneurship.	95%	5%	-	-
2.	The training explained things clearly.	95%	5%	-	-
3.	The training gave me helpful insights.	100%	-	-	-
4.	I easily understood and can apply what I learned in my business.	100%	-	-	-
5.	The training boosted my confidence to be an entrepreneur.	95%	5%	-	-
6.	The training was focused and effective.	95%	5%	-	-
7.	I know more about entrepreneurship now.	95%	5%	-	-
8.	I got clear information about the training procedures.	95%	5%	-	-
9.	I feel motivated to pursue entrepreneurship.	100%	-	-	-
10.	The training steps are easy to follow.	100%	-	-	-
11.	Overall, I very satisfied with the training program.	100%	-	-	-

Note: These percentages represent the participants' agreement levels with each statement.

4. CONCLUSION

In conclusion, based on the implementation of the activities, it can be concluded that the overwhelmingly positive participant feedback stands as compelling evidence of the entrepreneurship training program's success, demonstrating its efficacy in knowledge dissemination, fostering clarity, and instilling confidence among participants. The unanimous agreement on the program's insightful nature and motivational impact reinforces its positive outcomes. As reflected in the high satisfaction rate, the training's capacity to cater to diverse needs underscores its

adaptability and relevance. Future iterations may benefit from integrating real-world case studies and interactive elements to amplify the program's impact, ensuring sustained engagement and practical application of concepts. The feedback unequivocally validates the program's significant contribution to equipping participants with invaluable entrepreneurial skills. The recommendations provided aim to refine and enhance its continuous effectiveness in meeting the evolving needs of aspiring entrepreneurs. The recommendations affirm the program's commendable contribution to equipping participants with valuable entrepreneurial skills and aim to enhance its

ongoing effectiveness in meeting the evolving needs of aspiring entrepreneurs.

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CONFLICT OF INTERESTS

The authors declare there are no conflicts of interest.

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ATTACHMENT

Attachment 1. Pretest and posttest questions

Pretest	Posttest
1. What is the primary purpose of a business model? <input type="checkbox"/> To outline financial projections <input checked="" type="checkbox"/> To provide a snapshot of the business <input type="checkbox"/> To identify competitors	1. What information should be included in a business overview? <input type="checkbox"/> Only financial projections <input checked="" type="checkbox"/> Key business details and purpose <input type="checkbox"/> Operational plans
2. What is the key goal of market analysis? <input type="checkbox"/> Assessing competitors <input checked="" type="checkbox"/> Understanding the target market <input type="checkbox"/> Determining production costs	2. How does market analysis contribute to business success? <input type="checkbox"/> By solely assessing competitors <input checked="" type="checkbox"/> By understanding and targeting the right market <input type="checkbox"/> By focusing on production costs
3. What does an operational plan primarily focus on? <input type="checkbox"/> Financial projections <input type="checkbox"/> Marketing strategies <input checked="" type="checkbox"/> Production and processes	3. Why is an operational plan essential for a business? <input type="checkbox"/> To create financial projections <input type="checkbox"/> To outline marketing strategies <input checked="" type="checkbox"/> To manage production processes effectively
4. What does a comprehensive business strategy encompass? <input type="checkbox"/> Only financial projections <input checked="" type="checkbox"/> Long-term vision and goals <input type="checkbox"/> Short-term marketing plans	4. What does a comprehensive business strategy help achieve? <input type="checkbox"/> Only short-term marketing goals <input checked="" type="checkbox"/> Long-term vision and goals for the business <input type="checkbox"/> Operational efficiency only
5. What does a financial plan primarily address? <input type="checkbox"/> Marketing strategies <input type="checkbox"/> Production processes <input checked="" type="checkbox"/> Budgeting and financial projections	5. In a financial plan, what is the key purpose of budgeting? <input type="checkbox"/> Identifying competitors <input checked="" type="checkbox"/> Allocating resources and controlling spending <input type="checkbox"/> Setting short-term financial goals
6. A mission statement in a business overview primarily focuses on financial projections. <input type="checkbox"/> True <input checked="" type="checkbox"/> False	6. A mission statement in a business overview communicates the company's purpose and values <input checked="" type="checkbox"/> True <input type="checkbox"/> False
7. The operational plan primarily focuses on identifying target market segments. <input type="checkbox"/> True <input checked="" type="checkbox"/> False	7. Validation is crucial in the operational plan to solely assess competitors' strategies. <input type="checkbox"/> True <input checked="" type="checkbox"/> False
8. The primary goal of a marketing plan is to develop financial projections. <input type="checkbox"/> True <input checked="" type="checkbox"/> False	8. Understanding the target market contributes to business success by minimizing operational costs <input type="checkbox"/> True <input checked="" type="checkbox"/> False
9. Financial forecasting in a financial plan is essential for predicting future financial performance. <input type="checkbox"/> True <input checked="" type="checkbox"/> False	9. Financial forecasting in a financial plan helps to solely determine target market segments. <input type="checkbox"/> True <input checked="" type="checkbox"/> False
10. SWOT analysis is used in market analysis to evaluate internal strengths and weaknesses <input type="checkbox"/> True <input checked="" type="checkbox"/> False	10. Unique Selling Proposition (USP) is primarily focused on setting short-term financial goals. <input type="checkbox"/> True <input checked="" type="checkbox"/> False