

ENHANCING ENTREPRENEURIAL INTEREST THROUGH BUSINESS MODEL CANVAS TRAINING FOR PRIVATE HIGH SCHOOL STUDENTS IN SURABAYA

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Abstract

Keywords:

Business Model Canvas, entrepreneurship training, entrepreneurial interest, high school students, entrepreneurship education

This community service activity aimed to increase entrepreneurial interest among private high school students in Surabaya through Business Model Canvas (BMC) training. The program was motivated by the limited practical entrepreneurship learning in schools, which caused students to have low understanding and interest in entrepreneurship. The activity was conducted at two private high schools in Surabaya involving 240 students. The implementation method consisted of preparation, training, practice, mentoring, and evaluation stages. The training materials included entrepreneurship concepts, business opportunities in the digital era, and the preparation of business models using the Business Model Canvas approach. Evaluation was carried out using pre-test and post-test methods, questionnaires, and participatory observation. The results showed an increase in students' understanding of entrepreneurship by 21.67%, understanding of Business Model Canvas by 34.17%, and entrepreneurial interest by 47.91%. The average evaluation score of the training implementation reached 4.52 on a Likert scale of 5, indicating that the activity was well implemented and positively received by participants. The training also encouraged students' creativity, critical thinking, collaboration, and confidence in presenting business ideas. Therefore, Business Model Canvas training can be an effective practical entrepreneurship learning method to support entrepreneurial competency development among high school students.

Abstrak

Kata kunci:

3-6 Business Model Canvas, pelatihan kewirausahaan, minat berwirausaha, siswa SMA, pendidikan kewirausaha

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan minat berwirausaha siswa SMA swasta di Kota Surabaya melalui pelatihan Business Model Canvas (BMC). Kegiatan ini dilatarbelakangi oleh pembelajaran kewirausahaan di sekolah yang masih dominan bersifat teoritis sehingga pemahaman dan minat siswa terhadap kewirausahaan masih rendah. Kegiatan dilaksanakan pada dua SMA swasta di Kota Surabaya dengan melibatkan 240 siswa. Metode pelaksanaan dilakukan melalui tahapan persiapan, pelatihan, praktik, pendampingan, dan evaluasi. Materi pelatihan meliputi konsep kewirausahaan, peluang usaha di era digital, dan penyusunan model bisnis menggunakan pendekatan Business Model Canvas. Evaluasi dilakukan menggunakan metode pre-test dan post-test, angket kuesioner, serta observasi partisipatif. Hasil kegiatan menunjukkan adanya peningkatan pemahaman kewirausahaan siswa sebesar 21,67%, pemahaman Business Model Canvas sebesar 34,17%, dan minat berwirausaha sebesar 47,91%. Nilai rata-rata evaluasi pelaksanaan pelatihan mencapai 4,52 dari skala 5 yang menunjukkan bahwa kegiatan terlaksana dengan baik dan memperoleh respons positif dari peserta. Pelatihan juga mampu meningkatkan kreativitas, kemampuan berpikir kritis, kerja sama, dan rasa percaya diri siswa dalam mempresentasikan ide bisnis. Dengan demikian, pelatihan Business Model

INTRODUCTION

Perkembangan The development of the digital economy and increasingly intense competition in the labor market require young people to develop creativity, innovation, and entrepreneurial capabilities from an early age. Entrepreneurship is one of the essential competencies that secondary school students need to develop. Entrepreneurship education fosters an independent and creative mindset, as well as a problem-solving orientation, and therefore represents an important strategy for developing self-reliant and productive human resources. In line with this perspective, the Minister of Primary and Secondary Education, Abdul Mu'ti, has emphasized the importance of implementing the deep learning concept in education to enhance students' critical thinking, creativity, and problem-solving abilities in responding to future challenges (Lestari, 2025). Suryana (2021) defines entrepreneurship as the ability to think creatively and innovatively, which serves as the foundation for creating business opportunities and responding to business challenges. Ratten and Jones (2021) argue that entrepreneurship education has a significant influence on entrepreneurial interest among young people. Through entrepreneurship education, students are not only prepared to become job seekers but are also encouraged to create new employment opportunities for others.

Entrepreneurship education in schools, however, remains predominantly theoretical, leaving students with limited curiosity and practical experience in developing structured business ideas. Curiosity should naturally develop as an essential part of students' character. A strong sense of curiosity encourages students to continue learning independently and helps them avoid being easily misled or deceived by inaccurate information (Pandiangan et al., 2025). The lack of practical experience can reduce students' motivation to pursue entrepreneurship (Rowiyani et al., 2025), even though motivation plays a significant role in encouraging students' entrepreneurial interest (Yulianto et al., 2025). Wibowo (2021) explains that students' low interest in entrepreneurship is often influenced by limited experience in conducting business activities, insufficient understanding of business opportunities, and the lack of practical entrepreneurship learning. Sinta et al. (2024) suggest that one approach to increasing entrepreneurial interest is to provide entrepreneurship training accompanied by practical activities using appropriate methods. Similarly, Rachmawati and Nugroho (2022) state that practice-based entrepreneurship training can increase students' interest in entrepreneurship because it provides them with direct experience in developing and refining business ideas. Initial observations and interviews with entrepreneurship teachers at one of the participating private high schools revealed that most students had limited understanding of how to develop a business model and therefore perceived entrepreneurship as difficult to pursue. This condition was also associated with the predominantly theoretical nature of entrepreneurship learning, which provided students with limited opportunities to practice designing business ideas systematically.

One method that can be used to improve students' understanding of entrepreneurship is the Business Model Canvas (BMC). The Business Model Canvas is a business planning tool that helps individuals visualize a business model through nine key elements: customer segments, value propositions, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structure (Osterwalder & Pigneur, 2010). This approach is considered simpler and easier to understand than the preparation of conventional business proposals and is therefore suitable for secondary school students. Saputra and Dewi (2024) found that BMC training can improve adolescents' entrepreneurial competencies because participants can understand the business planning process in a practical and systematic manner.

The use of BMC in entrepreneurship education can also enhance students' creativity and strategic thinking abilities. Purwati et al. (2022) reported that BMC training effectively

improves students' business creativity by encouraging them to develop business ideas in a systematic, visual, and innovative manner. Pratama and Lestari (2023) further explained that the application of BMC in entrepreneurship training helps students understand the relationships among different business components in a more systematic and visual way. In addition, practice- and simulation-based learning can increase student engagement in the entrepreneurship learning process. In this community service program, the training not only introduced the concept of BMC but also engaged students in developing BMC models based on their own business ideas.

Based on these conditions, this community service program was conducted in the form of Business Model Canvas training for private high school students in Surabaya. The program aimed to increase students' entrepreneurial interest by providing them with a basic understanding of how to develop simple, practical business models that are relevant to current market needs.

METHOD

The community service program was implemented through five structured and systematic stages. Each stage was designed to ensure that the BMC training provided to students from the two participating private high schools could improve their entrepreneurial skills and interest. The implementation process consisted of three main phases, as illustrated in Figure 1.

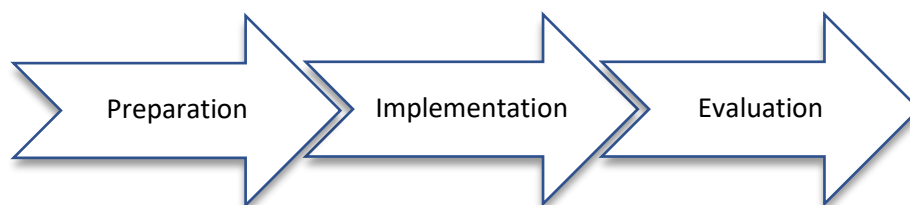


Figure 1. Stages of Community Service Program Implementation

The preparation stage began with initial observations and coordination with teachers and school representatives to identify students' levels of understanding of entrepreneurship and business models. After the problems faced by the students had been identified, the training materials were determined accordingly. During this stage, the lecturer team prepared the training materials, exercises, and evaluation instruments. The student assistants supported the preparation of various materials and supporting media for the community service activities, including attendance forms, questionnaires, and pre-test and post-test instruments administered through the Quizizz application. The training materials covered basic entrepreneurship concepts, business opportunities in the digital era, business creativity, and the use of BMC in simple business planning.

The implementation stage consisted of two training sessions conducted over two meetings. The first session focused on the importance of entrepreneurship and business opportunities for young people in the digital economy and included a business simulation game. The session was followed by an introduction to the basic concepts of the Business Model Canvas and its nine key components. The participants were then divided into several groups to develop simple business ideas using the BMC framework. Each group developed its business idea based on identified problems and business opportunities relevant to its proposed concept. During the second training session, each group presented its completed BMC design and received feedback from other participants and the implementation team.

Thus, the training did not merely provide theoretical knowledge of the Business Model Canvas but also engaged students in collaborative and practical BMC development activities. This practice-oriented approach was intended to foster creativity, strategic thinking, and students' interest in entrepreneurship.

The evaluation stage employed pre-test and post-test assessments to measure changes in students' understanding of entrepreneurship and their entrepreneurial interest after participating in the training. Participatory observation and discussions conducted throughout the program were also used to assess participant engagement, enthusiasm, and responses to the training activities. The results were analyzed descriptively to identify changes in participants' understanding and entrepreneurial interest following the BMC training.

RESULTS AND DISCUSSION

The community service program entitled "Increasing Entrepreneurial Interest among Private High School Students in Surabaya through Business Model Canvas Training" was conducted from May 4 to May 8, 2026, at two private high schools in Surabaya and involved 240 students. The distribution of participants is presented in Table 1. The training and mentoring activities, including case-based exercises, were conducted in person at both schools.

Table 1. Number of Training Participants from the Two Private High Schools

Number	Name of School	Number of Students
1	Kartika IV Private High School	125
2	Pawiyatan Private High School	115
Total Participants		240

The training consisted of two main topics delivered by two instructors and supported by four student assistants. The first instructor presented material on entrepreneurship and business in the digital era, accompanied by a business simulation game in which students assumed the role of entrepreneurs. The second instructor introduced the Business Model Canvas and its application in starting and developing a business. Students also practiced developing BMC models based on their respective group business ideas and presented the results to all participants.

At the beginning of each training session, participants completed a pre-test, while a post-test was administered at the end of the session to evaluate the outcomes of the community service program. The pre-test and post-test were administered using Quizizz, which made the evaluation process more engaging by allowing participants to compete in answering the questions. In addition, participants completed a questionnaire through Google Forms using their mobile phones to provide feedback on the implementation of the program. Each questionnaire item was assessed using a five-point Likert scale: 1 = very poor, 2 = poor, 3 = fair, 4 = good, and 5 = very good (Sugiyono, 2021). The evaluation results are presented graphically in Figure 2.

The average score across the eight questionnaire items was 4.52, indicating that the training was implemented effectively. The lowest score, 3.95, was obtained for the adequacy of the training duration, suggesting that participants perceived the training period as relatively short. This finding may indicate that participants were interested in the training materials and perceived the program as beneficial, leading them to expect a longer training period. This interpretation is further supported by the score for the adequacy of practice time, which was the second-lowest score at 4.23. The score for participants' understanding of the training materials and module was 4.53, while the perceived usefulness of the training materials received an average score of 4.65.

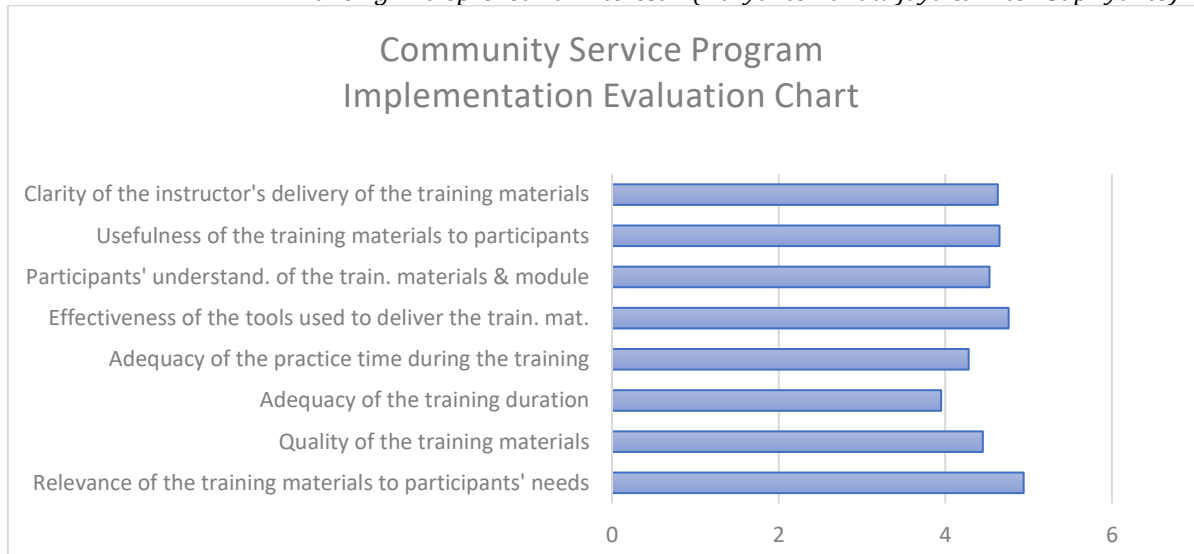


Figure 2. Evaluation of the Community Service Program



(a)



(b)



(c)



(d)

Figure 3. Presentation of Material by Speaker 1 (a), (b) and Speaker 1 (c), (d)

Throughout the program, students actively participated in discussions and Business Model Canvas development simulations. The hands-on approach enabled students to understand more easily the relationships among customer needs, product value, and marketing strategies. This finding was also supported by the evaluation of the instructors' delivery, which received an average score of 4.63. According to Fitriani et al. (2023), practice-based entrepreneurship education can improve students' critical thinking and problem-solving abilities.

The program also produced a Business Model Canvas module that can be used by the participating institutions as an entrepreneurship learning resource for their students. The clarity of the instructors' explanations, the quality of the training materials, and the high level of student understanding of the training module contributed to the emergence of interest among several students in starting small businesses and realizing their business ideas.

Overall, the Business Model Canvas training had a positive impact on the entrepreneurial interest of private high school students in Surabaya. The program can therefore serve as an alternative practice-based entrepreneurship learning approach that is relevant to the needs of young people in the digital era.

The indicators used to evaluate the success of the community service program included measurable improvements in students' understanding of entrepreneurship and their ability to develop a BMC based on their own business ideas, as well as a measurable increase in their entrepreneurial interest. Improvements in BMC development skills were particularly important because they demonstrated the effectiveness of practice-oriented training in increasing students' entrepreneurial interest, as suggested by Sinta et al. (2025) and Rachmawati and Nugroho (2022).

Table 2. Results of the Students' Pre-Test and Post-Test Evaluation

No.	Indicator	Before		After		Improvement
		(Students)	(%)	(Students)	(%)	(%)
1	Understanding of entrepreneurship	170	70,83	222	92,50	21,67
2	Understanding of BMC	65	27,08	147	61,25	34,17
3	Entrepreneurial interest	40	16,67	155	64,58	47,91

Table 2 shows the results of the pre-test and post-test evaluations involving all training participants. The findings demonstrate improvements in students' understanding of entrepreneurship, understanding of the Business Model Canvas, and entrepreneurial interest. The 21.67% increase in students' understanding of entrepreneurship indicates that the participatory training method helped students understand entrepreneurial concepts more effectively. Meanwhile, the 34.17% increase in understanding of the Business Model Canvas highlights the importance of practical experience in developing BMC models based on students' own business ideas. Furthermore, students' entrepreneurial interest increased by 47.91% which indicating that the combination of conceptual understanding and practical experience in developing a Business Model Canvas increased students' interest in entrepreneurship by providing them with a clearer direction and a more concrete understanding of the potential for implementing their business ideas. This finding is consistent with Osterwalder and Pigneur (2010), who explain that the BMC enables users to map how a business creates, delivers, and captures value, thereby providing a clearer basis for assessing the potential success of a business.

The training also increased students' confidence in presenting their business ideas. Several groups developed digital business concepts, including healthy food sales through social media, digital design services, and environmentally friendly handicraft products. These outcomes demonstrate that the training encouraged students to identify business

opportunities creatively and innovatively. Therefore, the community service training successfully increased students' motivation and entrepreneurial interest by enabling them to recognize the potential opportunities associated with their business ideas.

CONCLUSION

Business Model Canvas training was found to be effective in increasing entrepreneurial interest among private high school students in Surabaya. The program provided students with practical knowledge of business model development while also enhancing their creativity, motivation, and confidence in developing business ideas. The participatory approach, which incorporated simulations and group discussions, enabled students to understand entrepreneurship concepts in a more practical and applicable manner. The program is expected to be implemented continuously as part of efforts to strengthen entrepreneurship education in schools.

The Business Model Canvas training provided to students from two private high schools in Surabaya had a positive impact on participants' understanding of entrepreneurship and their entrepreneurial interest. The program helped students understand the BMC concept and provided them with practical experience in developing business ideas systematically through the nine BMC elements. The results demonstrated that students became more creative in developing business ideas, developed stronger entrepreneurial interest, and gained greater confidence in presenting their business concepts.

The participatory approach implemented through interactive lectures, business simulation games, BMC development exercises, group discussions, and presentations of business designs effectively increased students' active engagement throughout the community service program. The practice-based training approach improved students' understanding of entrepreneurship in an applied manner and also encouraged the development of critical thinking, teamwork, and communication skills in presenting business ideas.

This community service program successfully achieved its primary objective of increasing students' entrepreneurial interest through Business Model Canvas training. Similar programs should therefore be implemented continuously and integrated with entrepreneurship education in schools to strengthen the entrepreneurial competencies of young people. In the future, schools may develop follow-up mentoring programs and establish collaborations with entrepreneurs and industry partners so that students can gain more authentic and sustainable business experience.

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