

Life Skill-Based Education on Entrepreneurship Using Business Model Canvas in Vocational School

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Abstract

The entrepreneurship-based life skill education program for students continues to be improved and endeavored to be better learning than the previous one. The Purpose of this study was to describe life skills education based on entrepreneurship using a business model canvas at Vocational High School. The research used descriptive qualitative and using recorded technical literature study. Life skills education can be seen from entrepreneurship learning of Vocational high school students. One of them is using a business model canvas which is a business planning tool that is presented in a visual form on one canvas to explain, visualize, assess, and change an effort so that it can produce more optimal performance.

Keywords: *Life skill, Entrepreneurship, Business Model Canvas*

1. Introduction

Law No. 17 of 2007 concerning the National Long-Term Development Plan (RPJPN) 2005-2025 explains that in 2005-2025 Indonesia has a big challenge in overcoming the low quality of human resources which results in low productivity and competitiveness of the nation's economy. Based on this law, the government continues to innovate in order to find solutions to face the challenges that will be faced by the Indonesian people. One of the efforts made in the education sector is to increase and increase vocational-based schools. Vocational Schools in Indonesia which are so-called Vocational High Schools (SMK) are schools created in order to develop human resources ready to work in Indonesia. Efforts to increase human resources ready for work at the Vocational School are expected to create Indonesian citizens who have competitive and comparative advantages so that they not only seek competitiveness in the world of work but also have expertise in creating jobs that can reduce the unemployment rate in Indonesia as Suyanto (2009: 5) explained that the Vocational High School (SMK) had

the aim of preparing graduates who did not continue to tertiary level to be better prepared to enter the workforce. The comprehensive implementation of the program of activities can be traced in the form of vocational education which is then strengthened by entrepreneurship-based life skill education models

The entrepreneurship-based life skill education program for students continues to be improved and endeavored to be better learning than the previous one. The Indonesian Government has long issued the Indonesian Presidential Instruction No. 4 of 1995 concerning "the national movement to promote and cultivate entrepreneurship". Then the Presidential Instruction was then followed up by the Ministry of National Education, with the launch of an entrepreneurial development program in the form of educational programs and activities for vocational students and college students. This program is a form of concern for the government and the Ministry of National Education regarding the high level of unemployment among educated people, especially vocational and university graduates, and in order to respond to global challenges. With great hopes that entrepreneurship learning will change the paradigm of students from "job seekers" to "job makers" (Ferbianto, 2013)

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Entrepreneurship learning in order to become a life skill certainly requires the support of various parties including schools. One of them is through the implementation of learning which is not only in terms of theories but also sustainable practice by not leaving important elements of science. One of the important elements of science is careful business planning and development through one business planning tool, the business model canvas (BMC). BMC is a simple tool in starting a business with only one sheet of paper or canvas aided but provides a comprehensive and structured business picture.

2. Research Method

The research method used descriptive qualitative research, data collection techniques using literature study refer to the technique which is a data collection technique by using books, a variety of literature and library materials, then notes or citations of the experts' opinions in the book to strengthen the theoretical foundation in writing scientific articles.

3. Result and Discussion

3.1. Result

a. Life Skill Education

In the WHO Program in a book called life skills education for children and adolescents in schools (1997), it is stated that Life skills education is education that is carried out to create adaptive and positive behavior, which allows individuals to carry out activities effectively with the demands and challenges of daily life. Skills that can be said to be innumerable life skills, as well as the nature and definition of life skills tend to differ across cultures and environments. However, Life Skills Analysis shows that there are a series of core skills based on life skills.

Life skills include psychosocial abilities and interpersonal skills that help people make decisions, solve problems, think critically, communicate effectively, build healthy relationships, empathize with others, and overcome the pressures and pressures of life in a healthy and productive way. Basically, there are two types of skills - those related to thinking called "thinking skills" and skills related to dealing with others called "social skills" (Rakhit: 2011). Whereas thinking skills relate to personal levels, social skills include interpersonal skills. This is a combination of the two types of skills needed to achieve assertive behavior and negotiate effectively.

There are 10 core life skills set by WHO, including:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking

5. Decision making
6. Problem-solving
7. Effective communication
8. Interpersonal relationships
9. Overcoming stress
10. Overcoming emotions

These ten Life Skills have a very close relationship. Life Skills can then be paired to uncover the 5 main "areas" of Life Skills, as shown below. Teaching skills in each of these fields provide a foundation in generic life skills for psychosocial competence.

Table. 1 Classification of 5 fields of *Life skill*

Field 1	Self Awareness	Empathy
Field 2	Critical thinking	Creative thinking
Field 3	Decision Making	Problem Solving
Field 4	Effective Communication	Interpersonal relation
Field 5	Overcoming stress	Overcoming emotion

b. Entrepreneurship Implementation in Vocational High School

Entrepreneurship was introduced by Richard Cantillon, a French economist, in the early 18th century. According to him, the entrepreneur is "an agent who buys means of production at certain prices in order to combine them". In contrast to Salim Siagian (1999) which states that entrepreneurship is a positive response in the form of enthusiasm, behavior, and ability to create opportunities for personal gain and is a service aimed at customers or the community by providing products that are able to provide benefits through creativity and innovation committed by people who dare to take risks. This opinion was also confirmed by Sutrisno (2003) who stated that entrepreneurship is education that leads to the principles and rules of life skills formation in students with an integrated curriculum and is developed by the school.

With regard to the entrepreneurship, the Indonesian government has issued Presidential Instruction No. 4 of 1995 concerning "the national movement to popularize and cultivate entrepreneurship". Then the Presidential Instruction was followed up by the Ministry of National Education, with the launch of an entrepreneurial development program in the form of educational packages and activities for students to then be implemented in vocational schools and universities.

To instill entrepreneurship in a vocational school it is not only based on merely a theory but it must also be directly related to existing reality. Besides, learning objectives are no longer based on teacher success but student success is far more important so that later

graduates of vocational schools who are intended to be able to compete in the world of work are not only able to become reliable experts but can also create jobs for people who are in need. In entrepreneurship development, there are some important factors to foster interest in entrepreneurship at schools including

1. Personal aspects of students themselves.
2. Student's relations with friends.
3. Student's relations with family, especially parents.
4. Relationships with the surrounding environment including the community.

Moreover, the trigger and encouragement that students want to try is a small-scale practice in business with friends, but this practice must be based on careful knowledge and planning so that the implementation is not just random, but actually has a significant impact even though through various stages and sacrifices.

c. The concept of *Business Model Canvas*

Business Model Canvas was coined by Alexander Osterwalder in his book *Business Model Generation*, Osterwalder & Pigneur (2012) states that Business Model Canvas is a business planning structure that is presented in a visual form in a painting canvas that is functioned to explain, visualize, assess, and change a framework business, in order to be able to produce more optimal performance. The Business Model Canvas consists of nine elements of a business model in which the nine elements are interconnected and can explain the business model that will be run by the owner/user.



Figure 1. Nine Elements of Business Model Canvas

In Business Model Canvas we can find out how our business concept is only with one sheet of paper or canvas. So, we don't need to spend a lot of paper and writing to find out what our business is and how this business is sold. Learning entrepreneurship with this Business Model Canvas will make it easier for beginners who will learn about entrepreneurship, especially vocational children who will be educated in their life skills through the entrepreneurial program.

d. The element of *Business Model Canvas*

The nine elements of the business model can be explained as follows:

1. Value Proposition

Value Proposition is a collection of products and services offered from business to meet the needs and solve customer problems. Value Proposition is a "must have" for anyone making a new business, because Value Proposition is the core about understanding and finding customer problems to make it easier to design and validate potential solutions. According to Osterwalder (2004), Value Proposition is a business differentiator that is run by someone with a competitor who has a business in the same field consisting of novelty, performance, adjustment, "effort to complete work", design, brand / status, price, cost reduction, risk reduction, accessibility, and convenience / usability.

Value Proposition describes the features of certain value propositions in a more structured and detailed model. This can be specified through the value proposition canvas. The value proposition canvas is a tool to help us create value for customers or the target market. In VPC there are two parts consisting of several elements. The first part of the value map / Value Proposition Consists of 3 elements, namely pain relievers, gain creators and products & services. The second part of the customer profile / Customer segment consists of 3 elements namely customer jobs, pains and gains (Osterwalder & Pigneur, 2014)

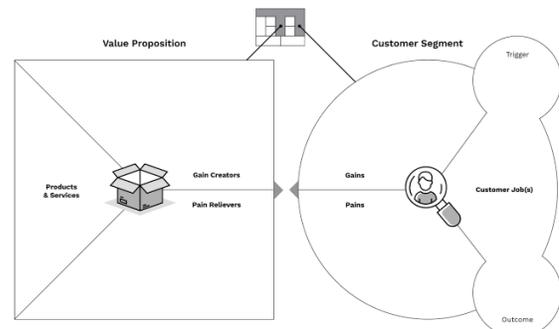


Figure 2. Value Proposition Canvas

2. Customer Segment

Customer Segment is the practice of classifying the customer base into groups of similar individuals in certain ways, such as age, gender, interests, and shopping habits. Things to consider when determining your Customer Segment:

- a. Who do we solve problems for?

- b. Who will make the valuation of the value proposition of my product/service?
- c. What is their sex?
- d. What is the age range of people who value the value of my product/service proposition?
- e. What is their status?
- f. What are their jobs?
- g. What do they like?
- h. Etc.

These questions are an attempt to find out the profile of our product customers so that by knowing the profile we can easily sell our products/services

Customer Segment is done to measure and understand the market size of our business, and how many people are in the Customer Segment. This will help us understand how our perspective in selling goods/services...

3. Channels

Channels are defined as the way in which customers make contact with the businesses we run or in other words channels are our efforts to connect or communicate with our customers' Good questions to ask when identifying channels to reach your customers are:

- a. How will we tell the Customer Segment about the value proposition of our product or service?
- b. Where do customers gather?
- c. Are they on social media?
- d. Do they drive their cars and listen to the radio?
- e. Are they at an event or conference?
- f. Do they watch TV?
- g. Etc.

Some samples of *channels* that can be used as our references, such as

- a. Instagram
- b. Facebook
- c. Youtube
- d. Website
- e. School
- f. Mall
- g. Street Vendor
- h. Café
- i. Hotel
- j. Certain Event
- k. Exhibition
- l. Certain Area
- m. Community of business/social/education etc.
- n. Offline ads (ads board, TV, radio)

Understanding how we reach customers is very important for your business

4. Customer Relationship

Customer Relationship is defined as how a business interacts with its customers. So, should we meet them in person? Or by telephone? is our business mostly run online so the relationship will also be online?

Customer Relationship is performed so that customers can buy our product many times or always come to our business. Some examples are:

- a. Member card
- b. Gopay
- c. OVO
- d. Promos
- e. Discounts
- f. Community
- g. Certain events

This step is very helpful for us to create loyal customers in our products or services. This helps to clarify the points of engagement between our business and customers and create different relationships with customers. It will also help us begin to define our business operations as a business and also help us identify opportunities to automate our business.

5. Revenue Streams

Revenue Streams are defined as the way in which our business gets cash returns after selling to customers. It is also important to understand that when we are able to solve problems and meet customer needs, we can determine prices based on the extent of the problem and the customer's needs, such as the selling price of goods on the market cheaper than supermarkets. This is because of the ease of access and convenience available in supermarkets, as well as the price of coffee in a street vendor is different from in a café. All because of the value proposition offered to customers

But how do you get Revenue Streams ?. There are many different income models here:

- a. Pay per product (pay per view)
- b. Fees for services
- c. Subscribe
- d. Dividends
- e. Bundling (package)
- f. Etc.

The more we are creative and able to solve customer problems, there are many ways to convert our activities into money.

6. Key Resource

Key Resources are all the drivers of our efforts that are usually carried out by humans or human resources and certain objects. An important key in

these resources is that they are those who run our business without them, so our business will not run. These resources are what is needed practically to carry out our business actions/operations:

- a. Office room
- b. Computers
- c. Hosting
- d. Employee
- e. Experts
- f. Internet connection
- g. Car
- h. Bicycle
- i. Oven
- j. Electricity
- k. And others

This key resource needs to be specified so that we know what our business needs are and how much it costs to be spent and whether there are resources that are not needed to reduce the costs we spend each particular period.

7. Key Activities

Key Activities are the main activities of our business / or it can also be said that actions are taken by our business to achieve connect our value proposition to customers. Key activities can also be explained as any activities carried out by key resources.

Some questions to make it easy to find out our main activities:

- a. What activities does the business do in achieving value propositions to customers?
- b. How technical?
- c. What strategies are used?
- d. Offering resources (human/physical)?
- e. What actions you and/or your staff take to achieve making money from value exchanges?

Samples of *Key Activities*

- a. Consultation
- b. Designing
- c. Designing
- d. Advertising usage fees
- e. web development
- f. Burning
- g. Driving

8. Key Partnership

Key Partnership is a list of companies/suppliers/suppliers/partners who are other external parties that we may need to achieve our main activities and provide value to customers. This internal party answered one question 'if my business cannot achieve the value

proposition alone, who else can we rely on to do it?'

An example of this is 'if I sell food to customers, I might need a local baker to supply fresh bread to my shop, vegetable growers, rice, etc. They are key partners to achieve the value our business promises to customers

9. Cost Structure

Cost Structure is defined as operational costs borne to run a business.

- a. How much does it cost to reach the main activities of my business?
- b. What is the cost of my main resource and main partnership?
- c. How much does it cost to achieve a value proposition for my customers/users?
- d. Are there additional costs to running a business?
- e. Legal?
- f. Insurance?
- g. How much does my business cost?
- h. It is also important to place monetary value on your time as a cost.
- i. How much will it cost you to hire you?
- j. What is the opportunity cost of running your business?

The nine elements in the Business Model Canvas block based on the above explanation are one tool to make it easier for us to do entrepreneurship especially, to teach entrepreneurial life skills to SMK.

3.2 Discussion

This entrepreneurship-based Life skill education is an important skill that must be possessed by vocational students in order to compete in the community. The most important thing is that entrepreneurship education must be carried out clearly through direct business practices by students. In addition, these business practices need to be based on the right knowledge and proper planning, one of which is the use of business planning and development tools called the business model canvas. Business model canvas is one of the tools or methods used to encourage a problem-based learning approach where vocational students can learn how to develop the ability to realize business plans in real terms, make and market the products they produce (Siswadi, 2013). In this approach, learning is centered on the student (student-centered) according to the potential available to him, while the instructor acts more as a facilitator (Moustaghfir & Sirca, 2010)

Entrepreneurial learning is the process of learning and teaching that shapes students in terms of behavior, provides opportunities for learners to think in order to understand what is learned, gives freedom to learners to know an innovator who implements changes in the market through new combinations. entrepreneurship learning in vocational schools is expected to further increase knowledge and foster entrepreneurial interest, especially the life skills of vocational students to answer the challenges of life in this millennial era. So that the principle is how to internalize entrepreneurial values into our education curriculum/syllabus (Supriyantiningih, 2012).

4. Conclusion

Life skill education is a life skill that includes psychosocial and interpersonal abilities to help people make decisions, solve problems, think critically, communicate effectively, build healthy relationships, empathize with others, and cope with the stresses and pressures of living in a healthy and productive way. Life skill education can be seen from the entrepreneurship learning of vocational students through an integrated curriculum with various subject areas.

Entrepreneurship learning cannot be taught only theoretically, but also it should be taught for direct practice that requires special knowledge of business planning and development. One of them is a Business model canvas which is a business planning tool that is presented in a visual form on a canvas painting that serves to explain, visualize, assess, and change a business framework to be able to produce more optimal performance

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