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The business model Canvas with Al-Izhar High School and IPMI Institute

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ABSTRACT

On June 13, 2025, Al-Izhar High School collaborated with IPMI International Business School in a dynamic learning program centered on the Business Model Canvas (BMC). The initiative was designed to introduce high school students to the fundamental concepts of entrepreneurship and business strategy through experiential learning. By engaging directly with the BMC framework, students explored the nine key building blocks, including value propositions, customer segments, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structure, and applied these concepts to real or simulated business ideas. This collaboration provided Al-Izhar students with a unique opportunity to connect classroom knowledge with practical applications, enhancing their analytical and creative problem-solving abilities. Guided by IPMI faculty and student mentors, participants worked in teams to design business models, present their findings, and receive constructive feedback. The program not only strengthened students' understanding of innovation and entrepreneurship but also encouraged teamwork, adaptability, and leadership skills. For the IPMI Institute, the activity demonstrated its commitment to shaping future leaders and fostering entrepreneurial mindsets at an early stage. Overall, the partnership underscored the importance of integrating higher education expertise into secondary education to empower students with future-ready skills.

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ABSTRAK

Pada 13 Juni 2025, SMA Al-Izhar berkolaborasi dengan IPMI International Business School dalam program pembelajaran dinamis yang berpusat pada Business Model Canvas (BMC). Inisiatif ini dirancang untuk memperkenalkan murid SMA pada konsep-konsep dasar kewirausahaan dan strategi bisnis melalui pembelajaran berbasis pengalaman. Dengan terlibat langsung dengan kerangka kerja BMC, murid mengeksplorasi sembilan blok bangunan utama yang meliputi proposisi nilai, segmen pelanggan, saluran, hubungan pelanggan, aliran pendapatan, sumber daya utama, aktivitas utama, kemitraan utama, dan struktur biaya, sambil menerapkannya pada ide bisnis nyata maupun simulasi. Kolaborasi ini memberikan murid Al-Izhar kesempatan unik untuk menghubungkan pengetahuan di kelas dengan aplikasi praktis, meningkatkan kemampuan analitis dan pemecahan masalah kreatif mereka. Dibimbing oleh fakultas dan mentor murid IPMI, para peserta bekerja dalam tim untuk merancang model bisnis, mempresentasikan temuan mereka, dan menerima umpan balik yang konstruktif. Program ini tidak hanya memperkuat pemahaman murid tentang inovasi dan kewirausahaan, tetapi juga mendorong kerja sama tim, kemampuan beradaptasi, dan keterampilan kepemimpinan. Bagi Institut IPMI, kegiatan ini menunjukkan komitmennya untuk membentuk pemimpin masa depan dan menumbuhkan pola pikir kewirausahaan sejak dini. Secara keseluruhan, kemitraan ini menggarisbawahi pentingnya mengintegrasikan keahlian pendidikan tinggi ke dalam pendidikan menengah untuk memberdayakan murid dengan keterampilan siap masa depan.

Kata Kunci: BMC; keterampilan pengetahuan; kewirausahaan dasar; komunikasi; pengembangan ide bisnis dunia nyata

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INTRODUCTION

As part of IPMI International Business School's community engagement initiative, a workshop titled "*Business Model Canvas for Young Entrepreneurs*" was conducted at Al-Izhar High School on June 13, 2025. The BMC is a powerful, visual tool that helps you understand, design, and communicate your business idea clearly and effectively. Whether you want to start a snack stand, a clothing brand, a tutoring service, or even an app, BMC helps you figure out how it can work. Given the accelerating pace of societal and economic change, young individuals are recognized as more than learners; they are future-oriented actors with the capacity to become entrepreneurs, innovators, and leaders. By learning to think like an entrepreneur now, you are preparing yourself to solve real problems in the future —creatively and sustainably.

The session aimed to introduce high school students to the fundamentals of business modeling, encourage entrepreneurial thinking, and build teamwork and creativity through a hands-on group activity. The initiative aligns with IPMI's mission to nurture future business leaders by equipping young people with practical tools and knowledge from an early stage, thereby bridging the gap between education and entrepreneurship. **Figure 1** shows a trainer from IPMI institutes giving training for Al-Izhar High School in a Classroom.



Figure 1. A Trainer from IPMI Institutes
Sources: Al-Izhar High School in a Classroom of BMC 2025

Top-notch companies across the world adopt the BMC but, at the same time, simple for anyone to use, even high school students since these are allow the students to visualize your ideas about your business without drafting long reports, encourages teamwork and creativity with critical thinking, connects the theoretical knowledge of school (mathematics, marketing, communication) with real-life practicality, gives you confidence to pitch your ideas to teachers, parents, or even investors one day. Most importantly, were you aware that the BMC teaches individuals how to take a dream and make it tangible and sustainable?

Literature Review

Introduced by Alexander Osterwalder, the Business Model Canvas is a strategic management tool for visualizing, designing, and assessing business models (Bachman et al., 2025; Samadian et al., 2025; Tahir, 2025). The BMC is a one-page template framed by nine blocks. Each block represents a critical aspect of your business. Now think of this canvas as the map for your idea. This is what each one signifies.

1. Customer segments (who are your customers? Who do you wish to help?);

2. Value propositions (what problem are you solving for them? What is unique about your idea?);
3. Channels (how will you reach your customers? What about the social media, stores, online);
4. Customer relationships (how will you interact with them? Is it personal, automatic, or through a community?);
5. Revenue streams (what is your way for making money? Are you into selling products, services, subscriptions, and others?);
6. Key resources (what do you need to run your business? Do you need people, equipment, software);
7. Key activities (what are the most important things you must do? Do you need design, marketing, delivery);
8. Key partnerships (who can help you? Are there suppliers, influencers, or schools supporting your idea?);
9. Cost structure (what are the main costs to keep the business alive?).

The simplicity, visual clarity, and practical nature of BMC make it a preferred tool for generating business ideas, not only in corporations but also in educational settings. Some studies suggest that the BMC enhances entrepreneurial cognition and helps students systematize their business ideas (Joyce & Paquin, 2016; Setiawati & Sari, 2025; Tahir, 2025).

1. Customer Segments

Customer Segments define the different groups of people or organizations an enterprise aims to serve. A company may have one or several customer segments, and understanding their specific needs is critical for creating targeted value propositions. Common segment types include mass market (a broad customer base with similar needs), niche market (specialized segments with tailored offerings), segmented (slightly varied needs within a broader market), diversified (two unrelated segments), and multi-sided platforms (serving interdependent customer groups).

2. Value Propositions

The Value Proposition describes the bundle of products and services that create value for a specific Customer Segment. It answers the core question: Why should a customer choose this offering over others? Value can be created through innovation (new products, services, or features), performance (enhanced quality and efficiency), customization (tailored experiences), a price advantage, accessibility, brand, or status.

3. Channels

Channels describe how a company communicates with and reaches its Customer Segments to deliver a Value Proposition. Channels can be direct (e.g., sales force, website, physical stores) or indirect (e.g., partner stores, distributors). They serve multiple functions: raising awareness, enabling purchase, delivering products/services, and providing post-sale support.

4. Customer Relationships

The discussion about customer relationships defines the types of interactions a company establishes with specific customer segments. Types include: personal assistance, dedicated personal assistance, self-service, automated services, communities, and co-creation. Effective relationship strategies have a significant impact on customer retention, satisfaction, and sales growth.

5. Revenue Streams

These revenue streams represent the cash a company generates from each customer segment. Revenue models can be transaction-based (one-time payments) and recurring (subscription fees, leasing). Sources of revenue include: asset sales, usage fees, subscription fees, licensing, advertising, and brokerage fees.

6. Key Resources

Key Resources are the assets required to deliver the value proposition, reach markets, maintain relationships, and earn revenue. Key Resources can be: physical (buildings, machines, vehicles), intellectual (patents, brands, proprietary knowledge), human (skilled employees, leadership talent), and financial (cash, lines of credit, investment capital).

7. Key Activities

Key Activities are the essential actions a business must take to operate successfully. Key activities often include production (designing, manufacturing, and delivering), problem-solving (consulting and R&D), and platform/network management (maintaining a multi-sided platform).

8. Key Partnerships

Key Partnerships involve alliances that help optimize operations, reduce risk, or acquire resources. Partnerships can be: strategic alliances between non-competitors, cooperation between competitors, joint ventures for new ventures, and buyer-supplier relationships for reliable supply.

9. Cost Structure

The cost structure describes all costs involved in operating the business model. Businesses can be Cost-driven (focusing on minimizing costs) or value-driven (focusing on creating premium value). Cost categories include: fixed costs, variable costs, economies of scale, and economies of scope.

Some benefits of BMC include ([Arini et al., 2025](#); [Bachman et al., 2025](#)).

1. Simplicity and Clarity that BMC transforms complex business ideas into a single, easy-to-understand visual diagram. This simplicity enables both internal teams and external stakeholders to quickly grasp the essence of the business model without having to wade through lengthy documents. By condensing key strategic components into nine building blocks, it reduces ambiguity and ensures a shared understanding of the company's core activities.
2. Holistic Perspective provides the framework that integrates the customer, operational, and financial aspects of a business into a unified view. This holistic perspective enables decision-makers to see how each element interacts with and impacts the others. It encourages strategic thinking that considers the entire value chain rather than isolated functions, fostering better alignment between business goals and execution.
3. Collaboration-Friendly, this visual nature of the BMC encourages participation from diverse team members, from executives to frontline employees. It facilitates brainstorming sessions, cross-departmental discussions, and alignment on strategic priorities. This collaborative approach enhances stakeholder buy-in and ensures that all perspectives are considered in shaping the business model.
4. Flexibility as the BMC is highly adaptable and can be quickly modified to reflect changes in market conditions, customer needs, or internal strategies. This flexibility makes it an ideal tool for agile businesses that must frequently pivot or adjust their models. It also supports scenario planning, enabling organizations to experiment with multiple strategic options before committing resources.
5. Innovation Catalyst: This entire business model is visualized, and the BMC makes it easier to spot gaps, inefficiencies, and untapped opportunities. This visibility can spark creative ideas for new products, services, partnerships, or revenue streams. Many organizations use the BMC not just for documenting their current model, but also as a springboard for innovation and competitive advantage.

The BMC is a powerful yet straightforward tool for designing, describing, and innovating business models. Its visual nature and structured format help bridge the gap between strategy and execution, enabling both startups and established companies to clarify their value creation process. When complemented with other analytical tools such as SWOT analysis ([Karadzhev, 2025](#); [Weng et al., 2025](#)), PESTEL ([Ayandibu, 2025](#);

Öztürk, 2025), or Porter's Five Forces (Chen et al., 2025; Salam et al., 2025), the BMC can serve as a dynamic foundation for sustainable business growth.

METHODS

The Research Design

This study was in a qualitative descriptive design, supported by participatory action learning. BMC acted as both a learning framework in teaching and a data collection tool. The design emphasizes student engagement and collaborative problem-solving by using practical examples of how business modeling concepts are applied in a high school setting.

Participants

The total number of participants included approximately 80 students, who attended classes in groups of around 20 to develop business ideas using the BMC. This involves breaking out into smaller teams and working with an IPMI International Business School facilitator, who guided them throughout the program. This was done to keep them aligned academically and sharpen their conceptual understanding.

The facilitation team of IPMI Institute included Irma M Nawangwulan (Head of Entrepreneurship Department), Abdul Haris Lahuddin (Head of InnoHub), Yulindo Saputra (Marketing Manager), Rizqy Trisakti Sultan (Public Relation), Lia Hadiati (Secretary of Program Studies on Business Administration, Business Digital & Entrepreneurship), Poetry Ken Savitry (Business Digital), Putri Syaffiyah (Case Center), Retno Andriani (Sales Department), Febriana Susanti (Sales Department), and Maria Yohana Meo (MBA Student Internship), who brought expertise in business education, strategic management, and entrepreneurship.

Methodological Steps

The program was held on June 13, 2025, at Al-Izhar High School's multipurpose learning space. This collaboration was initiated by IPMI Institute as part of its community outreach and educational partnership program, aiming to introduce high school students to foundational business concepts in a practical, engaging manner (Arini et al., 2025; Bachman et al., 2025; Joyce & Paquin, 2016; Setiawati & Sari, 2025).

1. Program planning and alignment (prior to the session, IPMI and Al-Izhar High School educators coordinated to align the BMC training objectives with the students' curriculum and learning needs, and the content was tailored to be accessible for high school learners while retaining the strategic rigor of the BMC framework);
2. Introduction to the BMC framework (facilitators provided an overview of the BMC's nine building blocks - Customer Segments, Value Propositions, Channels, Customer Relationships, Revenue Streams, Key Resources, Key Activities, Key Partnerships, and Cost Structure);
3. Group formation and role assignment (students were divided into four groups per class, each tasked with selecting a hypothetical or real business idea to map using the BMC such group roles such as facilitator, recorder, presenter, and timekeeper were assigned to promote participation and accountability);
4. Guided canvas development (using large-format printed canvases and sticky notes, students collaboratively filled in each building block. Facilitators circulated to provide prompts, clarify concepts, and encourage deeper thinking on how customer needs, value delivery, and resources align.

5. Presentation and peer feedback (each group presented their completed BMC to the class, and presentations were followed by peer questions and constructive feedback from facilitators, focusing on feasibility, creativity, and completeness of the model);
6. Presentation and peer feedback (at the end of the session, students reflected on what they learned about how businesses operate, the importance of aligning different business elements, and how the BMC can help entrepreneurs structure their ideas).

Data were collected through observation notes from facilitators during group discussions and presentations, photographic documentation of completed canvases, and student reflection sheets that summarized key insights and self-assessed learning outcomes. The program employed a participatory action learning approach, where students learned through hands-on experience, collaboration in groups, presentation of their work, and reflection on their experiences. To validate the learning outcomes, the facilitators used multiple methods: 1) cross-checking student outputs (completed canvases) with facilitator observations, 2) reviewing peer feedback during presentations, and 3) analyzing student reflection sheets. This triangulation helped ensure that the results accurately represented both the learning process and the students' understanding of the BMC.

A thematic analysis approach was used to identify common patterns in student understanding, creativity, and application of the BMC framework. The analysis focused on clarity in defining customer segments and value propositions, logical coherence across the nine building blocks, and the level of innovation and practicality in proposed business ideas.

Setting and Cooperation

This occurred on June 13, 2025, at Al-Izhar High School. It is part of the broader partnership between Al-Izhar and the IPMI Institute, focusing on entrepreneurial literacy to equip high school learners with strategic thinking.

Data Collection

Different types of qualitative sources of data were gathered as follows: 1) Observation Notes to be filled by facilitators during group discussions and presentations; 2) Photographic Documentations to capture group efforts or completed canvasses; 3) Output Students to prepare BMC templates/presentation decks; and 4) Reflection Sheets to write student reflections that recapped their experience.

Data Analysis Process

The data analysis employed a thematic and comparative methodology, designed to ensure that insights were grounded in the students' outputs and observable behaviors.

1. Compiling raw data to scanning of all student canvases, reflection sheets, and facilitator notes, and organizing them according to group and class;
2. Initial Coding to have the key ideas from canvases and reflections were coded under categories corresponding to the nine BMC building blocks (e.g., customer segments, value propositions, revenue streams);
3. Thematic Analysis to have the key patterns within and cross-group highlight strong recurring (e.g., creativity in value propositions) as well as recurrent gaps (e.g., attention cost structure);

4. Triangulation involves conducting cross-verification among these sources of data: facilitator observations, students' outputs, and reflections. With this aspect, biased estimations were reduced, resulting in a much wholesome interpretation of student learning;
5. Comparative Analysis to compare the group output to give a picture of differences in depth, creativity, and feasibility. This comparative lens highlights best practices from some groups that may inform future teaching strategies.

Ethical Considerations

Ethical protocols were in place to protect participants adequately. Informed consent was obtained from both school administrators and students. The data has been anonymized, and no personally identifiable information will be reported. The study was strictly educational and developmental.

RESULTS & DISCUSSIONS

The results from Al-Izhar High School's BMC program are consistent with the increasing research evidence supporting the BMC as an educational and entrepreneurial tool. First, the required active student participation and visual learning align with the original authors, Osterwalder and Pigneur, who proposed the BMC as a framework for visual thinking to simplify the complexities associated with business ideas (Bachman et al., 2025; Tahir, 2025). They were later confirmed through various studies to be highly effective in an educational context, promoting collaboration, critical thinking, and creativity (Joyce & Paquin, 2016). Secondly, the ability of students to identify customer segments and value propositions is a common theme in some entrepreneurship education research. Scholars such as Teece, Osterwalder, and Pigneur argue that the nature of "who is the customer is" and "why is the product important" underlies successful businesses (Ademi et al., 2024; Bachman et al., 2025; Faccin et al., 2025; Tahir, 2025). The fact that high school students can articulate these things demonstrates the adaptability of the BMC at various educational levels. Thirdly, the gaps identified in financial modeling and cost structures reflected previously identified limitations, and some researchers agree that while learners tend to be more attracted to the creative aspects of the BMC, they require more assistance in developing sound financial components (Houat et al., 2025; Tudose et al., 2024). Al-Izhar discusses support in this trend, emphasizing the need to complement the BMC with targeted financial literacy training. Finally, the participatory nature of the session through peer presentations and feedback reflects the principles of participatory learning. Self-directed learning, particularly through participatory action learning, engages students in group reflection, improving both understanding and the transfer of skills (Bennett et al., 2025). This is demonstrated in the Al-Izhar/IPMI program. This will create a scenario where students learn not only from the trainers but also through peer-to-peer learning among themselves.

Taken together, findings from Al-Izhar authenticate the BMC for good structuring of ideas, supporting previous studies that pitch it as innovative and popularly accessible. More importantly, this case extends the current literature by demonstrating the relevance of BMC in a high school setting, which is an underrepresented context compared to university or professional applications. Early exposure to such frameworks may help develop entrepreneurial sensitivity and problem-solving skills, enabling students to navigate their academic and career pathways more effectively.

At Al-Izhar High School, the analysis of the BMC program focused on the level of student understanding, application, and internalization of the nine building blocks of BMC in generating hypothetical or actual business concepts. The facilitation team at the IPMI Institute gathered insights into learning processes and outcomes through structured observations, group presentations, and student reflection sheets.

The initiatives that will be achieved under this project include BMC diagrams completed by each student group, decks presenting their business ideas, and a consolidated learning report that captures the creativity and practical reasoning exercised by the participants. These deliverables serve as tangible evidence of the program's impact and form a basis for further developing educational collaborations.

Outcomes Analysis

Understand Customer Segments

There is a nascent, emerging understanding of the customer segment. In fact, most of the groups tended to choose a target market based purely on youth or community demographics, such as an eco-friendly school canteen service, a mobile tutoring platform for junior students, and a peer-to-peer stationery exchange. Whereas most grouped customer segments by age, needs, or preferences, they lacked deeper segmentation criteria, such as purchase power or purchase behavioral patterns. This indicates that there is a need for reinforcement in profiling a market, beyond the simple demographic factor. Students demonstrated an emerging understanding of customer segmentation (available on: <https://study.com/academy/lesson/what-is-customer-satisfaction-definition-examples-quiz.html>). Most groups chose markets familiar to them, such as an eco-friendly school canteen, a mobile tutoring platform for junior students, or a peer-to-peer stationery exchange. These choices reflected a basic demographic segmentation (age, needs, or broad preferences). However, the groups generally lacked deeper profiling, such as customers' purchasing power, behavioral patterns, or lifestyle differences. This suggests the need for greater reinforcement of market profiling techniques beyond demographic factors, in line with research highlighting the importance of behavioral segmentation in business modeling (Stavrianea & Kamenidou, 2021; Tsai & Wang, 2017).

Constructing Value Propositions

Students demonstrated creativity in designing value propositions, all of which acknowledged novelty and relevance in solving problems. Examples include offering reusable packaging to reduce school waste, providing customized tutoring schedules that accommodate extracurricular activities, and creating affordable snack bundles for budget-conscious students. The most effective value propositions are clear about the specific pain point they address while communicating a unique benefit to the potential customer. Some, however, remained too broad or generic, reminding us that the value creation must link directly with well-defined customer needs. Students displayed considerable creativity in designing value propositions. Many acknowledged the novelty and relevance of addressing practical school problems, such as implementing reusable packaging to reduce waste, creating customized tutoring schedules to accommodate extracurricular activities, and offering affordable snack bundles tailored for budget-conscious students. The strongest value propositions are clearly linked to specific pain points, providing unique benefits that could resonate with customers. Nonetheless, some remained too broad or generic, reinforcing the importance of aligning value creation with well-defined customer needs. This finding supports Osterwalder and Pigneur's view that value propositions must directly connect with target customer problems (Bachman et al., 2025; Tahir, 2025).

Channel Strategies

Students selected direct and indirect channels, although most favored social media platforms, such as Instagram and WhatsApp, for promotions, in addition to in-school product demonstrations. While most of these channels produced strong awareness and delivery channels, after-sales support channels received

relatively less attention, indicating a gap in understanding customer retention processes. Students identified a mix of direct and indirect channels. Social media platforms such as Instagram and WhatsApp dominated as preferred promotional tools, complemented by in-school demonstrations and events (Kumar et al., 2022). These channels effectively built awareness and supported delivery but lacked emphasis on after-sales or customer support channels, reflecting a gap in understanding of customer retention. This is consistent with others' observations that novice entrepreneurs often underdevelop long-term customer relationship strategies (Fritscher & Pigneur, 2015; Tahir, 2025).

Customer Relationships

Most groups preferred personal assistance and community-building strategies since this was quite close to the school environment. Some introduced loyalty programs, while others incorporated gamification elements to keep customers engaged. However, only a few studies have examined automated service options, such as online ordering systems. The majority of groups emphasized personal assistance and community-building strategies, aligning naturally with the school environment. Some experimented with loyalty programs and gamification features to sustain customer interest. However, relatively few considered automated services, such as online ordering platforms, which could enhance scalability and efficiency. This suggests that while relational strategies are effective, there is potential to incorporate technology-based approaches for customer management (Zahoor et al., 2020).

Revenue Streams

Varied revenue models addressed transaction-based sales, including the most innovative options within subscription services, which offered more flexible weekly meal plans (Kristian & Imelda, 2017; Young, 2021). While most students understood basic pricing strategies, fewer applied higher price levels or bundled offers, indicating a need for further training in diversifying income sources. Students produced varied revenue models, with transaction-based sales as the most common approach. Some groups showed innovation by proposing subscription services, such as weekly meal plans. While students grasped basic pricing, fewer explored tiered pricing, bundling, or premium models, highlighting the need for further instruction on revenue diversification. Prior research has noted similar gaps, with beginner entrepreneurs excelling in idea generation but struggling with revenue strategy design (Joyce & Paquin, 2016).

Key Resources

Human resources, team members, and school volunteers were the most commonly identified resources. Physical resources were also identified as critical: the equipment and spaces required. Fewer groups considered intellectual resources, such as brand identity, customer data, or proprietary methods, which could be substantially better integrated in future sessions. Human resources, such as team members and school volunteers, were consistently identified as essential, alongside physical resources like equipment and space. However, Stein, in his book entitled "*Using the Stages of Team Development*" explains that intellectual resources (brand identity, customer data, proprietary processes) received little attention, despite their growing importance in sustaining competitive advantage (Iskamto, 2023; Tahir, 2025). Strengthening awareness of intangible resources would enhance the depth of student business models.

Key Activities

Most groups identified specific operational steps, from production to marketing and delivery, and those with digital-based services clearly identified platform management as a core activity. However, there were still some groups that did not fully appreciate the ongoing nature of activities that included customer engagement, quality control, and content creation. Students generally identified core operational steps, including production, marketing, and delivery (Khan et al., 2021). Groups working on digital platforms also emphasized the importance of platform management. However, ongoing activities such as customer engagement, quality control, and content creation were less consistently addressed. This suggests a need to highlight the continuous nature of business activities, rather than treating them as one-time tasks.

Key Partnership

Thus, they recognized the importance of forming partnerships within the school ecosystem, often involving collaborations with school clubs for marketing, arrangements with local vendors for supplies, and support for teachers in mentorship roles (Creely & Blannin, 2025; Kumar et al., 2022). The study found that external partnerships beyond those within the school community were also not thoroughly explored; hence, this might limit the scalability of these ideas. Students recognized the value of partnerships primarily within the school ecosystem, such as collaborations with school clubs, local vendors, and teacher mentors. These relationships were realistic and relevant for the context. However, external partnerships, for instance, with businesses outside the school community, were rarely considered. This limited perspective could restrict scalability, as supported by other findings that local, comfort-zone collaborations are common among early-stage learners but must be expanded to achieve a broader impact (Felani et al., 2025; Tee & Chia, 2025).

Cost Structure

Most students could identify fixed and variable costs. Fewer of them did an in-depth breakdown of the costs. The strongest cost analyses came from groups that understood the concept of economies of scale, such as bulk purchasing, which resulted in lower unit costs. A cost-driven versus value-driven orientation was also not always apparent. Most groups distinguished between fixed and variable costs but provided limited depth in cost analysis. Stronger analyses included recognition of economies of scale, such as bulk purchasing for reduced unit costs (Aggarwal et al., 2024; Zgrzywa-Ziemak et al., 2024). However, few groups explicitly discussed whether their models were cost-driven or value-driven, reflecting a partial grasp of financial orientation in business strategy. This gap underscores the importance of introducing structured financial literacy alongside BMC exercises.

Cross-Group Observations

From a facilitation perspective, the IPMI Institute observed several similarities.

1. High levels of engagement were exhibited when students worked on ideas that linked directly to their lives in school.
2. Sticky notes and large canvases: Improving the retention of ideas and group collaboration through visual thinking.
3. The amount of time provided influenced the depth of each developed building block, suggesting an even greater need for expanding the time spent in the future for more cognitively complex thinking.

4. In the collaboration between Al-Izhar High School and IPMI Institute, 36 students were divided into six groups of 5-6 members. This structure ensured balanced participation while encouraging diversity of ideas and collaboration. Within the groups, leadership and support roles emerged organically.

Table 1 shows students in leadership roles and support or analysis roles.

Table 1. Students in Leadership Roles & Support/Analysis Roles

Category	Number of Students	Percentage
Total Students	36	100%
Groups	6	-
Students in Leadership Roles	22	61%
Students in Support/Analysis Roles	14	39%

Sources: Al-Izhar High School, Lebak Bulus, Jakarta 2025

Table 2 shows student learning outcomes after the BMC programs.

Table 2. Student Learning Outcomes (Survey Results)

Outcome	Number of Students	Percentage
A clearer understanding of BMC	26	72%
Reported teamwork enhanced learning	23	64%
Increased confidence in public speaking	21	58%

Sources: Al-Izhar High School, Lebak Bulus, Jakarta 2025

5. Quantitative feedback revealed that 72% of participants reported gaining a clearer understanding of the BMC, while 64% indicated that teamwork significantly enhanced their learning process. Additionally, 58% reported an increase in confidence in public speaking and presentation skills following participation in the sessions.

6. Qualitative reflections supported these findings. One student remarked,

"The BMC helped me see how an idea can be turned into a real business structure,"

While another noted,

"Working in a group taught me the importance of communication and shared responsibility,"

Observation notes confirmed that students showed improved confidence, creativity, and adaptability when presenting and refining their business models.

7. Qualitatively, student statements reinforced these findings. One participant noted,

"The BMC helped me connect ideas with real-life business practices,"

While another reflected,

"Working in a group made me realize how important communication and shared responsibility are,"

Observation notes from facilitators confirmed these perceptions: students grew progressively more confident, demonstrated creativity in designing business models, and adapted well to peer and mentor feedback.

Interpretation of Impact

The BMC application at Al-Izhar High School has: 1) increased entrepreneurial awareness: students have developed a clearer understanding of business functions beyond just the product or service; 2) improved strategic thinking: within a very short time scale, participants made some progress in linking customer needs to operational capabilities; 3) practical skill development: collaboration, critical thinking, and problem-solving were exercised through hands-on learning.

Needed improvements were: 1) Further integration of market research into customer segmentation; 2) place greater emphasis on intellectual property and branding strategies; and 3) including more thorough modeling for both costs and revenues will enhance business feasibility.

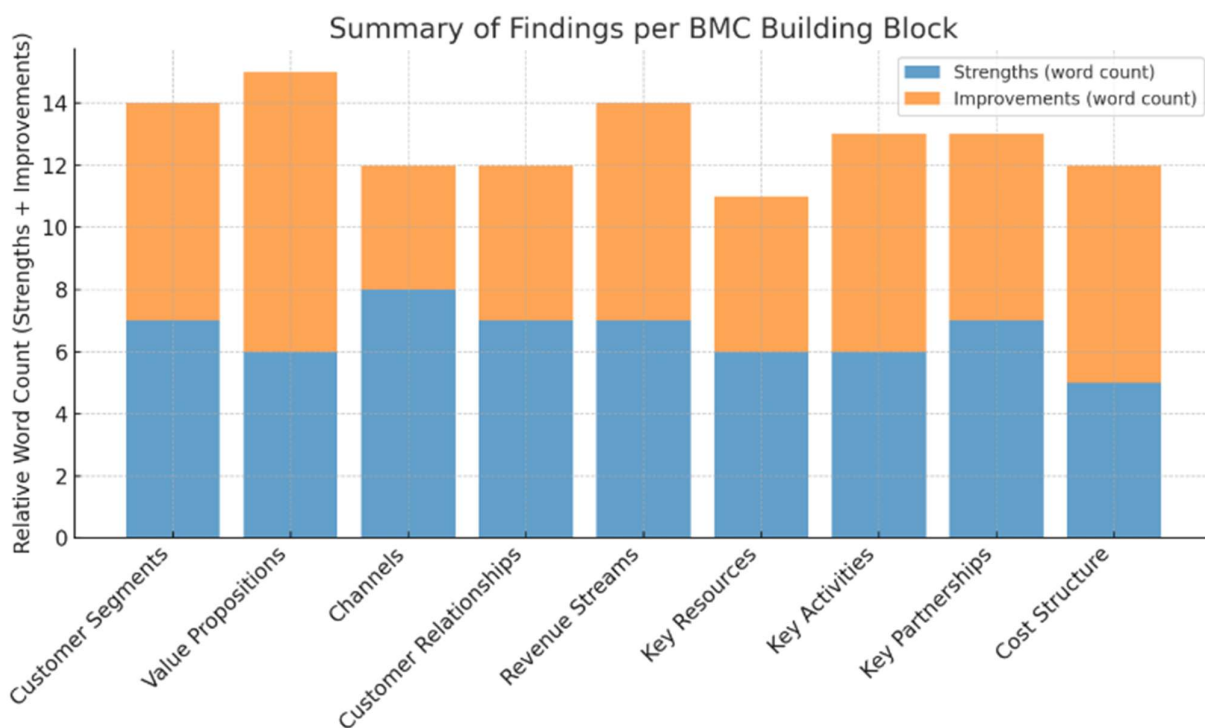


Figure 2. BMC with Strengths & Improvements
Sources: *Community Services 2025*

The analysis in **Figure 2** above indicates that the BMC is an educationally effective tool for high school students when introduced through participatory and hands-on learning. What was delivered holds tangible (in strength), in the form of completed business model documents and presentations, and intangible value in the form of entrepreneurial mindset and teamwork skills (in improvement). The partnership between Al-Izhar High School and IPMI International Business School demonstrates the potential of academic and industry collaboration in creating impactful experiential learning opportunities, equipping students for higher education and their future entrepreneurial ventures.

CONCLUSION

The community service activity at Al-Izhar High School on June 13, 2025, successfully introduced high school students to the fundamentals of entrepreneurship through the BMC. The workshop enhanced critical thinking, communication, and collaboration skills while laying the groundwork for developing an entrepreneurial mindset. The program also demonstrated the effectiveness of higher education institutions in promoting business literacy among secondary school students. Future iterations may include a multi-session model for deeper exploration, mentorship programs, and integration with school entrepreneurship curricula. This initiative serves as a meaningful contribution to youth empowerment and entrepreneurship education in Indonesia.

The findings also indicated specific areas for improvement; most groups successfully identified basic customer profiles and articulated their value propositions, but deeper market analysis, such as segmentation based on behavior, preferences, and purchasing patterns, was lacking. While revenue streams and cost structures were addressed, the financial components of the models often lacked detailed calculations or strategic diversity, such as exploring multiple revenue sources or cost optimization techniques. From a pedagogical perspective, the hands-on, visual nature of the BMC proved to be a highly effective instructional tool for this age group. The use of large-format canvases and sticky notes not only made the process engaging but also encouraged iterative thinking—students could easily move, replace, or refine elements as discussions evolved. This visual and tactile approach enhanced comprehension and retention, as evidenced by the quality of group presentations and the depth of peer-to-peer feedback sessions. Such initiatives bridge the gap between theoretical knowledge and real-world application, preparing students not only for higher education but also for entrepreneurial ventures and innovation-driven careers.

Looking ahead, the success of this program suggests several growth opportunities. Future iterations could incorporate extended time frames to allow deeper exploration of each BMC building block, integration of market research activities (enabling students to validate assumptions with real data), simulation or prototyping phases (where students can test aspects of their business model in practice), and mentorship components (linking student groups with entrepreneurs or business professionals for feedback and guidance).

In conclusion, the BMC program at Al-Izhar High School, in partnership with IPMI Institute, has achieved its objective of fostering entrepreneurial thinking and strategic awareness among participants. By engaging students in an interactive, structured, and collaborative process, the program has not only equipped them with a foundational understanding of business modeling but also cultivated transferable skills essential for their academic and professional futures. The outcomes affirm the effectiveness of the BMC as both an educational framework and a tool for inspiring innovation at the high school level.

AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirm that the data and content of the article are free from plagiarism.

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