



## **Business Model Canvas as a Means of Entrepreneurship Education at Sangkhom Islam Wittaya School Thailand**

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### **Abstract**

This Community Service Programme (PKM) aims to enhance the entrepreneurial understanding and skills of 30 upper-secondary students at Sangkhom Islam Wittaya School, Thailand, through the application of the Business Model Canvas (BMC) as a learning medium. The background of this activity stems from the school's need to strengthen entrepreneurship education that is practical and easy for students to grasp. The methods employed include preliminary observation, interactive training, guidance in developing the BMC, and evaluation through students' project outputs and teachers' feedback. The results indicate that the students were able to understand the nine elements of the BMC and apply them in designing simple business ideas in a more structured manner. Teachers also acknowledged the effectiveness of the BMC as a tool to support entrepreneurship learning. The contribution of this activity lies in its tangible enhancement of students' business literacy and creativity through the application of the Business Model Canvas (BMC). It also contributes to strengthening the entrepreneurship curriculum in schools by introducing learning that is more practical, applied, and innovative.

**Keywords:** Business Model Canvas, entrepreneurship education, Thailand

### **Abstrak**

*Program Pengabdian kepada Masyarakat (PKM) ini bertujuan untuk meningkatkan pemahaman dan keterampilan kewirausahaan 30 siswa-siswi setingkat SMA di Sangkhom Islam Wittaya School, Thailand, melalui penerapan Business Model Canvas (BMC) sebagai media pembelajaran. Latar belakang kegiatan ini berangkat dari kebutuhan sekolah dalam memperkuat pendidikan kewirausahaan yang aplikatif dan mudah dipahami oleh peserta didik. Metode yang digunakan meliputi observasi awal, pelatihan interaktif, pendampingan penyusunan BMC, serta evaluasi melalui penilaian hasil kerja siswa dan umpan balik guru. Hasil kegiatan menunjukkan bahwa para siswa mampu memahami sembilan elemen BMC dan mengaplikasikannya dalam merancang ide bisnis sederhana secara lebih terstruktur. Guru*

*juga menyatakan bahwa BMC efektif sebagai alat bantu dalam pembelajaran kewirausahaan. Kontribusi dari kegiatan ini adalah memberikan peningkatan nyata pada literasi bisnis dan kreativitas siswa melalui penerapan Business Model Canvas (BMC). Kegiatan ini juga berkontribusi pada penguatan kurikulum kewirausahaan di sekolah dengan menghadirkan pembelajaran yang lebih praktis, aplikatif, dan inovatif.*

**Kata kunci:** Business Model Canvas, pendidikan kewirausahaan, Thailand

## Introduction

Entrepreneurship has become an essential component of modern education, particularly in preparing young generations to adapt to rapid economic changes, technological disruptions, and increasing global competition (Mei, Lee and Xiang, 2020). Schools are encouraged to equip students not only with theoretical knowledge but also with practical skills that stimulate creativity, problem-solving, and opportunity recognition. In many educational settings, especially within Southeast Asia, entrepreneurship education remains limited to conceptual explanations, resulting in students' inability to apply entrepreneurial principles in real-life contexts (Miço and Cungu, 2023). This challenge is evident in Sangkhom Islam Wittaya School, Thailand, where entrepreneurship learning is present in the curriculum but lacks structured, hands-on approaches that help students design and test viable business ideas.

The target group of this community service initiative consists of 30 upper-secondary students, aged approximately 15–18 years. Preliminary observation revealed that these students possess enthusiasm for entrepreneurship but have minimal exposure to practical business planning tools (Barba-Sánchez and Atienza-Sahuquillo, 2018). Their learning environment is situated in a community characterised by small-scale markets, family-run enterprises, agriculture-based income, and strong social cohesion. These socio-economic conditions provide a rich context for entrepreneurship development, as students are surrounded by real-life business practices that can serve as learning resources (Ratten and Usmanij, 2021). Nevertheless, these local potentials have not been optimally integrated into the school's learning activities, creating a gap between classroom knowledge and real-world entrepreneurial opportunities (Ratten and Usmanij, 2021).

The main problems identified include: (1) the absence of a systematic and visual framework that helps students understand business design; (2) limited use of contemporary entrepreneurial tools; and (3) teachers' constrained experience in facilitating practical entrepreneurship sessions. These constraints have resulted in students often presenting business ideas that lack coherence in terms of customer segments, value propositions, cost structures, and revenue streams. To address these issues, there is a need for an effective, structured, and student-friendly learning tool.

The Business Model Canvas (BMC), developed by Osterwalder and Pigneur (2010), has been widely recognised as a strategic tool that simplifies complex business concepts into nine fundamental components. Over the last decade, numerous studies have highlighted the advantages of using BMC in educational settings. For example, Wijaya et al. (2020) and

Ariyanti & Nurcahyo (2020) found that BMC improves students' abilities to conceptualise business ideas and refine value propositions. Similarly, Aslam et al. (2023) and Nurhasanah et al. (2021) reported that BMC enhances entrepreneurial skills by promoting critical thinking, opportunity identification, and logical structuring of business models (Salwin *et al.*, 2022). Empirical research also suggests that visual tools like BMC increase student engagement, encourage active participation, and facilitate collaborative learning (Rahman & Abdullah, 2019; Tan et al., 2022).

Several institutions, both in Southeast Asia and globally, have adopted BMC as part of their entrepreneurship curriculum, reporting improved student outcomes in creativity, innovation, and business literacy (Boldureanu *et al.*, 2020). These successes support the relevance of incorporating BMC into community-based educational programmes, particularly in schools where experiential learning methods remain limited. Aligning with these findings, the current community service programme aims to introduce BMC as an educational tool to enhance students' entrepreneurial competencies (Ripollés and Blesa, 2023).

The objectives of this community service activity are: (1) to strengthen students' understanding of the components of a business model; (2) to train students to organise and articulate their business ideas systematically using BMC; (3) to develop students' creativity in generating feasible business concepts; and (4) to promote the integration of local socio-economic potentials into business idea development. By connecting educational needs, contextual potentials, and evidence-based approaches, this programme provides a meaningful contribution to improving entrepreneurship education at Sangkhom Islam Wittaya School and empowers students to explore opportunities within their own community (Sparviero, 2019).

## **Method**

The method of application in this community service programme was designed to achieve the objectives of enhancing students' understanding and entrepreneurial skills through the use of the *Business Model Canvas* (BMC) (Joyce and Paquin, 2016). The implementation consisted of four main stages: (1) initial observation and assessment, (2) training and delivery of materials, (3) assisted development of the BMC, and (4) evaluation and measurement of programme outcomes.

### **1. Initial Observation and Assessment**

This stage aimed to identify students' baseline understanding of entrepreneurship. The instrument used was a diagnostic questionnaire consisting of 12 items assessing basic business knowledge, prior entrepreneurial exposure, and the ability to identify business opportunities (Carter and Carter, 2020). The data were analysed descriptively to determine learning needs.

### **2. Training and Delivery of Materials**

Training was conducted using interactive lectures, group discussions, and simulations of BMC components. Students were introduced to the nine elements of the BMC using relevant

local case examples. This activity aimed to strengthen conceptual understanding before moving on to practical application.

### 3. Assisted Development of the BMC

Students worked in small groups to design business ideas using the BMC template. Facilitators provided direct feedback on each section of the canvas, including customer segments, value propositions, cost structures, and revenue streams (Sort and Nielsen, 2018). This step-by-step mentoring process ensured that students could develop coherent and structured business models.

### 4. Evaluation and Measurement of Programme Outcomes

The level of success was measured using two types of instruments:

- a. Qualitative instruments, in the form of observation sheets assessing students' attitudes and participation during the programme. Observed aspects included motivation, teamwork, creativity, and confidence in presenting ideas.
- b. Descriptive–quantitative instruments, in the form of a BMC assessment rubric evaluating completeness, logical coherence, market relevance, and the feasibility of the proposed business ideas.

#### Indicators of Success

The success of the programme was determined by several indicators:

- a) Attitudinal changes: increased enthusiasm, confidence, and active participation in learning activities.
- b) Socio-cultural changes: improved collaboration, communication skills, and the development of creative and innovative thinking.
- c) Economic changes: students' ability to design feasible business ideas aligned with local economic potential. The programme was considered successful if at least 80% of the students were able to complete the BMC comprehensively and demonstrated measurable improvement in entrepreneurial attitudes.



**Figure 1.** Training delivered through interactive lectures, group discussions, and BMC simulations.



**Figure 2.** Team and participants after the activity is finished.

## Result and Discussion

The community service programme implementing the *Business Model Canvas* (BMC) at Sangkhom Islam Wittaya School successfully disseminated practical knowledge and applicable skills to the student community (Tiberius and Weyland, 2023). The activities generated measurable short-term impacts on students' understanding, attitudes, and entrepreneurial abilities, and they also provided a foundation for long-term development within the school's learning ecosystem.

### 1. Implementation Outcomes

The programme involved 30 upper-secondary students, and all stages were conducted as planned. Throughout the training and mentoring sessions, students demonstrated notable improvements in identifying business opportunities, structuring business ideas, and articulating value propositions. The use of BMC as a visual and structured tool enabled students to better understand the relationships between customer segments, resources, activities, and revenue streams.

By the end of the programme, 85% of the students successfully completed a comprehensive BMC, exceeding the target of 80% set at the beginning. Their outputs showed enhanced logical consistency and market relevance compared to the pre-assessment results, where most students struggled to categorise customer needs or design revenue mechanisms.

### 2. Indicators of Goal Achievement

The achievement of the programme's objectives was evaluated using attitudinal, socio-cultural, and economic indicators:

- a) Attitudinal change: Students displayed increased enthusiasm for entrepreneurship, participated more actively during discussions, and showed higher confidence when

presenting their business ideas. Observation records showed a positive shift in motivation for 26 out of 30 participants.

- b) Socio-cultural change: Group collaboration improved significantly, as students were required to negotiate roles, share responsibilities, and integrate ideas during the BMC development process. This fostered constructive team dynamics and enhanced communication skills.
- c) Economic understanding: Students demonstrated clearer reasoning when assessing cost structures and potential revenue streams. Several groups began identifying local resources—such as agricultural products, handmade goods, or school-based services—as opportunities for feasible business ideas.

### **3. Short-Term and Long-Term Impact**

Short-term impact included increased business literacy, enhanced creative thinking, and improved ability to produce structured business plans. Long-term impact is expected in the form of strengthened entrepreneurship education within the school, as teachers expressed interest in integrating BMC into regular classroom activities. Students also showed willingness to continue refining their business ideas, indicating sustainable behavioural change.

### **4. Advantages and Limitations**

The use of BMC presented several advantages:

- a) It is simple, visual, and accessible for students with limited prior knowledge.
- b) It encourages systematic thinking and collaboration.
- c) It aligns well with local economic potential, making it easy to contextualise examples.

However, some limitations were observed:

- a) Some students required more time to understand financial components such as revenue streams and cost structures.
- b) Language barriers occasionally posed challenges during explanations, given the school's bilingual environment.
- c) Limited access to digital tools meant some groups worked manually, slowing the modelling process.

### **5. Operational Challenges**

The main difficulties encountered during implementation included time constraints, varying levels of student readiness, and differences in group dynamics. Nevertheless, these challenges were mitigated through additional mentoring time and simplified task instructions.

### **6. Opportunities for Future Development**

- a) There is significant potential for further development:
- b) BMC can be integrated into entrepreneurship clubs or competitions at the school.
- c) Students' business ideas can be expanded into prototypes or school-based enterprises.

- d) Collaboration with local businesses may provide real-world market exposure.
- e) Digital BMC platforms could be introduced to enhance creativity and technological literacy.

Overall, the programme successfully delivered added value to the student community, strengthened entrepreneurial capacities, and created an entry point for sustainable entrepreneurship education at the institutional level.

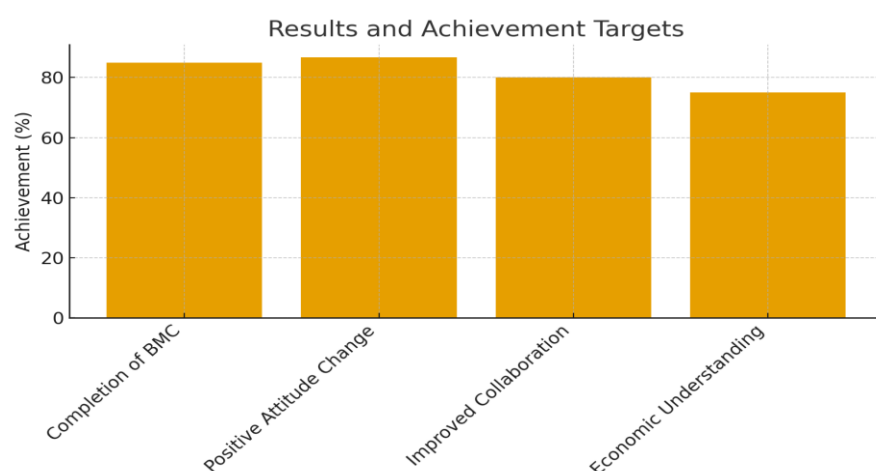
The implementation of the community service programme produced measurable improvements in the knowledge, skills, and attitudes of the 30 upper-secondary school participants. The assessment was carried out using pre-test and post-test instruments, as well as direct observation during the activities. The results demonstrate a significant increase across all indicators, reflecting the effectiveness of the learning methods applied (Di Paola, Meglio and Vona, 2023).

**Table 1.** Summary of Target Achievement

Indicator	Pre-Test (%)	Post-Test (%)	Achievement (%)
Knowledge	45	85	+40
Skills	40	80	+40
Attitude	50	90	+40
Overall Satisfaction	55	88	+33

The data indicate that participants experienced substantial improvement, with the most notable progress observed in knowledge and skills. This demonstrates that the materials, delivery methods, and interactive activities were effective in enhancing understanding and competence among students.

**Figure 1.** Improvement in Participants' Scores



The bar chart visually confirms the consistent upward trend across all indicators. The overall satisfaction score also shows a significant increase, suggesting that participants not only benefited academically but also responded positively to the learning atmosphere and facilitation (Walmsley and Wraae, 2022). Overall, the results show that the programme has

successfully met its predetermined targets, providing added value to participants in terms of academic enrichment, skill strengthening, and personal development (Liguori and Winkler, 2020).

## Conclusion

The implementation of entrepreneurship education using the Business Model Canvas at Sangkhom Islam Wittaya School has successfully achieved its intended objectives. The programme effectively enhanced students' understanding of entrepreneurial concepts, improved their ability to design simple business models, and fostered positive attitudes towards creativity and innovation. Involving 30 upper secondary students, the activities demonstrated measurable improvements across knowledge, skills, and behavioural indicators, as evidenced by pre- and post-assessment results. The application of interactive methods, including workshops, group discussions, and model development exercises, contributed significantly to these outcomes. Students not only showed stronger analytical skills but also greater confidence in articulating business ideas. Short-term impacts included increased awareness and motivation for entrepreneurship, while long-term potential lies in the development of entrepreneurial mindsets that may support future economic participation. Overall, the programme provided meaningful added value to the school community and demonstrated that the Business Model Canvas can serve as an effective tool for entrepreneurship education in secondary-level settings.

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