Introducing Lean Canvas: An Assistance for SMKN 3 Tuban Students in Composing Business Plan

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Abstract. *Lean Canvas is a framework that aids in designing a focused and efficient business model, highly suited to the rapidly changing business environment of today. Lean Canvas is a framework or tool used for rapidly and efficiently designing and developing business models. The objective of this assistance was to introduce Lean Canvas model for SMKN 3 Tuban students in order to be able to use it for composing business plan. Community service in the form of mentoring for students at SMKN 3 Tuban was conducted with a total of 5 meetings within 1 month. Before receiving guidance on creating a business plan matrix using Lean Canvas, the students received related materials on entrepreneurship, an introduction to business plans, marketing, human resources, creative economy, product development, e-commerce, and finance. There were 20 participating students in the mentoring program. Out of these 20 students, there were 5 students grouped together, each group having one product which consisted of banana chips in various flavors. Additionally, there was 1 student who had a fruit salad business.*

Abstrak. Lean Canvas adalah kerangka kerja yang membantu merancang model bisnis yang fokus dan efisien, sangat sesuai dengan lingkungan bisnis yang berubah dengan cepat saat ini. Lean Canvas adalah kerangka kerja atau alat yang digunakan untuk merancang dan mengembangkan model bisnis dengan cepat dan efisien. Tujuan dari pendampingan ini adalah untuk memperkenalkan model Lean Canvas kepada siswa SMKN 3 Tuban agar dapat digunakan dalam penyusunan rencana bisnis. Pengabdian masyarakat berupa pendampingan terhadap siswa SMKN 3 Tuban dilaksanakan dengan jumlah pertemuan sebanyak 5 kali dalam kurun waktu 1 bulan. Sebelum mendapat bimbingan pembuatan matriks rencana bisnis menggunakan Lean Canvas, para mahasiswa mendapat materi terkait kewirausahaan, pengenalan rencana bisnis, pemasaran, sumber daya manusia, ekonomi kreatif, pengembangan produk, e-commerce, dan keuangan. Siswa yang mengikuti program pendampingan berjumlah 20 orang. Dari 20 siswa tersebut terdapat 5 siswa yang dikelompokkan, masing-masing kelompok mempunyai satu produk

berupa keripik pisang berbagai rasa. Selain itu terdapat 1 orang siswa yang mempunyai usaha salad buah.

1 Introduction

Vocational education at the Vocational High School (SMK) level has the primary goal of preparing students to enter the workforce directly after graduation. In the era of globalization and increasing business competition, entrepreneurial skills are becoming increasingly important. One way to develop the entrepreneurial spirit of SMK students is through creating business proposals using the Lean Canvas approach. Lean Canvas is a framework that aids in designing a focused and efficient business model, highly suited to the rapidly changing business environment of today. Lean Canvas is a framework or tool used for rapidly and efficiently designing and developing business models. Developed by Ash Maurya, Lean Canvas is designed as a more concise and practical approach compared to the more complex Business Model Canvas. The primary goal of Lean Canvas is to assist entrepreneurs and business owners in identifying, testing, and developing business ideas with a focus on relevant key elements.

By guiding SMK students in creating business proposals using Lean Canvas, they are encouraged to think deeply about all aspects of the planned business. This process helps students identify the value proposition of the product or service they intend to offer, as well as understand the market segments they aim to target. As a result, students not only grasp general business concepts, but also learn about strategies based on real market needs. Such guidance also offers students the opportunity to learn about efficient resource management. In Lean Canvas, aspects such as key resources, distribution channels, and partnerships are emphasized. Through this guidance, students are prompted to think about how to optimize available resources to ensure the smooth operation of the business. This impacts not only students' entrepreneurial abilities but also their proficiency in managing crucial aspects of the business world.

Besides, creating business proposals with the Lean Canvas approach teaches students the importance of flexibility in responding to market changes. In business, adaptation to changes is key to sustainability. With appropriate guidance, students can understand how to read market trends and adjust their business plans accordingly. This will help them develop a

mindset prepared to face the challenges of the dynamic business world. This guidance can serve as a platform for students to develop communication and collaboration skills. In the process of creating business proposals, students need to discuss and collaborate with their peers. They also need to communicate their ideas clearly and persuasively in the proposals they put together. With the right guidance, students can sharpen these skills, which will prove valuable in various aspects of their future professional lives. This approach stimulates students' interest in the business and entrepreneurship world. By utilizing Lean Canvas to design a simple yet effective business model, students can experience the tangible impact of their creative ideas. This can motivate them to be more engaged in developing their own businesses in the future, or at the very least, understand the significance of entrepreneurship in facing the challenges of the modern job market. By combining guidance for SMK students in creating business proposals with the Lean Canvas approach, schools can provide a valuable platform for the development of students' entrepreneurial skills, as well as help them understand the realities of business in a more practical and market-oriented manner.

There were some studies related to Lean Canvas which had been studied, such as (Nidagundi & Novickis, 2016). In this research, the authors mentioned that agile methodologies in software development and software testing have introduced fresh concepts and tools to the software industry. With each passing day, an increasing number of companies are embracing an agile approach within their software development procedures. Among these methodologies, Scrum stands out as a prominent approach. It involves the iterative and incremental development of software, while offering a structured framework for managing the entire process. A pivotal role in the Scrum software development process is played by the software tester, who encounters significant changes in their responsibilities. These changes encompass adhering to time constraints for test planning, accommodating evolving requirements, testing within sprint cycles, addressing regression testing, devising plans for test automation, and performing integration testing. In the present landscape, the realm of Scrum software development has integrated numerous tools into its framework for purposes spanning development, software testing, and test planning. In recent times, Lean Canvas has emerged for strategic planning and validation within the business

context. This research paper delves into the potential viability of adapting the Lean Canvas model to the realm of Scrum software testing.

Another study was carried out by (Razabillah et al., 2023). The authors stated that a newcomer in the realm of social media, Piecework is committed to aiding small enterprises in expanding their ventures during the era of globalization. In the creation of startups, having a clear and fitting business model that succinctly explains the company's business concept is crucial. Initially, startups heavily favored the Business Model Canvas as their go-to business model, but with the introduction of the Lean Canvas, their interest shifted towards leveraging it for company growth. The objective behind comparing the Business Model Canvas and Lean Canvas within the context of Piecework's startup is to enhance the startup's development strategy, establish a more robust market position, and attain a deeper comprehension of the business framework by drawing from both business models. To validate the encountered concerns, qualitative interviews were conducted with ten individuals. Lean Canvas is deemed to be a more fitting choice for Piecework due to its potential to enable the creation of customer-centric services. This conclusion is drawn from a comparison of the Business Model Canvas and Lean Canvas business models. Besides, there were some other researches conducted related to Lean Canvas, including (Suharto, 2022), (Walansendow et al., 2022), (Amran et al., 2023), (Hardjanti et al., 2021), (Soelaiman et al., 2021), (Soelaiman et al., 2021) also (Ie & Kezia, 2022)

An assistance conducted by (Hardjanti et al., 2021) discussed a community outreach initiative organized by the Research and Community Engagement Institute of Universitas Islam "45" Bekasi in Tegal Alur Village, West Jakarta. The main objective of the project was to offer guidance to homemakers, the Family Welfare Movement (PKK), youth associations, and small and medium-sized enterprises (UMKM) on initiating financially viable ventures. The project's execution encompassed on-site assessments, instructional sessions, and task evaluations. The Lean Canvas planning approach was employed to outline the key components essential for each business concept. The training yielded positive results, assisting community members in establishing their individual enterprises and achieving profitable outcomes. In summary, the study concludes that this training initiative proved advantageous for the community, nurturing their entrepreneurial aspirations. So, based on some

previous articles related to assistance or community service using Lean Canvas, there had not been articles discussed an assistance in vocational high school. Then, the authors used this article to complete the gap.

2 Method

The assistance program was carried out in SMKN 3 Tuban, East Java. The participants were 15 students of SMKN 3 Tuban. Then, the assistance method used in guiding students in creating business proposals with the Lean Canvas approach involved several stages aimed at guiding students in designing an efficient and focused business model. The following are the stages used in the assistance method, first, introduction to Lean Canvas concept. The initial stage involves introducing students to the Lean Canvas concept. Here, students were provided with an understanding of the elements within the Lean Canvas, such as customer segmentation, value proposition, distribution channels, key resources, partnerships, and more. Second, ideation and business idea selection, in which students were given the opportunity to generate various business ideas. The authors provided guidance in selecting the most promising ideas based on market potential analysis and the value they bring, also the authors gave examples on the available company used Lean Canvas. Third, development of Lean Canvas. Students start filling in each section of the Lean Canvas based on the selected business idea. Mentors can assist students in explaining each element clearly and succinctly within the Lean Canvas. Forth, value proposition identification. Students are encouraged to delve deeper into identifying the value they will offer to customers. Mentors assist students in formulating a unique and appealing value proposition. Fifth, market analysis. Students conducted market analysis to identify customer segmentation and gain a better understanding of potential customer preferences and needs. Sixth, business plan development. Based on the information within the Lean Canvas, students begin to develop a more detailed business plan. The authors helped formulate marketing strategies, product development plans, and other business aspects. Seventh, testing and validation. The students were guided to test assumptions within the Lean Canvas through various methods, such as interviewing potential customers or conducting further market analysis. Eighth, presentation and discussion.

The students presented their business proposals based on the Lean Canvas to the authors.

3 Results

Community service in the form of mentoring for students at SMKN 3 Tuban was conducted with a total of 5 meetings within 1 month. Before receiving guidance on creating a business plan matrix using Lean Canvas, the students received related materials on entrepreneurship, an introduction to business plans, marketing, human resources, creative economy, product development, e-commerce, and finance. There were 20 participating students in the mentoring program. Out of these 20 students, there were 5 students grouped together, each group having one product which consisted of banana chips in various flavors. Additionally, there was 1 student who had a fruit salad business.

Table 1. List of All Mentoring Activities

Date	Material	Core Material
12 August 2023	Registration	
	Opening Ceremony	
	Introduction to Entrepreneurship and Creative Economy	Theory of Introduction to Entrepreneurship and Creative Economy
		Introduction Definition of Business Plan
		Break
	Product Development in Entry Point with Simple Design Thinking	Product Development for Entry Point --> "Creating Market-Accepted Products."
19 August 2023	Traditional Marketing	**Traditional Marketing** Advantages of Traditional Marketing Disadvantages of Traditional Marketing **Word of Mouth** Advantages of Word of Mouth Disadvantages of Word of Mouth

	Business Plan with Lean Canvas Model	Components of Lean Canvas: Definition Components Example Implementation
	Product Development (continued)	Evaluation
26 August 2023	Introduction to Branding	
	Finance & Business Accounting	Finance & Business Accounting
	Break	
	Introduction to Digital Business	Introduction to Digital Business
2 September 2023	E-marketing	Source Of Income Traffic Generation Application for E-Marketing
	Human Resources	Introduction to Human Resources (HR) Scope of Human Resources Human Resources Selection Human Resources Training Human Resources Development Career Progression
	Break	
	Human Resources	Introduction to Human Resources (HR) Scope of Human Resources Human Resources Selection Human Resources Training Human Resources Development Career Progression
9 September 2023	Practice, Presentation and Discussion on Lean Canvas Model Business Plan	

As mentioned earlier, the mentoring is conducted in several steps. The initial stage involves introducing students to the Lean Canvas concept. Here, students were provided with an understanding of the elements within the Lean Canvas, such as customer segmentation, value proposition, distribution channels, key resources, partnerships, and more.
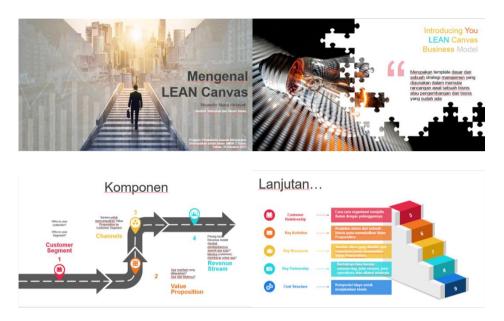

Figure 1. Overview of Lean Canvas Material

Then, ideation and business idea selection, in which students were given the opportunity to generate various business ideas. The authors provided guidance in selecting the most promising ideas based on market potential analysis and the value they bring, also the authors gave examples on the available company used Lean Canvas. After that, the development of Lean Canvas. Students start filling in each section of the Lean Canvas based on the selected business idea. The authors can assist students in explaining each element clearly and succinctly within the Lean Canvas.

Figure 2. Practical Application of Lean Canvas Matrix

Forth, value proposition identification. Students are encouraged to delve deeper into identifying the value they will offer to customers. Mentors assist students in formulating a unique and appealing value proposition. *Fifth*, market analysis. Students conducted market analysis to identify customer segmentation and gain a better understanding of potential customer

preferences and needs. *Sixth*, business plan development. Based on the information within the Lean Canvas, students begin to develop a more detailed business plan. The authors helped formulate marketing strategies, product development plans, and other business aspects. *Seventh,* testing and validation. The students were guided to test assumptions within the Lean Canvas through various methods, such as interviewing potential customers or conducting further market analysis. *Eighth*, presentation and discussion. The students presented their business proposals based on the Lean Canvas to the authors.

The results and discussions regarding the mentoring of Lean Canvas utilization among students at SMKN 3 Tuban reveal significant impacts on entrepreneurial skill development and understanding of business models. Initially, students underwent a shift in their mindset towards business. They learned to focus more on the value they could offer to customers and how to design solutions that catered to market needs. Initial discussions involved grasping the foundational concept of Lean Canvas, and over time, students became more adept at filling in each section of the framework. As a result, students were better able to identify their target customers and how to reach them. This was reflected in their identification of market segmentation and a deeper insight into potential customer preferences and needs. Discussions concerning product development and marketing strategies also demonstrated strengthened business plans.

This mentoring also prompted reflections on flexibility and adaptation. Students acknowledged the importance of being able to adjust business plans according to market changes. Discussions about testing and validation of assumptions within the Lean Canvas helped students understand that successful businesses don't always stick to the initial plan, but require responsiveness to changes. A significant outcome was the development of communication and presentation skills. Students had to effectively communicate their ideas in clear and persuasive ways during their business plan presentations. Discussions and feedback from mentors and classmates helped students refine these skills.

In discussions about Lean Canvas usage, students also weighed the pros and cons in comparison to other business models, such as the Business Model Canvas. They could analyze how Lean Canvas focused more on essential elements, leading to a more adaptive and efficient business approach. During

discussions, students also began recognizing the importance of structured idea testing and validation methods in the business process. They understood that business ideas need real-world testing before implementation. In the face of business challenges, students started seeing the positive impact of their ability to design adaptable business models. They also understood the significance of incorporating technology into business development. These results and discussions demonstrate that mentoring Lean Canvas utilization has assisted SMKN 3 Tuban students in developing practical business insights and entrepreneurial skills. They feel better equipped to face the dynamic business world and have a strong foundation for developing their own businesses in the future.

4 Discussion

There were some studies related to Lean Canvas which had been studied, such as (Nidagundi & Novickis, 2016). In this research, the authors mentioned that agile methodologies in software development and software testing have introduced fresh concepts and tools to the software industry. With each passing day, an increasing number of companies are embracing an agile approach within their software development procedures. Among these methodologies, Scrum stands out as a prominent approach. It involves the iterative and incremental development of software, while offering a structured framework for managing the entire process. A pivotal role in the Scrum software development process is played by the software tester, who encounters significant changes in their responsibilities. These changes encompass adhering to time constraints for test planning, accommodating evolving requirements, testing within sprint cycles, addressing regression testing, devising plans for test automation, and performing integration testing. In the present landscape, the realm of Scrum software development has integrated numerous tools into its framework for purposes spanning development, software testing, and test planning. In recent times, Lean Canvas has emerged for strategic planning and validation within the business context. This research paper delves into the potential viability of adapting the Lean Canvas model to the realm of Scrum software testing.

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Canvas, there had not been articles discussed an assistance in vocational high school. Then, the authors used this article to complete the gap.

Then, in the implementation, the mentoring or assistance was conducted in several steps. The initial stage involves introducing students to the Lean Canvas concept. Here, students were provided with an understanding of the elements within the Lean Canvas, such as customer segmentation, value proposition, distribution channels, key resources, partnerships, and more.

Then, after conducting the assistance, there are several recommendations to enhance and further optimize the mentoring activities for utilizing Lean Canvas in guiding students at SMKN 3 Tuban, including 1) Specialized Workshops: Organize specialized workshops focused on each key component of the Lean Canvas framework. These workshops can delve deeper into customer segmentation, value proposition development, revenue streams, and other critical aspects, providing students with a comprehensive understanding of each element. 2) Real-World Case Studies: Incorporate real-world case studies of successful businesses that have utilized Lean Canvas in their startup journey. This will offer students practical insights into how the framework translates to actual business scenarios and outcomes. 3) Cross-Disciplinary Collaboration: Collaborate with other disciplines within the school to create multidisciplinary teams. This mirrors real-world business environments and encourages diverse perspectives and skill sets in the business proposal creation process. 4) Mentorship from Industry Experts: Invite experienced entrepreneurs and business professionals to mentor students. Their guidance can provide practical insights, industry knowledge, and networking opportunities, enriching the students' learning experience. 5) Feedback Loop Integration: Incorporate a structured feedback loop within the mentoring process. Regular feedback sessions, both from mentors and peers, can provide valuable insights for refining business proposals and understanding potential blind spots. 6) Simulation Exercises: Introduce simulation exercises where students can test their business ideas within controlled environments. This can help them anticipate challenges, validate assumptions, and understand the iterative nature of business planning. 7) Guest Speaker Series: Organize a series of guest speaker sessions where entrepreneurs and professionals share their journeys and challenges in implementing Lean Canvas. This exposure can inspire students and offer

them realistic perspectives on the startup landscape. 8) Technology Integration: Utilize technology platforms and tools that simulate real-world business scenarios. This could include online platforms for virtual team collaboration, market analysis, and business model testing. 9) Long-Term Follow-Up: Extend the mentoring process beyond the initial activities by maintaining contact with students and tracking their progress. Long-term follow-up can provide insights into the practical application of Lean Canvas principles. 10) Peer Learning Communities: Establish peer learning communities where students can share their experiences, challenges, and best practices in utilizing Lean Canvas. This collaborative environment fosters a sense of shared learning and peer support. 11) Annual Entrepreneurship Event: Organize an annual entrepreneurship event where students showcase their Lean Canvas-based business proposals to a broader audience, including mentors, teachers, parents, and potential investors. By implementing these recommendations, the mentoring activities can be further enriched, ensuring that students not only grasp the Lean Canvas methodology but also gain a comprehensive understanding of its practical applications and implications within the entrepreneurial landscape.

5 Conclusion

In conclusion, the mentoring activity focused on guiding students at SMKN 3 Tuban in utilizing Lean Canvas for business proposal creation has yielded valuable outcomes. The process showcased the transformative potential of introducing students to modern entrepreneurial methodologies and tools. Through a structured approach, students gained insights into constructing business models that are not only customer-centric but also adaptive to the dynamic business environment. The results highlighted the effectiveness of Lean Canvas in honing students' critical thinking skills, market analysis abilities, and strategic planning competencies. By navigating the Lean Canvas framework, students were prompted to rethink traditional business planning and adopt a more agile and responsive mindset. This exposure equipped them with a practical understanding of how to navigate challenges, pivot when necessary, and seize opportunities within a rapidly changing marketplace. Moreover, the discussions and reflections emerging from the mentoring process underlined the significance of communication,

collaboration, and technology integration in contemporary business settings. The development of presentation skills and the consideration of diverse perspectives through group discussions contributed to a well-rounded learning experience. Ultimately, the mentoring approach fostered a deeper appreciation for the intricacies of entrepreneurship, encouraging students to explore their creativity, engage with real-world testing, and refine their business ideas based on validated feedback. By bridging theoretical knowledge with practical application, the initiative empowered students to not only grasp the core principles of Lean Canvas but also to develop a more holistic and strategic perspective on business development. As the students of SMKN 3 Tuban continue their educational journey and venture into the professional world, the insights gained from this mentoring activity will undoubtedly serve as a foundation for their future endeavors. The integration of Lean Canvas into their entrepreneurial toolkit equips them with the skills needed to not only adapt to market changes but also to contribute innovatively to the evolving business landscape.

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