

Self-Paced Learning Model Based on BMC for Edu-Project Entrepreneurship in Higher Education

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Abstract: The purpose of this research is to increase the self-paced learning of international/outbound students, Increase the agility of outbound student, and education-project entrepreneurship especially in National University of Laos (NUOL). This research use action research approach. This research was conducted for international student with 38 student from the Economic and Business faculties at NUOL. The data technique with On-In-On through a duo approach system, namely online and offline with locations in two countries, Indonesia and Laos with data collection technique in this research uses an unstructured questionnaire. Data processing and analysis techniques use Tabulating. The results of the study show that outbound student can improve self-paced learning by design model learning based Business Model Canvas (BMC) in higher education can implementing design their own business. This design model is effective strategy in synergizing the era of digital system contributions in building independent learning and increasing the entrepreneurial spirit of outbound students who have to survive in higher education.

Keywords: Self-Paced Learning, Model, Business Model Canvas (BMC), Education-Project, Entrepreneurship, Higher Education

Self-Paced Learning (SPL) model is a learning method that allows students to learn at their own pace and time frame. This allows students to study the material independently, so they can have full control over their own learning pace (Zamnah, 2020; Pamungkas, etc., 2020; Zhu, et al., 2019). SPL can be understood as increasing knowledge, competence, performance and development of individuals who start their own learning plans on individual initiative and do it themselves, realizing the need for independent learning in achieving learning goals through creating strategies and assessing the success of their own learning (Kumar, etc. 2020). In self-paced learning, students or individuals learn using self-regulation, students are encouraged to make their own decisions about learning goals and try to achieve these goals according to the student's wishes (Tullis, 2018; Zheng, 2020; Moreno, etc., 2020) . In the implementation process, students explore various ways to achieve the expected goals. This is based on strong internal motivation from students, not

external motivation such as learning awareness, skills and attitudes to control and regulate the course of learning, all of which are carried out independently.

National University of Laos (NUOL) is one of the state universities in Vientiane, which is the capital of Laos. This university has a high number of outbound students, both those taking part in student exchange programs and foreign students, which is 62% compared to other universities in Lao PDR, namely: Souphanavong University, Champasak University, and Lao-Korean College. Outbound students in Laos consist of exchange students and foreign students. Where, English as a second or foreign language in schools and colleges. This creates problems for outbound students who are not only not very fluent in applying it, but because the majority of the Lao population uses the native Lao language, namely Lao. So that in the process of increasing one's competence and potential, there are obstacles related to adaptable

abilities which have implications for one's fighting power and motivation.

The problem faced by outbound students is the lack of ability to build self-paced learning to increase student agility in actualization. Therefore, efforts to build Self-Paced Learning through Edu-Project Entrepreneurship are an innovative step in equipping and developing the productivity of outbound students as a form of actualization. As an effort to build and awaken self-paced outbound (international) students from outside Laos to be able to increase their enthusiasm for learning, adaptable agility, productivity and develop their creativity in realizing the existence and self-actualization of emigration in other countries. Student self-paced learning becomes the initial capital to actualize potential.

Edu-project entrepreneurship-based training which is also an adaptive effort to the increasingly massive flow of changes in global demands. Student self-paced learning becomes the initial capital to actualize potential. This can be built with edu-project entrepreneurship-based training which is also an adaptive effort to the increasingly massive flow of changes in global demands. To support this, the role of universities in motivating their graduates is essential and vital which can be developed by holding training related to entrepreneurship (Ghasedi,2019; Wang, et al., 2020). This was done to build Self-Paced Learning by increasing the competency of outbound students and to reduce the increase in the number of unemployed and even increase the number of job opportunities. Based on this, the model initiated is Edu-Project Entrepreneurship, namely equipping students to explore their potential, awakening their spirit of creativity and productivity through assignment of educational projects as 'provisions' for outbound students in existing in overseas countries. Edupreneurship forms the attitudes, behavior and mindset of an entrepreneur based on the Business Model Canvas (BMC). The Business Model Canvas is a framework used to design business strategies systematically (Carter & Carter, 2020; Maulana, 2022; Mukhrejee, 2023). In this case, the focus will be on factors that influence the success of SPL learning, such as learning motivation, effectiveness of instruction, and relevant content. SPL accentuation strategies can be

designed based on the Business Model Canvas to increase the success rate of international students in SPL.

An appropriate Self-paced Learning accentuation strategy needs to be developed in order to achieve success in learning. In a self-paced learning accentuation strategy for international students, the business model canvas can help to develop skills. Through the Self-Paced Program, international students can understand the skills they have independently with the desired learning media (Kim et al., 2021).

METHOD

Research Design

This research use action research approach dominated qualitative. The data technique with On-In-On through a duo approach system, namely online and offline with locations in two countries, Indonesia and Laos. The implementation for On was in Indonesia by holding activities in Indonesia, the State University of Malang team via an online system, while for In, the implementation was at the National University of Laos (NUOL) using an offline system, and the next activity was in, which was carried out in Indonesia. This activity was attended by 38 students of the National University of Laos. The following is the flow of the implementation stages of this workshop activity, depicted in Figure 1.

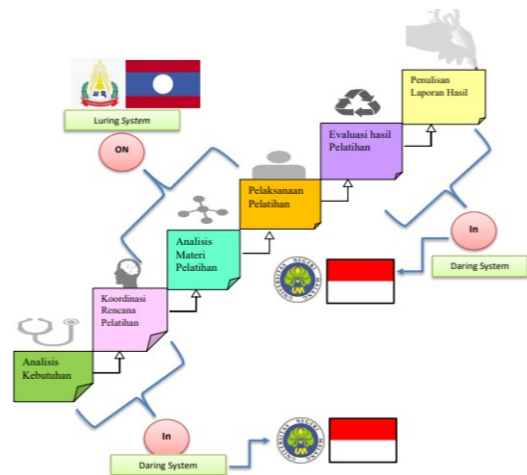


Figure 1. Flow Chart Research Methode

The data technique with On-In-On through a duo approach system, namely online and offline with locations in two countries, Indonesia and Laos with data collection technique in this research uses an unstructured questionnaire. Data processing and analysis techniques use Tabulating namely the technique used to compile and enter the collected data in tables and determine frequencies to make it easier to calculate percentages using the formula:

$$P = F/N \times 100 \%$$

Information:

F = Number of respondents' answers

N = Number of Respondents

P = Percentage.

RESULTS AND DISCUSSION

Results

Increasing Self-paced learning for outbound students both in terms of potential mapping and students' ability to identify future entrepreneurial opportunities through BMC and the ability to create products which are held in the form of activity events held along with 'recruitment day' related to work results and sharing information related to the world of work. The follow-up plan will be developed in the form of a student business unit at NUOL. In the On stage, student potential mapping is carried out. This self-paced is carried out with the initial step of mapping the potential related to agility of outbound students. Increased Self-Paced Learning for Outbound students in the form of self-motivated abilities as indicated by the ability to map out future career plans and be able.

At this stage, a series of activities as a follow-up to the previous workshop activities, the implementation process of which is as follows: PKLN activity "Training Edu-Project Entrepreneurship System to Outbound Students" is as follows: (a) Improving Outbound Students Self-Paced Learning in the form of self-motivated abilities as indicated by the ability to map their future career plans and be able to actualize the Business Model Canvas (BMC) in the form of project, (b) Monitoring Progress "Training Edu-Project Entrepreneurship System to Outbound Students, (c) raining Edu-Project Entrepreneurship System to Outbound Students, (d) Increasing the

agility of outbound students in identifying future opportunities in entrepreneurship through the actualized BMC, (e) The Result of the Edu-project entrepreneurship assessment produced by outbound Students. Based on the number of respondents filling out the outbound student form at the National University of Laos (NUOL), it can be explained that the number of students in one class is 37 students, consisting of 23 female students and 15 male students. Meanwhile, the respondents to fill out the questionnaire on the gform were 35 students consisting of 6 female students and 7 male students. Obtained data that has been filled in is 92%.

Discussion

Self-Paced Learning Models in Higher Education

Higher education is the main actor responsible for skilled human resources (Kivunja, 2019). Higher education as an agent of change printer should be quality oriented in every management of its management system. In the context of higher education, in order to be able to face global competitiveness, of course it must be able to synergize, collaborate, and build a system of quality strategy for education delivery based on think globally but act locally. Higher education must give birth to an academic community that is able to represent the needs of the era. Digitally systems, collaboration, synergy are things that need to be empowered in building quality output. This self-paced is carried out with the initial step of mapping the potential related to agility of outbound students.

Increased Self-Paced Learning model to improve potention for Outbound students in the form of self-motivated abilities as indicated by the ability to map out future career plans. Self-Paced Learning is a process in which learning initiatives with or without other stakeholders are carried out by students themselves, starting with diagnosing their own learning needs, formulating goals, identifying resources, selecting and implementing strategies for learning and assessing their own learning (Zulfikaar, 2018; Ghasedi et al., 2019; Guo et al, 2020). In self-paced learning, students or individuals learn using self-regulation, students are encouraged to make their own decisions about learning goals and try to achieve these goals according to the students' wishes (Zheng et al., 2020). In the implementation process, students explore various ways to achieve the expected goals. This is based on strong internal motivation from

students, not external motivation such as learning awareness, skills and attitudes to control and regulate the course of learning, all of which are carried out independently (Moreno-Marcos et al., 2020). Self-Paced Learning can be understood as increasing knowledge, competence, performance and development of individuals who start their own learning plans on individual initiative and do it themselves, realizing the need for independent learning in achieving learning goals through creating strategies and assessing the success of their own learning (Tang, Y. P., & Huang, 2019). Self-Paced Learning is a process where learning initiatives with or without other stakeholders are carried out by students themselves, starting with diagnosing their own learning needs, formulating goals, identifying resources, selecting, and implementing strategies for learning and assessing their own learning (Zhao & Jiang, 2021). In self-paced learning, students or individuals learn using self-regulation, students are encouraged to make their own decisions regarding learning goals and try to achieve these goals according to the student's wishes. This is in line with the outbound student mapping process at NUOL. In order to map the potential related to agility of outbound students. Increasing Self-Paced Learning for Outbound students in the form of self-motivated abilities

which is indicated by the ability to map out future career plans and be adaptable.

Edu-Project Entrepreneurship based Business Model Canvas (BMC)

Edu-Project Entrepreneurship for outbound students in an effort to increase the agility of outbound students in identifying future opportunities in entrepreneurship through the Business Model Canvas (BMC) which is actualized in the project form. BMC provides a structured and measurable framework, enables the identification of relevant risks and opportunities, and assists international students in adapting to their new learning environment (Utami, Rahmawati, & Zulfanita, 2021). The Business Model Canvas (BMC) is a very useful business framework for mapping out the critical elements of a new business or service. BMC consists of nine separate elements, and when used correctly, these elements can help in creating a strong and effective business strategy. These elements are Customer Segments, Value Proposition, Channels, Revenue Streams, Key Resources, Customer Relationships, Key Activities, Key Partnerships, and Cost Structure. All of the BMC elements can be divided into four main parts: Value Proposition, Customer Segments, Channels, and Revenue Streams (Mukherjee, 2023). The Business Model Canvas Models visualized in Fig 2.

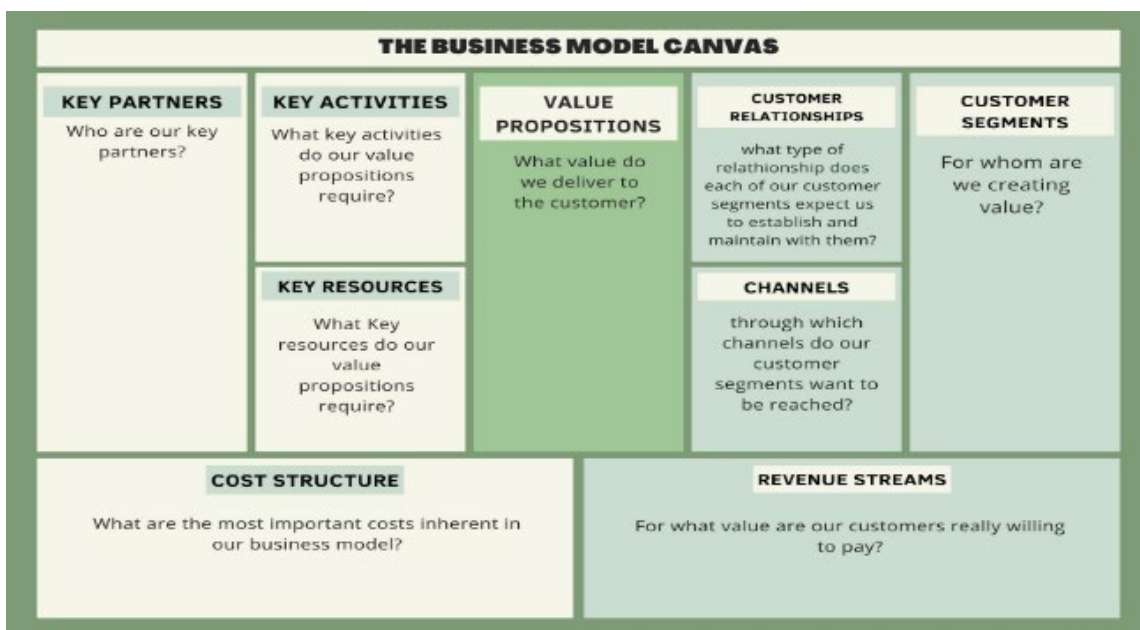


Figure 2. The Business Model Canvas Model

This is useful for increasing skills and agility in capturing potential future opportunities to face global competitiveness. The Business Model Canvas is used as a basic framework for designing self-paced learning strategies for students in higher

education, especially outbound students. BMC helps identify key elements, such as customer segments, value proposition, channels, revenue streams, key resources, customer relationships, key activities, key partnerships, and cost structure.

Developing a business model canvas using Canva can be done by designing 9 BMC elements. This BMC formulation is used to improve Outbound students' Self-Paced Learning in the form of the ability to map out their future career plans. When creating BMC, outbound students can consult in the design process of the entrepreneurship education project they want to create.

Self-Paced Learning models based on BMC the strategies described above, there are other strategies that can be used for the SPL accentuation process based on the Business Model Canvas, namely (Pratama & Yuana, 2022):

1. Customer Segments. International students who need effective and efficient language and culture learning.

2. Value Propositions. SPL learning that can be adapted to the speed and learning style of international students. Accentuate certain aspects that are important for international students, such as language skills, cultural recognition, and adjustment.

3. Channels. An online learning platform that can be accessed by international students from all over the world.

4. Customer Relationships. Support and guidance from teachers and tutors who are experienced in teaching international students.

5. Key Resources. Learning materials are structured and easy to understand. Advanced online learning technology that can be accessed from anywhere.

6. Key Activities. Developing learning materials that suit the needs of international students. Training of teachers and tutors in teaching international students. Development of an effective and efficient online learning platform.

7. Key Partnerships. Collaboration with educational institutions and international organizations to expand reach and improve the quality of learning.

8. Cost Structure. Affordable learning costs that suit the needs of international students.

9. Revenue Streams. Learning costs from international students. Support from educational institutions and international organizations

Self-Paced Learning Model Based on BMC for Edu-Project Entrepreneurship in Higher Education

At a practical level, the implementation of Self-paced learning models based on BMC has three main problems, namely: (1) 'awareness' and difficulties in mapping potential and, (2) the absence of appropriate models in career mapping, and (3) increasing entrepreneurial agility. who need a supporting system. Based on these problems, a Self Paced Learning model can be created using the BMC framework.

Implementating visible results from NUOL students, namely:

1) Increasing Self-Paced Learning for Outbound students in the form of self-motivated abilities as indicated by the ability to map out future career plans and be adaptable;

2) Increasing the agility of outbound students in identifying future opportunities in entrepreneurship through the Business Model Canvas (BMC) which is actualized in the form of projects;

3) Results of the Edu-project entrepreneurship assessment produced by outbound students.

Synchronization between self-paced students and the Business Model Canvas (BMC) involves using BMC as a framework for developing business understanding and strategy. Self-paced learning allows students to learn at their own pace without strict time constraints. BMC is a tool used to design, develop and visualize the business model of an organization. Consisting of nine main elements, BMC helps *in* understanding and designing business models comprehensively, including customer segments, value propositions, distribution channels, customer relationships, revenue sources, etc.

Self-Paced Learning Models based on BMC for Edu-Project Entrepreneurship in Higher Education visualized in Figure 3.

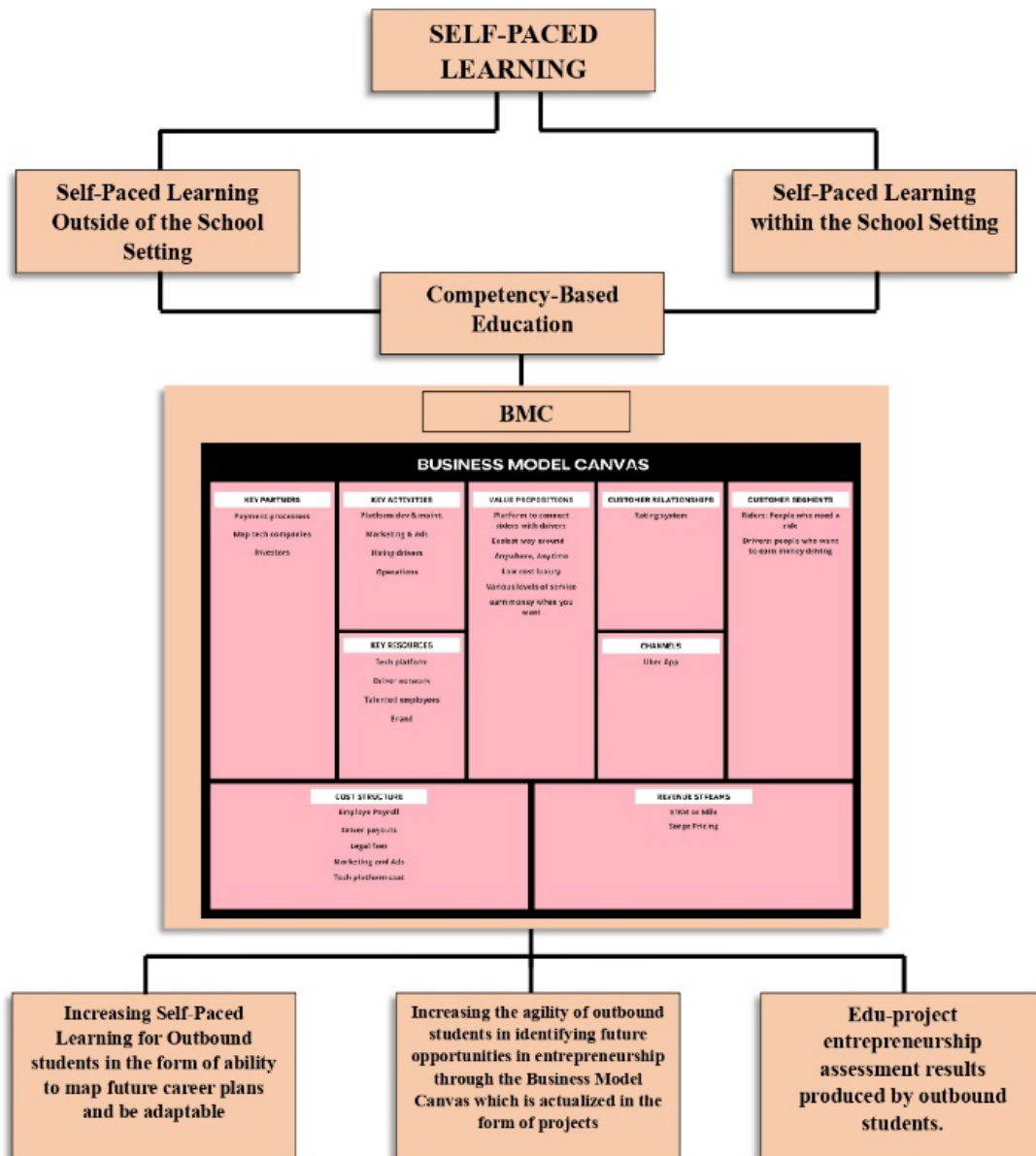


Figure 3. Self-Paced Learning Model Based BMC Edu-Project Entrepreneurship System

In the context of synchronization between student self-paced and BMC, students can use BMC as a guide in studying and understanding business concepts. They can involve themselves in various activities, such as reading books or articles, watching video tutorials, or taking online courses related to business model development and BMC. Students can set their own study schedule and determine the appropriate learning pace. They can take the time necessary to understand each element of BMC in greater depth. Additionally, students can use BMC as a tool to apply their knowledge in real business scenarios, such as identifying potential customer segments, designing effective distribution channels, or formulating innovative revenue source strategies.

In this synchronization, it is important for students to remain disciplined in managing their study schedule and ensuring a deep understanding of each element of BMC. They can also take advantage of additional resources, such as discussions with fellow students or faculty, online forums, or virtual classes, to share insights and get feedback. Overall, the synchronization between self-paced students and the Business Model Canvas involves using BMC as a framework for developing business understanding, while students take the initiative in managing their own learning schedule. This approach allows students to effectively learn and apply business concepts in real scenarios, thereby enhancing their understanding of BMC and their ability to develop strong business models.

CONCLUSION

Self-Paced Learning Model Based on BMC for Edu-Project Entrepreneurship in Higher Education, especially for international students can be an effective and efficient tool. BMC helps international students plan the steps necessary to achieve their goals, while identifying possible risks. BMC also helps in designing a holistic strategy by considering various important elements such as customer segments, value proposition, distribution channels, customer relationships, key resources, key activities, key partners, cost structure and revenue sources.

The use of BMC in the development of SPL accentuation strategies assists international students in minimizing risks, maximizing benefits, and adapting to their new learning environment. With BMC, international students can plan key activities that support their adaptation, identify necessary resources, evaluate effective distribution channels, and increase the effectiveness and efficiency of their learning.

Overall, the use of BMC in SPL accentuation strategies for international students helps create learning that is more effective, efficient, affordable, and suited to their needs. With BMC, international students can overcome problems encountered in SPL and achieve successful adaptation in their new learning environment. Research on the client base and competitors is also important in developing this strategy and BMC can be a useful tool in developing and evaluating effective business strategies.

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