

APPLICATION OF CUSTOMER DEVELOPMENT MODEL AND FINANCIAL FEASIBILITY ANALYSIS FOR TEACHING ENTREPRENEURIAL FEASIBILITY STUDY AT STP BOGOR: TOWARD TO VOCATIONAL PEDAGOGY OF ENTREPRENEURIAL LEARNING

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Abstract:

Background: There is a need for future methods and fields of study to enrich and complement vocational education in the field of business and entrepreneurship in Indonesia today so that students can improve their competence.

Purpose: This article provides an overview of the development, structure, and results of the entrepreneurial feasibility study course at STP Bogor which uses entrepreneurial learning methods.

Design/methodology/approach: This research is classroom action research. Business model canvas (BMC) and customer development model (CDM) in entrepreneurship are integrated with financial feasibility analysis (FFA) in feasibility studies. Analytical tools using teaching methods are case-based examples, team-based learning combined with initial case studies, one business idea for each class, learning by doing, and planning posters and pitch deck presentations. The research method used is qualitative participatory action research, students are the main respondents who work on and produce practical assignments to analyze their understanding

Findings/Result: Case-based examples, team-based learning combined with initial case studies, one business idea for each class, learning by doing, and pitch deck presentations can be used as pedagogy to teach entrepreneurial feasibility studies. This methods are suitable for studying entrepreneurship.

Conclusion: Following students throughout the course has shown that the entrepreneurship course directly strengthens students' skills by enabling them to start their own businesses.

Originality/value (State of the art): The study found that combining experiential teaching approaches, such as case-based examples, team-based learning, one business idea for each class, learning by doing, planning posters, and presentation sessions.

Keywords: feasibility study, entrepreneurship, business model canvas, customer development, financial feasibility analysis

How to Cite:

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INTRODUCTION

The highest unemployment from the education sector is graduates of vocational schools and vocational higher education. Vocational school graduates are around 10-14 percent and vocational higher education is around 6-8 percent, based on data from the Central Statistics Agency for 2019-2021 (Napitapulu, 2023). Vocational education in Indonesia has not met expectations even though the government has made various efforts such as revitalizing vocational education, in fact open unemployment at the vocational education level contributes to the highest unemployment rate so that strategic steps need to be taken structurally and systematically by stakeholders (Utomo, 2021). Even Chang (2022) in his dissertation shows that currently entrepreneurship education in Indonesia tends to produce “knowledge workers” - namely those who will work in industry, not those who want to become entrepreneurs. There is a mismatch between what universities want and what students want.

Traditional entrepreneurship education content relating to various stages of the entrepreneurial process from developing ideas or finding opportunities to writing business plans, is shifting towards methodological contributions to the design of entrepreneurship education (Rosário & Raimundo, 2024). Shabbir et al. (2022) pointed out that a systematic literature review revealed that in the last 15 years, the literature has shifted from a focus on traditional means of entrepreneurship education towards more output-oriented factors of entrepreneurship education such as entrepreneurial intentions, and these are closely related to entrepreneurial practice, innovation, and learning. The majority of literature on entrepreneurship education has been produced in developed countries in the West and Europe. It is recommended that researchers use this field of research in developing countries so that existing theories can be tested.

Education should be able to support the growth of entrepreneurship on and off campus by fostering an entrepreneurial mindset and spirit. Entrepreneurship education has evolved from learning to entrepreneurial experience. Sirelkhatim & Gangi (2015) in their systematic literature study stated that 129 articles showed that practice-oriented courses correlated with entrepreneurial learning (EE) suggestions for practice that involved students in acquiring entrepreneurial

competencies. Thus, to better extract best practices, it would be useful if future research could explore what the outcomes of EE programs are in relation to graduates interested in starting or developing a business, and relate these findings to the teaching process. Based on research conducted by Kononiuk et al. (2021) that general concepts, future study methods, and areas of foresight will enrich and complement business and entrepreneurship education to improve specific entrepreneurial competencies (Table 1). Proposed changes in entrepreneurship curricula and business practices should make it possible to “develop a new understanding of how intuition and reason can work together, especially in the service of creativity and innovation”, including the field of entrepreneurial feasibility studies.

Previous research in the field of entrepreneurship teaching is from Stenkjær et al. (2021) which provides insight into the development, structure, and results of the entrepreneurship course “New Venture Creation”. This lecture is related to the BMC and Lean Start-up Methodology but modified to meet the demands of Higher Education Institutions, which have shown positive results among students, external stakeholders, and incubators. Herawati et al. (2020) conducted a canvas business analysis and the feasibility of a gluten-free cassava noodle processing development model in Cirendeu Village. The stages of this research activity include (1) designing a gluten-free noodle business model canvas (BMC), and (2) analyzing the feasibility of gluten-free noodle processing technology. The results of the research illustrate the feasibility of the cassava noodle business in Cirendeu Village.

This pedagogical proposal is based on an experiment teaching the Feasibility Study course in the Odd Semester of 2023 for D4 Hotel Management vocational students at the Sekolah Tinggi Pariwisata Bogor by applying several teaching methods. The initial idea was to support the Entrepreneurship course, so this course focuses on the business idea development stage or feasibility analysis of a business idea: from idea to opportunity (Scarborough & Cornwall, 2018; Ireland & Barringer, 2019). The aim of the teaching is to provide students with the analytical and practical skills necessary to test the feasibility of new business concepts. Assessment of students’ understanding of the course material given is assessed from reflections on the mid-term and final exams.

Table 1. Augmentation of business and entrepreneurship education with futures studies education offer (Kononiuk et al. 2021)

| What is being integrated | |
|---------------------------------------|---|
| Business management education | Entrepreneurship education and training |
| Corporate management | Entrepreneur development |
| Leadership and Organizational Theory | Entrepreneurship Theory and principles |
| Corporate Finance and Risk Management | Financial literacy |
| Managerial Economics | Entrepreneurship awareness and socio-emotional skills |

In the first half of the semester, students are taught to apply the customer development model (CDM). Students are directed to form “business groups” with the main activity of the class being a feasibility project that focuses on developing a business concept or idea. Students are introduced to the first customer with the first stage of the (hypothesis) BMC to test their business idea, and whether the concept offered solves problems and provides benefits for customers. Next, students adapt the concept to the knowledge of customers and markets to build a successful business. In this process, students are directed to think critically about business concepts and conduct field research to answer fundamental questions about marketing, financial, and operational issues to formulate concept statements; analyze industries and markets; create value propositions; evaluate distribution channels, pricing strategies, and various revenue models; and estimate resource requirements for the business by designing the second stage (validated) BMC.

In the middle of the final semester, students are introduced to the simple concept of financial feasibility analysis (FFA), namely breakeven point (BEP) and payback period (PP). Finally, students practice introducing business concepts to investors/entrepreneurs by making a pitch deck presentation. The aim of this research is to orchestrate the pedagogical feasibility study of entrepreneurship to be taught to vocational school students at STP Bogor. The novelty of this research is that the teaching pedagogy of feasibility study for entrepreneurship in vocational higher education in Indonesia can be implemented.

METHODS

According to Hsu & Pivec (2021) further entrepreneurship teaching needs to focus on the core competencies needed to achieve entrepreneurial success through entrepreneurship education to expand

research findings on the attitudes and participation of entrepreneurial students in higher education. This research applies a three-stage teaching method, as follows: Theories about entrepreneurship knowledge are given traditionally to students; For students to understand better, they need entrepreneurial experiences; Therefore, practical entrepreneurship training is provided through the integration of semi-workshops and customer discovery, this stage is action research.

This research is action research as Pittaway et al. (2020). This action research focuses on the feasibility of the results of the entrepreneurial process carried out by students and involves an interactive inquiry process which is collaborative research on teaching entrepreneurship in the classroom.

Finding 1 (F1): Concept Statement in BMC Hypothesis. The goal of this assignment is to formulate an initial business concept (which will change as the project progresses!), begin to understand the industry and market opportunities, and get students to talk to industry experts or lecturers. At a minimum, each team member should talk to 2-3 people for this task. The idea started in when they first chose a business, it could be triggered by several factors. First involving awareness of a healthy lifestyle, Secondly the need for better food options. Third, looking also from personal experience.

Finding 2 (F2): Customer Discovery Plan and Results - Validated BMC. This task aims to identify what customers want, and how to reach them, then analyze the results of customer problem discovery research. As in Stenkjær et al. (2021)’s next findings are to outline several key aspects of the Lean Start-up Methodology, including a minimum viable product (MVP), prototyping, and feature testing with customers via a Digital MVP in the form of a website or other owned media.

Finding 3 (F3): This step is to present an MVP experiment, in the form of a digital MVP, namely a website design with promotional material in it. The next session is dedicated to identification related to financial projections and assessing the financial feasibility of the project and at the end of the mission each team must present a pitch deck presentation.

Finding 4 (F4): Financial Place and Timeline. The purpose of this assignment is to provide a basis for developing financial projections so students can determine if and how their business will make money

To obtain the output of the entrepreneurial process, teaching methods are applied through student consultation projects (Masiera, 2021)(Table 2). An experiential pedagogical approach is applied with a detailed consultation on the evaluation process. Experiential pedagogy provides a very appropriate perspective for the dissemination of “business model thinking”, and I also humbly hope that the input from this research experience can help expand its application.

The method used in this case study is the qualitative participatory action research (PAR) method. The PAR method was chosen as the appropriate method because this approach is collaborative research (Motsoeneng & Sithole, 2022) where all students can contribute to the creation of new businesses. This research combines the academic strengths of lecturers with students’ food and beverage knowledge (Halliday et al., 2019) which seeks to articulate the concept of effective entrepreneurial thinking and create new knowledge so that PAR research becomes the most appropriate choice to use (Metailler, 2022).

Data collection was carried out by conducting participatory research methods such as group discussions, student evaluations, and surveys. In this research, sources of data involving team members of class 7A Entrepreneurial Feasibility Analysis students from the D4 Hotel Management Program at the Bogor Tourism College. Data was obtained from assignments in the training process to create new food and beverage ideas or businesses based on the knowledge they had while studying at the Bogor Tourism College, as many as 3 groups successfully completed the assignment from start to finish and took part in the reflection.

Table 2. The output of the students’ consulting projects (Masiera, 2021; Scarborough & Cornwall, 2018)

| Milestone | Output Finding |
|---|---|
| Finding Process 1; Hypothetical BMC | Sense or understand an unmet market need or a new technology or capability that may need an unidentified need consulting of: The construction of a hypothetical BMC, Get out of the building to test the hypothesis and find the existing problem |
| Finding Process 2: Customer Discovery | Engaging with real customers, the entrepreneurial team asks the following questions: Do we really understand the customer problem the business model is trying to address? Do these customers care enough about this problem to spend their hard-earned money on our product? Do these customers care enough about our product to help us by telling others through word-of-mouth? |
| Finding Process 3: Validated BMC and Designing MVPC | Find a match between the market needs and the capabilities and resources available to entrepreneurs, and create a “solution” that can be delivered to specific markets to meet specific needs while generating value for stakeholders: Get out of the building to test the solutions obtained to overcome problems from the previous process Formation of the minimum viable product (MVP). The novelty of the MVP relates both to market needs and the skills and knowledge needed to create unique solutions and create value |
| Finding Process 4: FFA | Analyze cash flow; inputs and output resulting from “solutions”: Simulation of cumulative cash flow Investment analysis and its sensitivity |

Manual qualitative data analysis was carried out based on the results of student reflection to carry out thematic analysis. The analysis tool uses teaching methods from Sort & Brøndum (2021) and Balan & Metcalfe (2012):

1. Case-based examples: one or more cases. Case studies are given at the beginning of the semester and the beginning of the middle of the semester. Case-based sessions use cases related to previous knowledge before being taught so that students want to learn from an early age. Local cases (geographically or industry-wise) can be equally used to increase participant engagement.
2. Team-based learning combined with initial case studies. Team-based learning should be a collaborative learning strategy, where students study the material before the teaching session. However, this method was less successful because the students' interest in reading was lacking. Therefore, students are "forced to study" the material before the teaching session by placing relevant case studies at the beginning of the lecture
3. One business idea for each group. Lecturers identify one business idea for each class, and each team is asked to discuss the idea. Adopting a single business idea is expected to enhance group learning because all students are dealing with the same problem. A single business idea provides a common focus for class discussions and exercises so that students can learn from others and be exposed to multiple creative interpretations of a single business idea.
4. Learning by doing: application of knowledge. To turn ideas into business concepts, a learning-by-doing process is applied. Learning by doing is still facilitated in a structured manner and led by teachers. For field surveys, students will be briefed first, in this context the teacher still controls the process and guides the participants.
5. Pitch deck presentation sessions. Each team of four to six students submits their main project report presented in the form of a pitch deck. Each team gives a short oral presentation about the characteristics of their report. Students then examine work submitted by other teams and develop questions about other reports for discussion sessions. Students learn from the work others have done and see that other teams have identified different creative developments of the same business idea.

RESULTS

The journey begins with the BMC Group Workshop "Sketch Your BMC Hypothesis", Using BMC, initial business model assumptions are then updated based on the information gathered to help entrepreneurs make decisions based on actual data (Haddad et al. 2021). To explain the results in this study, a modified Cao & He (2021) framework was used. This framework formed from the "entrepreneurship education process" and "quality assurance measures".

Finding process 1

Total addressable market: Does the individual target market represent a significant and sustainable revenue opportunity?

Growth: Whether the individual business is scalable and shows clear opportunities to grow and continue to develop

In this finding process, case-based examples and team-based learning methods were used.

1. Case-based examples (Sort & Brøndum, 2021) At this stage each group must read the case. Case group presentation of key methods students use to study business model development and pivots, customer outreach, and the entrepreneurial process. Previously, a case study of the 'know why' stage of the entrepreneurial process was described. It has also been explained that the case shows how 'case knowledge can be applied. This case study supports the theoretical teaching of the 'know-what' entrepreneurial process.

In general, students understand the entrepreneurial process which is explained in four continuous case studies. Here are some reflections from students

"In my opinion, it is very challenging and relevant to know about learning business opportunities"

"For the case studies that have been discussed, I think they are very inspiring with the various innovations that exist and have been realized"

"I feel challenged to problem solve and make decisions based on complex situations"

These cases illustrate holistic entrepreneurship education that contributes to a culture of sustainable innovation. As in Fischer et al. (2022) conclude an important milestone in optimizing entrepreneurship education is the increasing use of sustainable and innovative teaching formats, thereby creating a viable alternative to classic case-based business training.

2. Team-based learning (Balan & Metcalfe, 2012). The instructor provides material in class. Students volunteer to work in teams. This gives students insight into the operations and management of small entrepreneurial businesses, and the opportunity to connect their studies with practice.

After conventional teaching in the two first weeks, the second week continues with workshop-based teaching, where students include their business ideas in the nine BMC blocks in their projects. The combination of lectures and workshops is proven to provide a good understanding to students. The hypothetical BMC themes they uncovered will be investigated further in the following weeks. This learning accelerates the learning curve because the lecturer is willing to support the process during the workshop. Here are some reflections from students:

“encourage active participation, for business understanding by becoming a good teamwork”

“always work together to discuss everything from the beginning of finding ideas to following the processes carried out together”

“tbl has an effect on increasing knowledge of shared problems”

Students use several creativity techniques to come up with new ideas on how to use customer feedback to improve their entrepreneurial ideas, how to approach customers in creative ways, how to persuade more customers, and how to create the best ways to test hypotheses as part of customer discovery in Figure 1.

As in the work of Lambert & Rennie (2021) who show the importance of student presence in team-based efforts, which in very practical terms includes actively contributing, turning on the camera, and engaging in the learning platform. Being a diligent, polite, and respectful team member will prepare students for when those same qualities are needed in the online or offline work environment of the future.

| | | | | |
|---|--|---|---|---|
| 6. People Management System <ul style="list-style-type: none"> • All suppliers • Local farmers • Grocery store • Influencers • Hospitals • Gyms • Healthy Community | 7. Process System <ul style="list-style-type: none"> • Cooling ingredients • Salad/chilled sauce • Monthly promotion • Variations menus • Plating refreshment • Competitive pricing | 1. Service Value System <ul style="list-style-type: none"> • Makes it easy for special dieters, no need to bother making it yourself • There are lots of menu choices so it doesn't get boring | 3. Digital Marketing System <ul style="list-style-type: none"> • Vegan campaign • Member cards • Customer gathering | 2. Customer Management System <ul style="list-style-type: none"> • People who care about and/or enjoy healthy food • Sick people need healthy food |
| | 8. Physical Evidences <ul style="list-style-type: none"> • Quality food ingredients • Hygienic work environment and tools | | 4. Service Delivery System <ul style="list-style-type: none"> • Go food, etc. • Hospital Network • Gymnastics club | |
| 9. Cost Reduction System <ul style="list-style-type: none"> • Procurement of machines and tools • Procurement of ingredients • Marketing expenses | | 5. Increasing Revenue System <ul style="list-style-type: none"> • Take away/delivery unit sales • Catering packages | | |

Figure 1. Finding 1 (F1): Hypothetical BMC (<https://forestroll1.mydurable.com/>)

Finding process 2

Beatable competition: Are there reasonable barriers to entry for this target market(s)?

Decision Making: Does the individual make effective and strategic decisions regarding selecting the right problem and business opportunity?

In this finding process one business idea method was used

3. One business idea (Sort & Brøndum, 2021). Participants are expected to commit at least three to five hours in the week to perform market research, customer discovery, and other commercialization-focused activities. At this stage, students are asked to apply the theories they have learned to solve existing problems from the BMC hypothesis test from the results of customer interviews and the process is still structured and led by the teacher.

This week is dedicated to team-based customer development surveys “get out of the building” activities (interviewing ten or more prospects) and

supervision meetings (if needed). Students are directed to use the brainstorming method to discuss business ideas in groups and ask them to explain how and why they got the initial idea. They have the opportunity to express their thoughts and what they have achieved. Here are some reflections from students

“from one business idea food and drink there is an idea to make healthy forest roll salad”

“with one business idea about food and drink there is an idea called smooth.thy. selling fiber-rich drinks at affordable prices”

“one business idea food with main ingredients the same thing but different taste variations”

Only through the collaboration of many people can develop and improve business ideas and projects (Lyu et al. 2021). Likewise, with the application of “one business idea” in this course, students essentially prefer teamwork and can express ideas and learn from each other well in Figure 2.

| | | | | |
|--|---|---|---|--|
| <p>6. People Management System</p> <ul style="list-style-type: none"> All suppliers Local farmers Grocery store Influencers Hospitals Gyms Healthy Community Shops and/or food traders Shareholders and Employee partnership | <p>7. Process System</p> <ul style="list-style-type: none"> Cooling ingredients Salad/chilled sauce Monthly promotion Variations menus Plating refreshment Competitive pricing Service development Service quality | <p>1. Service Value System</p> <ul style="list-style-type: none"> Makes it easy for special dieters, no need to bother making it yourself (healthy) There are lots of menu choices so it doesn't get boring (taste) More complete topping variants (more variations) Packaging using aluminum foil (freshness) | <p>3. Digital Marketing System</p> <ul style="list-style-type: none"> Vegan campaign Member cards Customer gathering Owned media /website | <p>2. Customer Management System</p> <ul style="list-style-type: none"> People who care about and/or enjoy healthy food Sick people need healthy food Anyone who passes by, just for fun, who wants to try healthy food |
| <p>9. Cost Reduction System</p> <ul style="list-style-type: none"> Procurement of machines and tools Procurement of ingredients Marketing expenses Packaging additional cost | | <p>5. Increasing Revenue System</p> <ul style="list-style-type: none"> Take away/delivery unit sales Catering packages Delivery bags Additional packaging | | |

Figure 2. Finding 2 (F2): Validated BMC (<https://forestroll1.mydurable.com/>)

Finding process 3

Viable Solution: Does the individual's MVP represent a viable and cost-effective solution for their identified opportunity?

Testing the MVP: Does the individual describe how they will test their MVP and receive valuable feedback?

In this finding process learning by doing method was used.

4. Learning by doing (Sort & Brøndum, 2021) Team members have to reach outside of the academic environment to speak with potential customers and identify the impact of their innovation MVP. This step is concluded by presenting a validated MVP. Students do a plenary presentation of the mapped BMC (or in front of the opposing group) to get feedback as there are no absolute solutions.

In the presentation, it was seen that the student team had succeeded well through all the building blocks at BMC and at the same time developed comprehensive and validated business prospects through the customer development process. Here are some reflections from students

"learning through case studies, active experience with experiments on projects"

"seen from every week each group must present the development of the project"

"application or practice of how to create existing ideas"

Students at this stage focus on fit between customer segments and value propositions, with key aspects of the minimum viable product (MVP) or prototyping (Stenkjær et al. 2021). Found MVPs require further attention and feature testing with customers in Figure 3.

It was found that teaching discussed business modeling content by using a business model canvas with content such as prototyping, and minimum feasible products that students could understand, even though in some countries this learning was less popular, such as in Brazil less than 20% used this combination in entrepreneurship programs

which researched (Cualheta & Gardenia da, 2021). Applying the "learning by doing" experience found that students were encouraged to become active learners. As also in Lyu et al. (2021) this process is characterized by a constructivist philosophy in which learners broaden their experiences through active engagement in "real world" meaningful activities

Finding process 4:

Success and Milestones: Does the individual define success and outline important milestones?

Why now? Timing is very important. Does the individual explain? Why is now the right time to start their business?

In this finding process financial feasibility analysis was used.

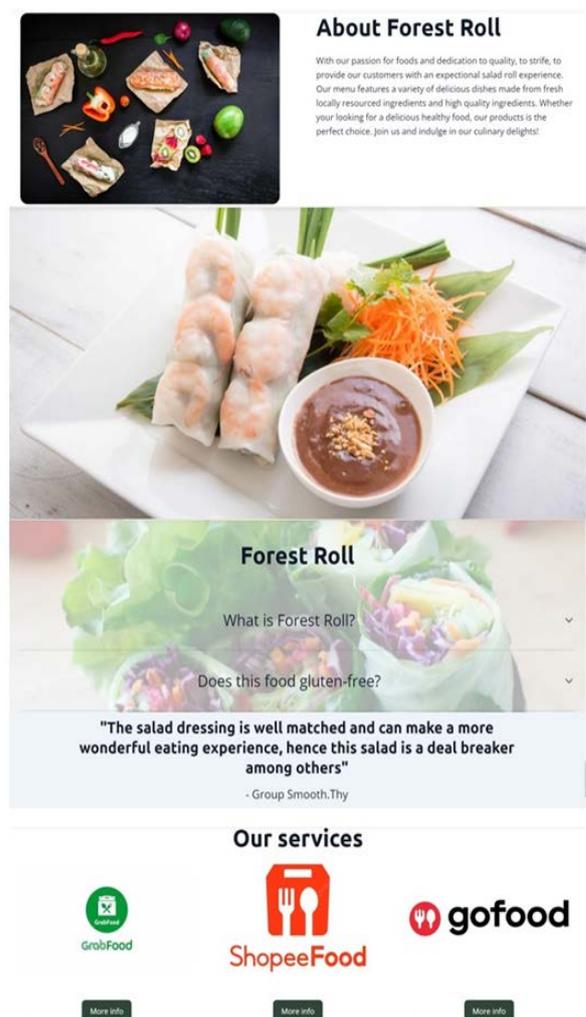


Figure 3. Finding 3 (F3): Digital MVP (<https://forestroll1.mydurable.com/>)

5. Feasibility presentations (Balan & Metcalfe, 2012) BMC and FFA to help entrepreneurs determine the financial viability of their potential ventures. This step also requires a variety of settings, in which the teacher presents different design scenarios or constructs.

By providing financial literacy learning in a special entrepreneurship training program, students experience it as an application of what they learn in real-life entrepreneurial projects in Figure 4. As also in Nour et al. (2020) this will help participants feel that what they are learning is relevant to them and can be useful. As also in Ashari et al. (2022) entrepreneurship course at UTP tests ideas through feasibility studies. Teaching methods are tailored to products or services related to the student's field of study. This will help make them appreciate the course. Here are some reflections from students

“a great ultimate to finish the lecture session, while really trained us and shaped us into the business man”

“already quite complete process from the beginning of BMC to financial”

“very good for learning pitch deck to attract investors”

Managerial Implication

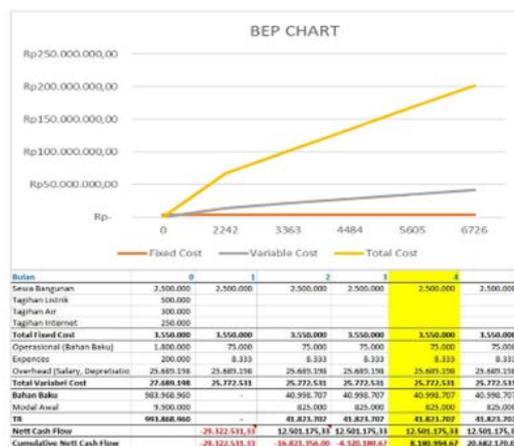
Multidisciplinary teams are essential to realizing end-to-end solutions, but we must expand this concept further. This means that our customer (and community!) discovery teams will benefit from a collaborative approach, for example, social scientists partnering with engineers to understand social problems, consider possible solutions, and carefully consider the potential impact and public value (Bosman et al. 2020).

The students' reflections showed that they enjoyed the course and could explain the important elements of the process. Even though some descriptions of concepts are inaccurate, they understand these concepts and can apply them. Creating and developing entrepreneurship teaching in this course was a happy venture, especially for hospitality vocational students, because this approach was an entrepreneurship framework that suits their field of study. It is hoped that students will gain skills that can be applied to educational and professional pathways in the hospitality sector.

Financial Project

Initial Investment
Rp. 5.550.000

With Pay back
period in
4 months



FOREST ROLL RoadMap

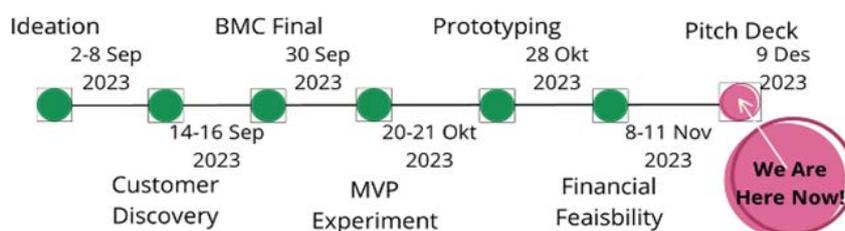


Figure 4. Finding 4 (F4): Pitch deck of FFA

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Following students throughout the course has shown that the entrepreneurship course directly strengthens students' skills by enabling them to start their own businesses. In line with Stenkjær et al. (2021), students who take this course generally perform well with entrepreneurial skills given this course. Entrepreneurship in academic settings can engage in customer discovery exercises toward understanding inclusivity in innovation, entrepreneurship as defined in terms of ownership and promotion, diversity and uniqueness of entrepreneurial communities, and community innovation and collaboration.

To draw conclusions in this research, the Cao & He (2021) framework modified to QFD model that obtained to improve the quality of entrepreneurship education teaching in Figure 6.

The study found that combining experiential teaching approaches, such as case-based examples, team-based learning, one business idea for each class, learning by doing, planning posters, and presentation sessions in EE fosters students' confidence in understanding and mastery of entrepreneurship in Figure 7. In line with Cascavilla et al. (2022), the entrepreneurship method in this course can be integrated with different teaching models, for example, the entrepreneurship program can be divided into modules with different teaching styles, objectives and assessment procedures.

As in Balan & Metcalfe (2012) "pitch deck/poster plan" and "team-based learning" as well as "case-based examples", "one business idea for each group", "learning by doing" in Sort & Brøndum (2021) are methods that suitable for studying entrepreneurship.

Recommendations

From the results of the reflection on the midterm and final exams, it can be seen that students can apply the practice of developing business models and financial feasibility analysis quite well. This approach can be applied in vocational education in Indonesia, especially to solve problems in teaching entrepreneurship and will increase the effectiveness and innovative nature of the solutions created. By taking "happy" entrepreneurship courses, students can strengthen skills that will enable

them to start their own businesses and become attractive employees for companies. In general, students with the entrepreneurial skills provided in this course can learn how to adapt and overcome problems and find solutions to the challenges they face both as entrepreneurs and if they work in established companies. Further research is needed to overcome this. This paper suggests a systematic approach to identify ways in which teaching methods can be further developed to increase the engagement of specific groups of students.

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