

# **Introducing International Business Management Concept to High School Students**

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## **Abstract**

This community service aims to introduce the international business management concept to high school students. The program lasted around a month and was divided into 13 sessions in the form of online training. Two steps were taken to conduct the community service. The first step was to develop the training content and the second step was to deliver the online training program. 553 high school students in 2021 and 188 high school students in 2022 were selected to attend the program. However, in 2021 only 59 and in 2022 only 4 high school students participated in all sessions. The decreasing rate of attendance is alarming even though after finishing the online training sessions, the participants gained new knowledge related to the international business management concept. Hence, this paper aims to evaluate the community service program.

***Keywords:*** *International Business Management, Online Training, High School Students*

## **A. INTRODUCTION**

International business is challenging for small and medium enterprises because they have limited financial resources compared to large multinational companies (Knight & Kim, 2009). One of the internationalization processes that could be done by small and medium enterprises is export activities. Export activity is one way to enter international markets and contribute to a country's economy by increasing employment, increasing foreign exchange reserves, and increasing state revenue from taxes (Singh & Gautam, 2022). One of the ways the Indonesian government has taken to increase export activity is by establishing a human resources training centre for exports and trade services (PPEJP) following the regulation of the Minister of Trade of the Republic of Indonesia number 29 of 2022. PPEJP provides a paid export training program whose costs are partly subsidized by the state. The government also needs the help of other parties to conduct international business, export

education and training for SMEs because the number of SMEs in Indonesia is the largest in Southeast Asia with a total of 65.46 million (*Indonesia Punya UMKM Terbanyak Di ASEAN, Bagaimana Daya Saingnya?* 2022). The results of previous studies state that information, education, and export training affect export-related resources in SMEs (Malca et al., 2020). SMEs will face many challenges when deciding to expand into foreign markets. Some of these challenges are a lack of knowledge about exports, a lack of company credibility in the eyes of importers, a lack of understanding of export destination countries, and a lack of human resources to export (Paul et al., 2017). Human resources are one of the most important things in the process of internationalizing SMEs. To increase human resources who are experts in the export sector, many countries use export assistance programs. The export assistance program consists of direct and indirect programs. The export education and training program are one of the direct export assistance programs (Ribeiro & Forte, 2019). Organizing export seminars and conferences, export training programs, export mentoring programs, and foreign language support services are examples of programs related to export education and training (Leonidou et al., 2011). The results of previous research show that export assistance programs have a positive effect on increasing exports (Cull et al., 2017). Another positive impact of the export assistance program is the increase in export-related matters such as human resources, the ability of SMEs to export, and the financial performance of SMEs (Leonidou et al., 2011). The export assistance program also indirectly influences the strategy, commitment, and knowledge of SMEs regarding export activities (Jalali, 2012; Sraha, 2015). For the reasons above, the export assistance program carried out by the author as a form of community service is to hold an international business training program to increase knowledge and train future generations of human resources in international business. The previous community service also explained that the increase in the knowledge of the training participants increased after participating in export training (Raharja Jaja et al., 2020; Verawati & Rahmayanti, 2021). Besides export training, this community service also provides other topics such as international business etiquette, how to do business in another country, digital business,

international trade, and the role of human capital in international business. The full list of topics could be seen in table D1. To the best of authors' knowledge, there has not been any community service program on this topic. Previous community service programs on international business and management topics focus on introducing online business (Ni Wayan Eka Wijayanti, Ni Wayan Suardiati Putri, 2021; Rakib et al., 2020; Solihin et al., 2021). The community service is conducted by the international business management (IBM) department program at Binus university in collaboration with the Binus university learning community (BULC). The participants were high school students from all over Indonesia who are target students to join the IBM program at Binus university.

## **B. METHODOLOGY**

The training modules were aimed to give high school students an overview on what is international business management with the following learning objectives:

LO 1: Understand some business activities in the international business area

LO 2: Understand some business activities in the international trade area

LO 3: Understand how to work for a multinational corporation

The training modules were conducted in the collaboration between BINUS University Learning Community (BULC) and the Department of International Business and Management BINUS University (IBM).

BULC was in charge of coordinating the possible participants, i.e. promoting to possible high schools, administering participant registration, and managing day-to-day event organization (such as . contacting facilitators, sending invitations for both participants and facilitators, final test distribution, etc).

IBM was in charge of providing a wide range of selected topics of interest, ranging from digital business, international trade, and human capital in international business. The topics are grouped into three areas: international business, international trade, and managing human resources in international business. IBM is also in charge of providing facilitators/lecturers relevant to each topic. The overall module gives an overview of IBM knowledge coverage and hence is also an implicit marketing mechanism for IBM to prospective future students. At the same time, the sessions can also be used as community development contributions for lecturers participating as facilitators.

## **C. RESULT AND DISCUSSION**

The module has been conducted for two years: 10 sessions in 2021 and extended to 13 sessions in 2022. Table D.1 displays the session details for both 2021 and 2022.

Table D.1. Session Detail

Session	Day/Date/Time	LO	Topic	Instructor
<b>2021</b>				
1	Monday 16 August 2021	LO 1	Digital Business Introduction	Wendy Junaidi, S.T., M.M.
2	Monday 23 August 2021	LO 1	Doing Business in Europe	Dony Saputra, S.Kom., M.M., M. Kom.
3	Monday 30 August 2021	LO 1	Import Business	Johanes Ronaldy Polla, S.Si., S. Kom., S.M., M.IB,
4	Monday 6 September 2021	LO 1	Global Business Using Marketplace	Johanes Ronaldy Polla, S.Si., S. Kom., S.M., M.IB,
5	Monday 13 September 2021	LO 2	Role of International Trade in the New Normal Era	Rianto Nurcahyo, S.E., M.M.
6	Monday 20 September 2021	LO 2	What is Global Supply Chain Management?	Scherly, S.E., M.IB.   Ir. Elia Oey, M.Eng., M.Sc.   Wendy Junaidi, S.T., M.M.
7	Monday 27 September 2021	LO 2	Exporting from Home	Scherly, S.E., M.IB.   Ir. Elia Oey, M.Eng., M.Sc.  Christianto Eka Wiguna, S.E., M.E.
8	Monday 4 October 2021	LO 2	Market Entry Strategy	Michael Tuori, B.A., 2 M.Log, MCP
9	Monday 11 October 2021	LO 2	Success in Penetrating the Global Market	Rianto Nurcahyo, S.E., M.M.
10	Monday 18 October 2021	LO 3	Working for a Multinational Company Evaluation	Ono Supriadi, PhD.  Michael Tuori, B.A., M.Log, MCP
<b>2022</b>				
1	Monday 22 Aug 2022	LO 1	International Business Etiquette	Dr Arfendo Propheto
2	Monday 29 Aug 2022	LO 1	Doing Business in Europe	Dony Saputra, S.Kom., M.M., M. Kom.
3	Monday 5 Sep 2022	LO 1	Export Import Business 101: Start Now	Johanes Ronaldy Polla, S.Si., S. Kom., S.M., M.IB,
4	Monday 12 Sep 2022	LO 1	Online Business and Marketing	Johanes Ronaldy Polla, S.Si., S. Kom., S.M., M.IB   Indra Adiputra, S.Kom., M.M.
5	Monday 19 Sep 2022	LO 2	Role of International Trade in the New Normal Era: Container	Rianto Nurcahyo, S.E., M.M.
6	Monday 26 Sep 2022	LO 2	Overview of Multinational Corporation Management & Global Supply Chain Management	Scherly, S.E., M.IB.   Ir. Elia Oey, M.Eng., M.Sc.   Wendy Junaidi, S.T., M.M.
7	Monday 3 Oct 2022	LO 2	Market Entry Strategy	Michael Tuori, B.A., M.Log, MCP
8	Monday 10 Oct 2022	LO 2	How to Start Exporting from Home	M Said Caldos   Scherly, S.E., M.IB.   Christianto Eka Wiguna, S.E., M.E.
9	Monday 17 Oct 2022	LO 2	Success in Penetrating the Global Market	Rianto Nurcahyo, S.E., M.M.  Arief Budiman, S.E., MBA.
10	Monday 24 Oct 2022	LO 3	Digital Business Presentation	Wendy Junaidi, S.T., M.M.
11	Monday 31 Oct 2022	LO 3	How to Run your Company in the Middle of Global Crisis	Dr. Marko Hermawan,  Benjamin Suwito Rahardjo, SE,MBA, CIA, CACP
12	Monday 7 Nov 2022	LO 3	Globalizing Your Career	Ono Supriadi, PhD. Michael Tuori, B.A., M.Log, MCP
13	Monday 14 Nov 2022	LO 3	Overview of International Business and Globalization	Ono Supriadi, PhD, Damar Aji Irawan, S.Hum., M.Sc.,

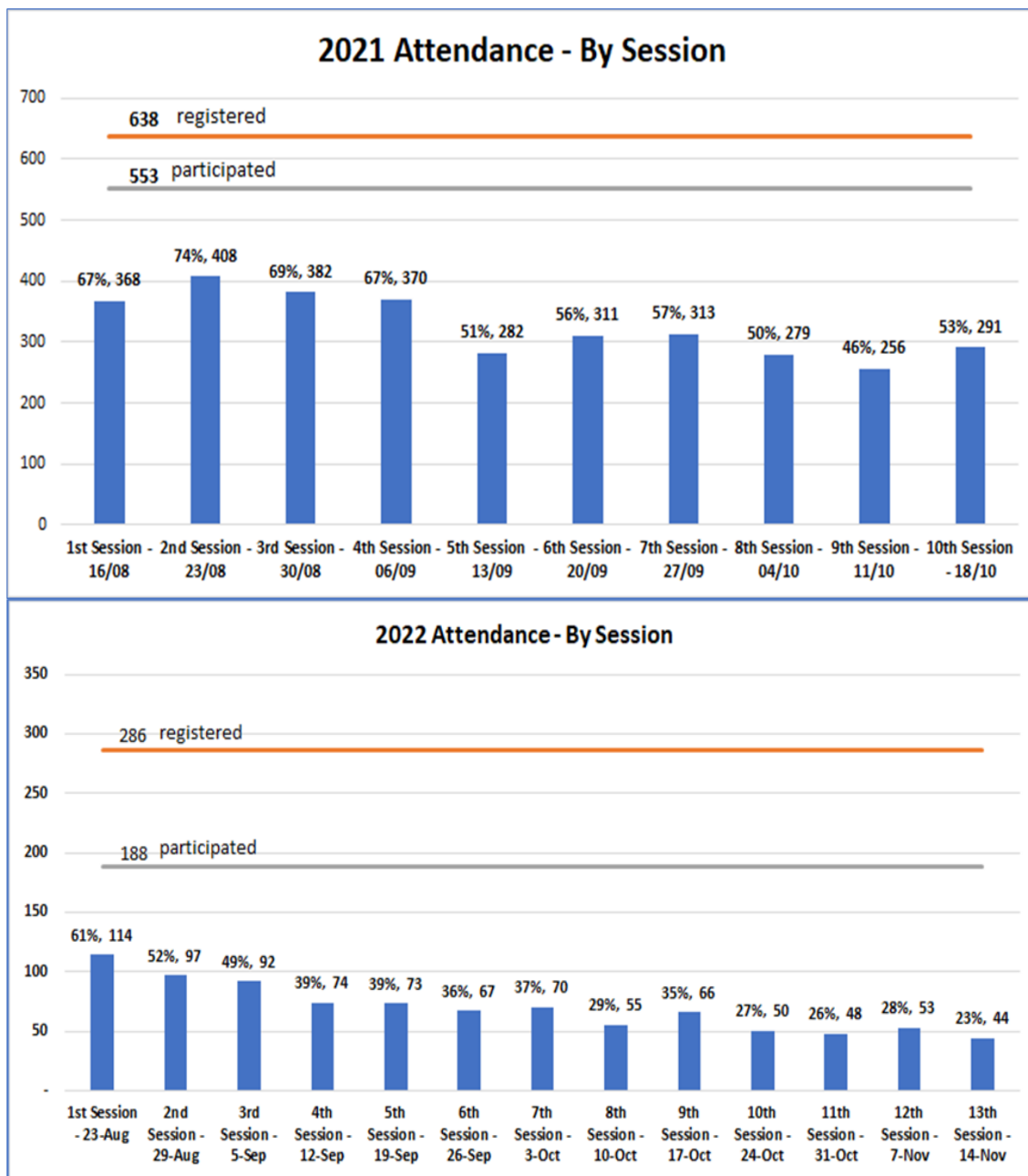


Figure D.1. Attendance by Session - 2021 vs 2022

In 2021, 638 high school students registered, and 553 students (87%) participated. However, the attendance for each session was never 100% (only 46-74%) and tended to decrease toward the end of the sessions, as indicated in the top part of Figure D1. A similar trend also occurred in 2022, where only 188 out of 286 registered participants came to at least one of the sessions. The attendance rate was also worse than the previous year and declined toward the end of the sessions (23-61%) (see the bottom part of Figure D1).

Table D.2. gives a deeper insight into the attendees' intensity by looking at how many sessions participants joined the sessions. in 2021, only 11% (59 out of 553) joined the whole session. In 2022, the number deteriorated, as only 4 out of 188 students joined the whole session.

Table D.2. Intensity of Attendees (Number of sessions attended)

2021			2022		
attended in ____ session	# attendees	% attendees	attended in ____ session	# attendees	% attendees
only 1	64	12%	only 1	46	24%
2	48	9%	2	33	18%
3	40	7%	3	16	9%
4	41	7%	4	11	6%
5	41	7%	5	12	6%
6	35	6%	6	9	5%
7	68	12%	7	12	6%
8	78	14%	8	9	5%
9	79	14%	9	8	4%
all 10	59	11%	10	10	5%
Total participant	553		11	11	6%
			12	7	4%
			all 13	4	2%
			Total Participant	188	

From the above data, we can conclude that although the number of participants recruited by BUCL is promising (553 in 2021 and 188 in 2022), the wholeness of knowledge acquired may not be achieved, as only a limited number of percentage attended the full session. Hence, the purpose of making the module an implicit marketing tool for IBM may not be achieved.

At the end of modules, each participant was given a final test, with results summarized in Table D.3. Grade A is given to those who received a 90 score, grade B is given to those who received an 80 score, grade C is given to those who received 70 scores, and grade D is given to those who received 60 scores. Although many students did get good grades, the participation rate is not so high (356 out of 553 = 64% only in 2021). Unfortunately, no post-evaluation about the session's topics was conducted during the session, so we are lacking insights into what topics are considered relevant to the participants to give feedback for future module development.

Table D3. Grading Summary of Final Test

Grade	# of students	
	2021 (closed)	2022 (still ongoing)
A	87	32
B	165	34
C	77	0
D	27	0
Total	356	66

Table D.4. give an overview of top school contributors. From the table, we can conclude that BUCL can make improvements by prioritizing its resources to campaign to only a limited number of schools as long as they can negotiate school and student commitment to attend the whole session during the module delivery.

Table D.4. Top School Contributor

School Name	Total attendance for all		Average
	2021		
SMA Santo Yoseph Jakarta	522	52.2	52.2
SMA Ananada Bekasi	351	35.1	35.1
SMA Tarsisus Vireta	306	30.6	30.6
SMA Notre Dame	289	28.9	28.9
SMA Ketapang Jakarta	212	21.2	21.2
SMA Pangudi Luhur Jakarta	202	20.2	20.2
SMA Kristen Kanaan Cainjur	180	18	18
SMA Santa Theresia	96	9.6	9.6
SMAS St Bellarminus	95	9.5	9.5
SMAS Pax Patriae	79	7.9	7.9
SMAS St Bellarminus Bekasi	53	5.3	5.3
BINUS Online Learning	51	5.1	5.1
SMA Kristen Kanaan Tangerang	43	4.3	4.3
SMAS Strada Santo ThomasAquino	42	4.2	4.2
SMA Regina Pacis Surakarta	39	3.9	3.9
SMA Pangudi Luhur	34	3.4	3.4
SMAS Cendana Mandau	30	3	3
<i>The rest of the 114 schools have less than 2 students/per session</i>			
2022			
SMAK Yahya	179	13.8	13.8
SMA Pax Patriae	100	7.7	7.7
SMAK BPK Penabur Cirebon	52	4.0	4.0
SMAK Yahya Bandung	46	3.5	3.5
SMA Santo Bellarminus Jakarta	33	2.5	2.5
SMA Santo kristoforus 1	33	2.5	2.5



SMA Santo Bellarminus	28	2.2
SMA Kristen Kanaan Cianjur	20	1.5
SMAK Kanaan Cianjur	20	1.5
SMAS Kanaan Cianjur	20	1.5
SMA maitreyawira	19	1.5
SMAS KANAAN	19	1.5
SMA Santo Yosef	14	1.1
Santo Bellarminus	13	1.0
SMA Strada st. Thomas Aquino	13	1.0
SMA Tarakanita Gading Serpong	13	1.0
<i>The rest of the 65 schools have less than 1 student/session</i>		

#### **D. CONCLUSION**

This community service program aims to increase knowledge and train future generations of human resources in international business. The results showed that the number of participants is promising (553 in 2021 and 188 in 2022). However, the full attendance rate is shocking. In 2021, only 11% (59 out of 553) joined the whole session while in 2022, the number deteriorated, as only 4 out of 188 students joined the whole session. Therefore, the authors make several suggestions to improve community service. First, the program duration (one month) needs to be shortened. The results might be better if the program lasts for two weeks from Monday-Friday. Second, the lecturers that give the training should be divided equally across the sessions. Third, a final test could be done for those who completed all sessions. Lastly, a certificate would be given to those who completed all sessions and achieved a minimum score on the final test.

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