



## ENTREPRENEURSHIP MENTORING USING A BUSINESS MODEL CLOUD KITCHEN IN VOCATIONAL HIGH SCHOOLS

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### **Abstrak**

*Pengenalan konsep cloud kitchen kepada siswa Sekolah Menengah Kejuruan ini bertujuan untuk meningkatkan kompetensi melalui peningkatan pengetahuan, pengenalan dan pemahaman, dan pengembangan kurikulum, serta membentuk mindset kewirausahaan dan peningkatan minat berwirausaha dengan model bisnis Cloud Kitchen. Metode pelaksanaan pengabdian yaitu ceramah dan diskusi yang diawali dengan pre-test untuk mengukur tingkat pengetahuan, pengenalan, dan pemahaman siswa dan diakhiri dengan post-test untuk mengukur efektifitas dari kegiatan yang dilakukan. Hasil pre-test menunjukkan bahwa pengetahuan siswa terhadap bisnis cloud kitchen masih minim di angka 19,8% dan hasil Post-test menunjukkan peningkatan pengetahuan siswa terhadap bisnis cloud kitchen di angka 90,5%. Adapun kendala awal dalam memulai kewirausahaan yang dihadapi oleh siswa/siswi di SMK Ethika adalah modal awal yang besar sementara belum tersedianya modal tersebut, dan adanya ketakutan dalam memulai usaha baru karena banyaknya yang belum memahami jenis usaha yang mudah untuk dijalankan. Model bisnis cloud kitchen cocok diterapkan karena membutuhkan modal yang lebih rendah untuk memberikan peluang besar dalam memulai usaha kuliner dengan memanfaatkan teknologi digital. Kegiatan ini memberikan kontribusi nyata kepada masyarakat, khususnya komunitas pendidikan vokasi, dalam bentuk peningkatan kapasitas dan kesiapan siswa untuk terlibat dalam ekonomi digital. Dampak langsung yang dihasilkan berupa peningkatan pengetahuan, kesiapan mental, dan inspirasi usaha bagi siswa untuk mulai mengembangkan bisnis mandiri berbasis kuliner digital.*

**Kata kunci:** Kewirausahaan, Inovasi Bisnis, Cloud Kitchen, Kuliner Digital.

### **Abstract**

Introducing the cloud kitchen concept to these vocational high school students aims to boost their competence by improving knowledge, fostering familiarity and understanding, and developing curriculum. It also seeks to shape an entrepreneurial mindset and increase their interest in entrepreneurship through the Cloud Kitchen business model. The program's methodology involved lectures and discussions. It began with a pre-test to gauge students' initial knowledge, familiarity, and understanding, concluding with a post-test to measure the activity's effectiveness. The pre-test results revealed that students' knowledge of the cloud kitchen business was minimal, at 19.8%. However, the post-test showed a significant increase in their knowledge, reaching 90.5%. The primary hurdles faced by SMK Ethika students when embarking on entrepreneurship were the need for substantial initial capital without its availability, and the fear of launching new businesses due to a lack of understanding of easily manageable business types. The cloud kitchen business model is well-suited for implementation, as it requires lower capital and offers a great opportunity to start a culinary business by leveraging digital technology. This

activity provides a tangible contribution to the community, particularly the vocational education sector, by enhancing students' capacity and readiness to participate in the digital economy. The direct impacts include increased knowledge, improved mental preparedness, and business inspiration for students to begin developing independent digital culinary businesses.

**Keywords:** Entrepreneurship, Business Innovation, Cloud Kitchen, Digital Culinary.

## INTRODUCTION

Entrepreneurship education at the Vocational High School level is one of the important strategies in producing graduates who are not only ready to work, but also able to create jobs independently (Dharmawati, 2020). In the context of globalization and rapid technological development, vocational school graduates are required to have skills that are not only technical, but also adaptive to market changes and people's consumption patterns (Wiwi et al., 2024). The business world is currently moving towards digitalization, including in the culinary sector, which has undergone a significant shift from the conventional system to the online system (Iwu et al., 2019). This condition requires adjustments in the entrepreneurial learning system, so that Vocational High School graduates have competitiveness and relevance to the needs of modern industry and society (Rafika et al., 2018).

However, the implementation of entrepreneurship education in Vocational High Schools still faces various challenges (Nurdina, 2019). Many educational institutions still apply conventional approaches and have not integrated technological innovations into the entrepreneurship curriculum (Semeru Research Institute, 2021). As a result, students lack understanding and skills in managing digital-based businesses (Hery, 2021). In addition, most students still have the perception that entrepreneurship requires large capital, long experience, and a wide business network (John, 2021). This perception is exacerbated by a lack of understanding of modern business models that are more flexible and efficient, such as cloud kitchens. This challenge creates a gap between students' entrepreneurial potential and the realization of entrepreneurial practices in the field (Sari et al., 2021).

This phenomenon underscores the need for a more applicable and contextual educational approach in entrepreneurship teaching in Vocational High Schools (Machdar, 2022). The cloud kitchen business model is one of the relevant solutions because it offers a virtual kitchen concept that does not require a physical dining room, thereby reducing the burden of operational costs and initial investment (Rizky, et al, 2023). Cloud kitchens are also very suitable for the lifestyle of people who are increasingly dependent on online food delivery services (Choudhary, 2019). In view of these developments, it is important to introduce this model to Vocational High School students as part of digital entrepreneurship learning (Dewi, et al., 2022). The urgency of this introduction is even higher



considering that the digitalization of the food and beverage sector is a trend that continues to grow and has great potential for the younger generation who want to start their own business with limited capital (Supriyati, 2023).

Various community service programs targeting entrepreneurship education at the Vocational High School level have been carried out, but most of them still focus on strengthening entrepreneurial character in general or training technical skills, such as product manufacturing (Mustafida, 2024). These programs tend to adopt conventional approaches that have not fully integrated aspects of business digitalization, especially in the form of business models that are in line with the platform economy era (Ariadi, 2023). In addition, few service activities specifically introduce the cloud kitchen business model, a business concept that has proven to be relevant and adaptive to modern consumer trends, but has not been widely adopted in the context of entrepreneurial education for Vocational High School students (Vembri, 2025).

The novelty of this service activity lies in the strategic approach that not only delivers entrepreneurial material but also directly introduces and simulates the cloud kitchen business model as an alternative to digital culinary businesses. This approach is not only theoretical but also applicable and contextual, and tailored to the needs and limitations of Vocational High School students. This makes this program an innovation in the realm of entrepreneurial service that combines vocational education, digital transformation, and future economic readiness.

The main contribution of this activity lies in increasing digital entrepreneurship literacy among Vocational High School students and the formation of new insights into technology-based business opportunities. The cloud kitchen model is the right entry point to introduce entrepreneurial practices that are cost-effective, easy to execute, and relevant to the needs of today's market. With this counseling, it is hoped that students will not only gain theoretical knowledge, but also be motivated to design and start an independent business in real life. The long-term impact of this activity is the creation of an educational ecosystem that encourages the economic independence of the younger generation and an active contribution to the development of the digital economy in Indonesia, especially in the culinary sector.

This activity aims to provide entrepreneurial counseling to Vocational High School students by introducing the cloud kitchen business model as a form of digital-based culinary business innovation. Counseling is designed to increase students' knowledge, understanding, and readiness in developing technology-based independent businesses. In addition, this activity also aims to form an entrepreneurial mindset from an early age and foster student motivation to explore business opportunities that are relevant to the times. Through an interactive lecture approach and group discussions, students are given a real

picture of how a cloud kitchen can be run, the challenges faced, and the strategies to get started effectively.

## **MATERIALS AND METHODS**

This community service activity was conducted in the form of entrepreneurship counseling based on the cloud kitchen business model, targeting grade XII students of SMK Ethika Palembang. The implementation method involves three main stages, namely the preparation, implementation, and evaluation stages. In the preparation stage, the implementation team coordinates with the school, identifies the needs of partners (teachers and students), and conducts initial surveys to determine the level of participants' understanding of the concept of digital entrepreneurship and the cloud kitchen business model. In addition, the team also prepared counseling materials and evaluation instruments in the form of pre-tests and post-tests.

The implementation stage will be carried out on November 23, 2024, at SMK Ethika Palembang. This activity was attended by 49 students from the Department of Accounting and Computer Network and Telecommunication Engineering. Counseling is carried out through interactive lecture methods, group discussions, and case studies that illustrate cloud kitchen business practices. The material was delivered using digital presentation media such as laptops and projectors, and was accompanied by simulations of making simple business models. Before the core material is delivered, students take a pre-test to measure their initial understanding, and after the activity, a post-test is used to evaluate the changes in knowledge that occur. The rundown of this service activity is explained in Table 1.

Table 1. Series of Service Activities

<b>No</b>	<b>Materials Delivered</b>	<b>Personalized</b>	<b>Method</b>
1	Opening	Moderator	Lecture method
2	Pre-test	Community Service Team	Questionnaire
3	Introduction to Cloud Kitchen Business Model	Community Service Team	Multimedia Lectures
4	Discussion, Q&A, Post-test	Community Service Team, Teacher, and Student	Discussions and Questionnaires

The evaluation stage in this community service activity was carried out to measure the effectiveness of entrepreneurship counseling using the cloud kitchen business model on increasing the understanding and interest of SMK Ethika Palembang students in the field of culinary entrepreneurship of the cloud kitchen business model. This evaluation is carried out by combining two approaches,



namely quantitative and qualitative, to obtain a comprehensive and in-depth picture.

Quantitative evaluation was carried out through the measurement of pre-test and post-test scores given to all participants before and after counseling activities. The instrument used is a questionnaire containing 15 multiple-choice questions focused on students' understanding of concepts, advantages, and challenges in running a business with the cloud kitchen model. The quantitative success criteria are determined based on the indicator, namely, at least 70% of students experience an increase in post-test scores compared to pre-tests. The average post-test score reaches a minimum of 75 out of a maximum total score of 100.

Meanwhile, qualitative evaluation was carried out through participatory observation and brief interviews with students and accompanying teachers to explore students' perceptions, motivations, and interest in cloud kitchen-based entrepreneurship. Through this combination of approaches, service activities not only emphasize knowledge transfer but also build students' readiness and courage to start digital-based independent businesses.

## **RESULTS AND DISCUSSION**

The implementation of entrepreneurship service activities based on the cloud kitchen business model was held on Saturday, November 23, 2024, at SMK Ethika Palembang. The activity started at 08.00 WIB and lasted until 12.00 WIB. The participants in the activity consisted of 49 grade XII students from the Department of Accounting and Computer Network and Telecommunication Engineering who have an interest in the field of entrepreneurship, especially culinary businesses. The activity began with an opening by the service team and the school, followed by the delivery of the purpose of the activity and the introduction of digital entrepreneurship materials.

In the initial session, a pre-test was conducted for all participants as an initial evaluation instrument to measure students' level of knowledge and understanding of entrepreneurship and cloud kitchen business models. The pre-test is prepared in the form of a multiple-choice questionnaire of 15 questions that cover the basic concepts, advantages, and challenges of the cloud kitchen business. After the pre-test, the service team provided the main material on the cloud kitchen business model through interactive lectures assisted by multimedia presentations.

The core session of the service activity was focused on delivering material on the cloud kitchen business model through an interactive lecture method combined with multimedia presentation media described in Figure 1. The material was delivered by resource persons from the Sriwijaya State Polytechnic entrepreneurship lecturer team who have experience in assisting MSMEs. In this

session, students are introduced to the basic concept of cloud kitchen, including its definition, background of its appearance, as well as its differences from conventional restaurants. The explanation also includes the main characteristics of cloud kitchens, such as the absence of a dining room, focus on delivery services, and efficiency in business operations. To reinforce understanding, short videos and illustrative graphics are shown illustrating the workflow of the virtual kitchen, ordering platforms, as well as examples of shared kitchen designs used by modern culinary business actors.



Figure 1. Material Delivery Activities

Furthermore, the presentation of the material also included the potential and opportunities that students can take advantage of if they want to start a culinary business with a cloud kitchen model. The resource person explained the implementation strategy, starting from menu selection, operational management, to the use of digital applications such as GoFood, GrabFood, and social media for promotion. Students were given real-life case studies of MSME actors who have successfully developed food businesses from home through cloud kitchens, including an analysis of the successes and challenges faced, as described in Figure 2. At the end of the session, students were invited to respond to the material by answering short questions, as well as conveying initial ideas about culinary products that they thought were suitable for running with the concept of cloud kitchen. The students' responses showed high enthusiasm, characterized by the many questions and discussions that arose during the presentation.





Figure 2. Discussion Session Activities with Students of SMK Ethika Palembang

The activity continued with a group discussion session, where students were divided into several small groups to discuss cloud kitchen-based culinary business ideas that they could develop according to their real conditions as students. This session was guided by a team of service lecturers and accompanying teachers. Several student groups put forward interesting ideas, such as dessert boxes, rice bowls, and milk coffee businesses marketed through social media and online food delivery platforms. The discussion took place actively and participatory, showing the high enthusiasm of the participants for new business opportunities that are digital and minimal risk.

In closing, a post-test was carried out to measure the extent to which students' understanding improved after receiving the material and participating in the discussion. The results of the post-test are then compared with the pre-test as material for evaluating the effectiveness of the activity. The activity ended with a joint reflection session, where several students volunteered to share their opinions and experiences during the activity. The accompanying teacher also expressed his appreciation for the approach used, because it not only provides new insights, but is also able to motivate students to start small businesses independently. This implementation stage is an important part of encouraging the integration of digital entrepreneurship knowledge and practices in the vocational education environment. Of course, this is done to ensure the long-term success of the Cloud Kitchen Model business with the need for continuous assistance and the use of appropriate technology for operational and marketing management.

The responses given by the participants during the activity were very diverse from the emergence of students' desire to try the cloud kitchen business as an alternative to culinary business. In terms of interest, as many as 32 out of 49 students (65%) expressed interest in trying the cloud kitchen business model culinary business. One of the students said,

"I want to start from selling dessert boxes because it can be done from home and is easy to promote through Instagram and GoFood."

However, some students also revealed the challenges they faced such as access to digital devices, limited capital, and lack of family support. As a result of this counseling, most students admitted that they now understand the concept of cloud kitchen and its potential in the culinary industry because previously students still often thought that opening a culinary business requires a large investment to rent a place, and requires employees. This is supported by the results of observations made before the implementation of service activities is carried out, information is obtained that in the world of education, especially at the Vocational High School level, there are several problems encountered related to entrepreneurship education.

The results of the pre-test conducted for all participants showed that the most basic problems for students in starting a cloud kitchen business included thinking that entrepreneurship is difficult, high-risk, and requires capital. Another factor that became a problem was that the students were more interested in working in a company than doing business independently because of the respondents' lack of understanding of the concept of entrepreneurship itself. The following are the pre-test and post-test conditions of students during the cloud kitchen concept counseling explained in Table 2.

Table 2. Pre-Test and Post-Test Conditions of Students on Cloud Kitchen Concept Counseling.

Pre- Test	Post-Test
On average, almost 75% of students have no interest in starting a business venture	Students' interest in starting a business has reached 60% presentations
On average, almost 70% of pupils are more interested in working in a company than in business after graduating from school	The shift in students' interest in business rather than working in a company reaches 60%
Students with 25% presentations who have an interest in doing business are still confused about what business to do	Almost 70% of students have chosen their type of business
80.2% of students do not know the cloud kitchen business model	With presentations, 90.5% of students have understood the cloud kitchen business model

Source: Author Data (2025)

The comparison of the scores obtained between the pre-test and post-test scores is illustrated in Figure 3.





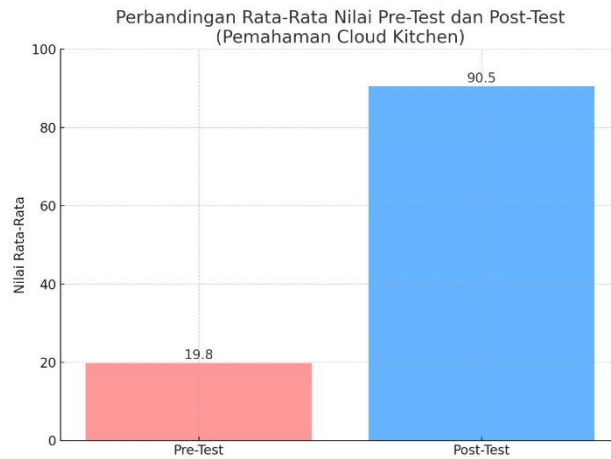


Figure 3. Pre-test and Post-Test diagrams

Source: Author Data (2025)

Based on the diagram above which explains the comparison of the average Pre-Test and Post-Test scores, it can be concluded that before the explanation related to cloud kitchen, students' presentations understood about the cloud kitchen business was only 19.8%, where most students did not know the cloud kitchen business model. After the explanation of the material related to cloud kitchen, a questionnaire was given again related to students' understanding of cloud kitchens and the percentage increased to 90.5% where students began to understand the cloud kitchen business, both the obstacles and potential of the cloud kitchen business itself. Then almost 65% of students are interested in running a cloud kitchen business model.

Students and students of SMK Ethika at the end of the counseling actively participated in answering questions related to the understanding of Cloud Kitchen Model Entrepreneurship. As a result, from all the questions asked by the counseling participants, namely SMK Ethika students can answer all questions correctly about the types of cloud kitchen business models, as well as tips and tricks in starting a cloud kitchen business. During the counseling, the participants' response was very positive. Based on observations, 78% of students were actively involved in discussions and questions and answers. Some students came up with relevant business ideas, such as selling rice bowls and dessert boxes online. One of the students said,

"I thought of selling rice bowls because many of my friends like simple but delicious and cheap food."

The accompanying teacher also said that the cloud kitchen concept opens up business opportunities that suit students' conditions, because it does not require a shophouse and can be done from home.

These results are consistent with the findings (Rafika et al., 2018), which emphasizes the importance of an applicative educational approach in improving

entrepreneurial competence. Overall, this activity has a positive impact on students' knowledge and motivation. The quantitative evaluation showed a significant improvement in the cognitive aspect, while the qualitative approach indicated a growth in students' interest and courage to start a business. Practice-based entrepreneurship training is effective in shaping students' innovative and independent behaviors. Thus, this counseling has strengthened the role of Vocational High School as a vocational education institution that not only produces job seekers, but also future job creators (Iwu et al., 2019).

The implementation of cloud kitchens as a culinary business development strategy in Indonesia can help all groups, especially MSMEs, in running a culinary business more effectively and efficiently. Of course, with the fierce competition, the need to build an image and brand independently with lower operational costs, flexibility in management, and having a wide market potential is needed. So the existence of a cloud kitchen business can help market faster, and reach customers in various locations more easily (Fridayani, 2021).

This is reinforced by the changing conditions of the business world, so students need to learn to adapt to these changes. Where, actually, entrepreneurs themselves are not looking for risks, but looking for an opportunity (Alma, 2008). The cloud kitchen business model is here to answer the problems of students who have a passion for business but are afraid to start. This business model offers many advantages, such as lower capital investment, greater flexibility in various menu offerings, and the ability to scale operations quickly to meet fluctuating consumer demand (Villanueva et al., 2023).

Cloud kitchens also have considerable potential due to the current rise of digitalization. The rise of digital platforms in online food delivery and high consumer demand has triggered the growth of business strategies with a cloud kitchen model (Tokkozhina, 2023). This means that cloud kitchens are a strategic response to the changing dynamics of the food industry, offering scalable, efficient, and adaptive solutions for businesses looking to thrive in the digital era (Rohali, 2024). This is one of the right strategies for SMK Ethika students to open up insights into students' mindsets in starting a business when they graduate from school.

This situation arises at SMK Ethika Palembang. Therefore, this activity is expected to help provide information in order to open up insights through counseling activities related to the importance of entrepreneurship with a cloud kitchen model for students of SMK Ethika Palembang. Entrepreneurship counseling activities with the cloud kitchen model are also expected to have a significant impact on students in order to create a dynamic and sustainable educational and economic ecosystem. As a breakthrough, cloud kitchens or virtual kitchens have revolutionized the food service industry. This model focuses on preparing food for delivery and takeaway, using technology and infrastructure to



optimize its production and distribution processes without the need for a physical dining room. This model gives restaurants and food entrepreneurs the opportunity to reach more customers, reduce operational costs, and try out new concepts without the need for a large investment in a physical location.

Based on the results of the material delivery, the initial obstacles in starting entrepreneurship faced by students at SMK Ethika are large initial capital while the capital is not yet available, and there is fear in starting a new business because many do not understand the type of business that is easy to run. Where a new business should start by building a Minimum Viable Product (MVP), testing the market, learning from the feedback received and improving the existing product quickly (Ries, 2011). Therefore, it is related to the entrepreneurship material of the cloud kitchen model which provides a great opportunity to start a culinary business with lower capital. Where you can take advantage of existing technology such as online ordering applications, digital marketing through social media, and varied menu management.

This is important because modern entrepreneurs emerge from the use of digital platforms such as Gojek, Grab, Shopee, Tokopedia, where individuals can enter the market as small business (Kenney, 2016). The use of a cloud kitchen business is suitable for entrepreneurs who want to start a culinary business with lower risk. Where in this case the service participants are students of Vocational High School who are still limited for time, and capital that must be spent considering more efficient operational costs. In addition, it can also be a promising business option in the future, especially in adapting to the trend of consumers who increasingly rely on delivery services and online ordering so that they can cover a wide market. Where it can be said to be Digital entrepreneurship which emphasizes the role of digital technology as the main foundation in the creation and development of new businesses that are not just tools but also as promotional activities, sales, and services carried out through technology (Nambisan, 2017).

## CONCLUSIONS AND SUGGESTIONS

Entrepreneurship counseling activities based on the cloud kitchen business model at SMK Ethika Palembang have had a positive impact in increasing students' knowledge, understanding, and interest in digital entrepreneurship. Through interactive lecture methods, group discussions, and pre-test and post-test evaluations, students gain new insights on how to start a culinary business with a modern approach that is more efficient and relevant to technological developments. The results of the activity showed that students not only understood the concept of cloud kitchen, but also began to show interest in developing business ideas that suit their potential and environmental conditions. This activity proves that an applicative educational approach is able to form an entrepreneurial mindset from an early age in Vocational High School students.

In order for the impact of this activity to be sustainable, it is recommended that schools integrate digital entrepreneurship materials, including the cloud kitchen business model, into the learning curriculum more systematically. In addition, schools can also collaborate with digital culinary industry players or delivery service platforms as strategic partners in the implementation of advanced training, thematic internships, and student business incubation. Technology facilitation support, digital marketing training, and business plan guidance are also important to encourage students to realize their business ideas. With this approach, it is hoped that the entrepreneurial ecosystem within Vocational High Schools can grow sustainably and produce a generation of young entrepreneurs who are adaptive to the digital economy era.

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