

Enhancing International Business Education through Experienced Learning at Golden Gate Makassar High School

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Abstract: The purpose of the community service activity with the theme “Improving International Business Education Through Experienced Learning at Golden Gate Makassar High School” is to provide additional knowledge about international business, which is important in the current era of globalization. The methods used in this training include lectures, online webinar recordings, and direct practice where SMA Golden Gate students face challenges faced by actual international companies in expanding their business by conducting industry analysis as well as selecting target expansion countries along with marketing strategies and entry mode to the target country. The stages of implementing this community service include an introduction to the basic theory of international business and how to write a good business proposal, followed by the selection of real international business cases, and writing business proposals. After the community service activity is completed, a follow-up survey is conducted regarding the impact of the community service activity, and it is known that there is an increase in international business education by 63%.

Keywords: International Business, Community Service Activity, High School.

Introduction

The importance of international business has increased significantly due to lower trade and investment barriers and technology development (Mueller, M. 2022). In today’s globalized world, it is tough to isolate domestic economic activity from international market events. Both firms and individuals are greatly affected by international trade. Despite its threat, there’s opportunity. Nowadays, firms can reach many more customers; market saturation can be avoided by lengthening product life cycles in other countries, cooperative agreements can be formed, enabling companies to source beyond home countries and make the products more competitive, and so on (Gillespie & K. Scott Swan, 2021). To be able to grab this opportunity, there’s a necessity to do international business, which is the company’s practice of pursuing market opportunities beyond their home country and emphasizing the need to see business strategies from a global perspective (Czinkota & Ronkainen, 2016).

In short, it is crucial to understand the importance of international business in today’s global economy. Furthermore, understanding the importance of international business is crucial in stimulating interest in learning the international business to prepare future leader

generations for a competitive edge in the global economy and improve business competition in Indonesia (Enggar Harususilo, 2023).

Method

The main objective of this community service activity is to enhance international business education of Golden Gate Makassar High School students with the address of Jl. Lamadukelleng No.60, Losari, Kec. Ujung Pandang, Kota Makassar, South Sulawesi 90112. The success of this community service activity will be measured by the increase in international business knowledge of SMA Golden Gate students by at least 50%. This will be evaluated through a survey that checks students' opinions related to their business skills at the start and end of the program.

Teaching international business through lecturing without actual practice is like teaching the basics of swimming and expecting your student to be able to swim in a pool afterward. It will be hard for students to understand international business theories without having practical international experience. Unfortunately, it is not easy to find opportunities to gain international experience, not to mention that international travel is also very costly (Taras, 2019).

Fortunately, the rapid development of technology has made it easier to work in a global virtual team. X-Culture Academy is an experiential learning program that emphasizes global virtual team collaboration as a means for pre-college youths to learn the basics of international business through business consulting experience (Taras, 2019). It was designed by using Kolb's (1984) theory of experiential learning, which represents four stages of the learning experience. It starts with concrete experience by having the actual experience, reflective observation from the experience that has been gained, abstract conceptualization by learning from this experience, and active experimentation by trying what has been learned. To be effective, learners need to execute all four stages of the model, and students are allowed to repeat the cycle many times (Taras, 2019; Kolb, 1984). Experiential learning tools have increased in recent years and have been shown to have a positive effect on learning in general business education. Furthermore, research has shown that X-Culture can improve general business skills (Poór et al., 2018)

X-Culture Academy is a simplified version of the X-Culture program, which has successfully succeeded in engaging more than 6,000 students from 170 universities in 40 countries to participate every semester. The X-Culture Academy program includes a four-week pre-project training (Theoretical Training) phase before students collaborate with their peers from other cultures to complete a consulting project for an actual company. During this phase, the students will learn the basic theory of international business and business proposal writing. Afterward, they are assigned to randomly form global virtual teams consisting of up to 7 students from different universities to develop new business proposals that address the challenges faced by actual international companies. The case is a real-life challenge presented by the company that partners with X-Culture. The proposal includes a new market expansion strategy, which comprises industry analysis, suitable new market identification, entry mode, and marketing strategy to be successful in that new market. The

collaboration phase (Practical Training) will take eight weeks and combined with the pre-project preparation (Theoretical Training) and post-project activities (Post-Project Reflection), this project will last up to 16 weeks. Three phases of the X-Culture Academy experiential learning program can be seen in Figure 1 (X-Culture, 2024; Taras, 2019).

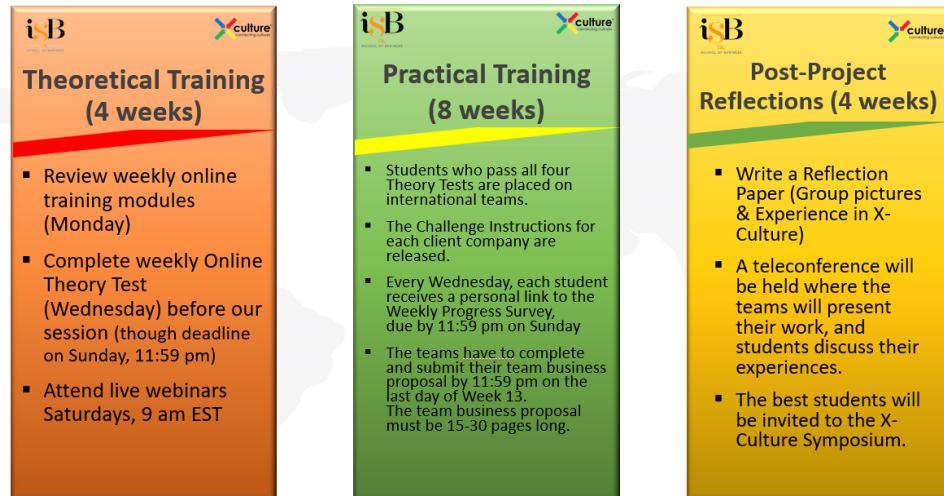


Figure 1 X-Culture Academy Program Design

The community service with Golden Gate started with an introduction session to socialize the X-Culture Academy program objectives and requirements. During the first phase (Theoretical training), students will be mentored by an i3L School of Business lecturer since students need to pass all four theory tests to be allowed to proceed to the second phase (Practical training). During practical training, there will be one consultation session per week to discuss the challenge and give students an opportunity to ask questions in case there are unclear instructions. This is especially important since English, which is used in X-Culture Academy, is not the first language used daily.

Result

The community service activity was carried out from August 20 to December 17, 2021, with 20 Golden Gate High School students through online classes using Zoom meetings. The introduction session was held one week before the program started and can be seen in Figure 2, while the detailed schedule and consultation activity can be seen in Figure 3 and Figure 4. An example of students' business proposals can be seen in Figure 5

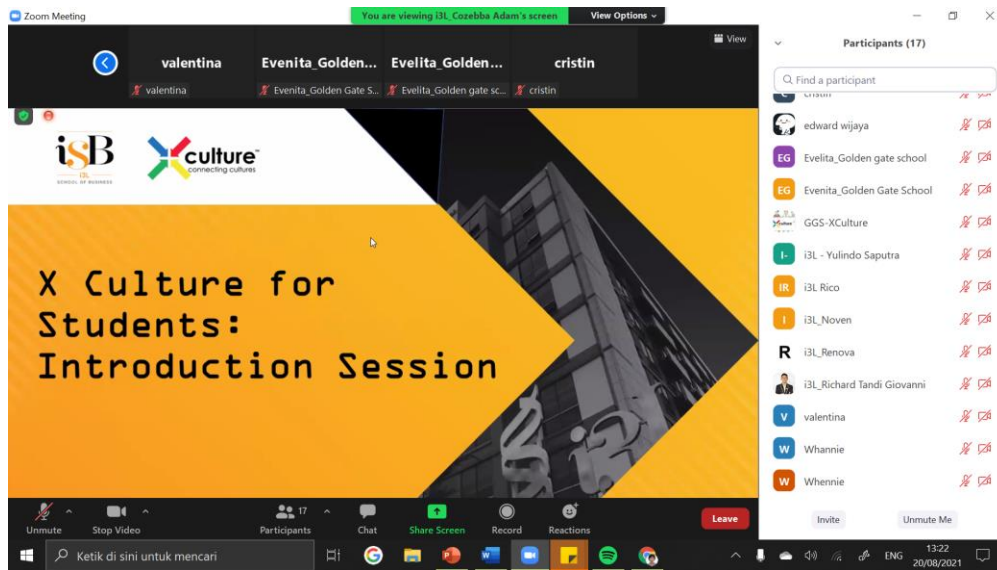


Figure 2 Introduction Session for Golden Gate High School Students

X CULTURE FOR GOLDEN GATE SCHOOL				
Week	Day/Date	Time (WIB)	Materials	Remarks
0	Saturday/ August 21st	20.00 -21.00	Orientation Webinar by X Culture	Zoom link to be announced later
1	Friday/ August 27th	13.20 - 14.40	What is X Culture and How It Works	
2	Friday/ September 3rd	13.20 - 14.40	Global Virtual Teams	
			Known Problems and Best Practices	
			Free Riding in GVTs	
3	Friday/ September 10th	13.20 - 14.40	Online Collaboration Tools	
			Online Collaboration Ethics	
4	Friday/ September 17th	13.20 - 14.40	Basics of International Business	
			Academic Referencing Style	
			Writing International Business Proposal	
5	SELECTION			
6 until 13	Friday/ October 1st	13.20 - 14.40	Practical Training	Time Investment and Topic to be announced later
	Friday/ November 19th			
13 until 17	Friday/ November 26th	13.20 - 14.40	Post Project Reflections	Time Investment and Topic to be announced later
	Friday/ December 17th			

Note: Topics are subject to change

Figure 3 Community Service Activity Schedule

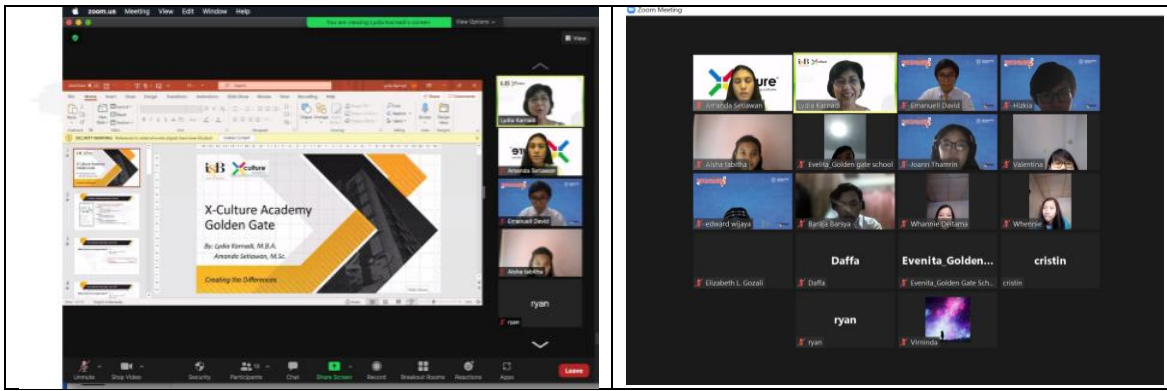


Figure 4 Consultation Session

Team Number: 8
Team Name: Youth4CulturalUnderstanding
Class/Company: X-Culture Academy

Christina Mas Lippmann christina.lippmann@online.de Germany Role: Team Leader Contributed to Editing, Sections 1, 2, 3	Jeanu Adrien Thamin blahaadrien711@gmail.com Indonesia Role: Researcher Contributed to Section 1
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Section 1

Key findings:

The main competitors are:	Junior Achievement, DECA, PrePit Schools, Knowledge Matters, Wharfedale Youth Program
The best markets for expansion:	Europe
The best countries for expansion:	Germany

1. Industry and Competition Analysis

X-Culture Academy has a variety of potential competitors. In this context, it is necessary to distinguish between direct and indirect competitors. By indirect competitors we mean extracurricular clubs and sports teams; by direct competitors we mean organizations and/or companies with a similar concept. Since X-Culture Academy occupies a very specific niche with concrete values, it is difficult to find competitors with identical products. Rather, we limited our analysis to the following characteristics: similar target audience, global presence, as well as offering educational/personal development opportunities. Through our survey (Appendix 1), we were able to determine that parents are looking for challenges and intellectual stimulation when choosing an after-school program. The following list identifies the most important of these competitors and provides a brief overview of each:

Distinction Education Clubs of America (DECA)	
Program/Company Name	Distinction Education Clubs of America
Website and/or App	www.deca.org
Populations they serve	High School students, College students
Product/Program Description	DECA prepares emerging leaders and entrepreneurs for careers in finance in high schools and colleges around the globe. (DECA, n.d.)
Relation to economic topics	Competitive events like Business Management
Pricing	Membership fees are \$2,150 per year.
Strengths compared to X-Culture	Virtual talent technology and educational research

PrePit Schools	
Program/Company Name	PrePit Schools
Website and/or App	www.prepitschools.com
Populations they serve	Students aged 7-13
Product/Program Description	Students interact with PrePit's 3000+ lessons of content every day to think, write, and create original projects. (PrePit Schools, n.d.)
Relation to economic topics	Topics like Financial Literacy, Money Management
Pricing	Free
Strengths compared to X-Culture	Wide variety of subjects, well-known brand

Figure 5 Business Proposal

After the community service activity is completed, a follow-up survey is conducted regarding the impact of the community service activity, and it is known that there is an increase in international business education by 63%, which can be seen in Figure 6.

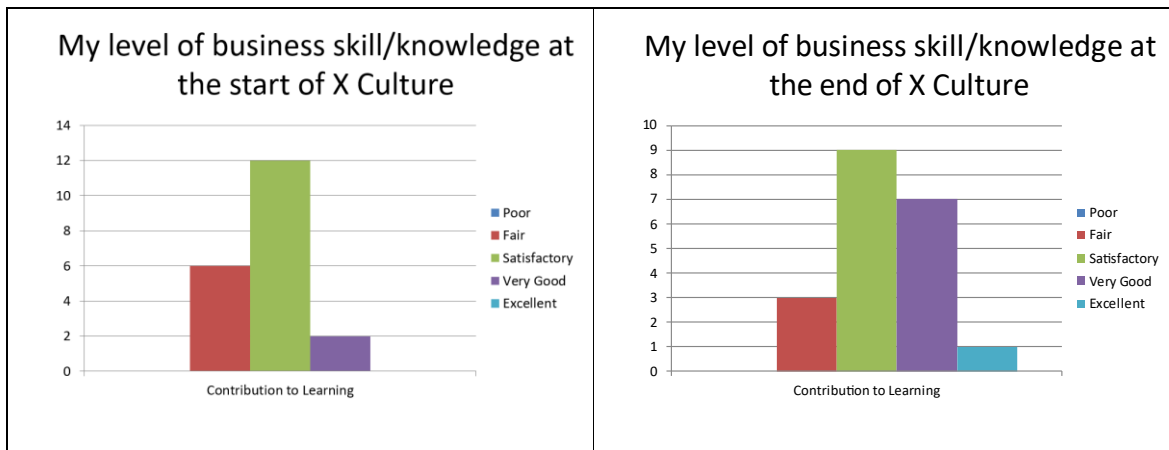


Figure 5 Business skill level at the start of X-Culture vs the end of X-Culture

Conclusion

The community service activity at Golden Gate High School is a well-rounded program that provides students with a comprehensive understanding of international business. By immersing students in challenges from real international companies, the experiential learning program provides an excellent opportunity for students to gain practical knowledge and experience. According to the post-program survey results, it was successful in enhancing students' knowledge of international business by 63%. This program is an excellent approach for students to prepare for the globalized world and the challenges that it brings.

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