

## **STRATEGIC PLANNING OF AN EDUCATIONAL TRAINING INSTITUTION USING THE BUSINESS MODEL CANVAS: A CASE STUDY OF INDONESIA JUARA EDUCATION CENTER**

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### **ABSTRACT**

This study aims to design a strategic development model for an educational training institution using the Business Model Canvas (BMC) framework at Indonesia Juara Education Center (IJEC). A qualitative descriptive method was applied. The study population consisted of teachers participating in IJEC's training programs, with a sample of 90 teachers selected through purposive sampling from various regions in Indonesia. Data were collected through interviews with seven senior teachers, direct observation, and institutional documentation. Data analysis followed the three stages of Miles and Huberman data reduction, data display, and conclusion drawing with verification (member checking). The results indicate that IJEC's strengths lie in experienced human resources and a broad institutional network, while its weaknesses involve limited marketing resources and administrative licensing delays. Opportunities emerge from supportive government policies, technological advancement, and the rise of online learning trends. The recommended strategies include implementing a blended learning model, optimizing digital marketing, and strengthening partnerships with educational institutions and teacher associations. In conclusion, applying the BMC framework can serve as an effective strategic planning tool to enhance competitiveness and sustainability of educational training institutions in the digital era.

**Key words:** Business Model Canvas; strategy; SWOT analysis; educational training; teacher development

### **INTRODUCTION**

Education in Indonesia plays a pivotal role in shaping a competitive and competent generation. However, despite being one of the world's largest education systems with over 3.3 million teachers serving 53 million students (BPS, 2018) teacher quality remains uneven. Many teachers face difficulties balancing administrative duties, teaching tasks, and professional development. The rapid advancement of digital learning tools further widens the competency gap between teachers and students, especially in the post-pandemic era.

Several studies have emphasized the need for innovation in teacher training and educational management. *Setyawan (2025)* highlighted that teacher competency improvement is the foundation for Indonesia's "golden generation." Meanwhile, *Harfiani and Pasaribu (2019)* and *Purinita (2021)* found that many educational institutions still lack structured strategic planning frameworks, particularly in adapting to digital transformation. *Bahri and Tohani (2024)* demonstrated that the *Business Model Canvas* (BMC) could serve as a useful tool for aligning operational and strategic goals in vocational training contexts. However, most prior research has focused on business or entrepreneurship education, leaving limited empirical analysis on applying BMC within nonformal teacher training institutions.

This gap indicates that while BMC has been widely utilized in commercial and vocational sectors, its strategic implementation in the education and training sector especially for teacher capacity building—remains underexplored. Therefore, this study seeks to fill this gap by designing a business model framework that integrates BMC and SWOT analysis within the operational context of a teacher training institution.

The research focuses on Indonesia Juara Education Center (IJEC), a long-standing organization under the Indonesia Juara Foundation that provides teacher training and certification programs. The COVID-19 pandemic disrupted its offline training model, leading to financial instability and operational challenges. To address this, the present study aims to:

- 1) analyze the existing business model of IJEC using the *Business Model Canvas* framework,
- 2) identify internal and external factors affecting its strategic performance through SWOT analysis, and
- 3) propose strategic recommendations for sustainable and competitive development in the digital era.

### **METHOD**

#### **1. Research Design**

This study employed a qualitative descriptive design using a case study approach, aiming to explore the strategic development of an educational training institution based on the *Business Model Canvas* (BMC) framework. The qualitative perspective allows researchers to understand the real context of institutional strategy formation, focusing on meaning, process, and experience rather than numerical measurement (Willig, 2008).

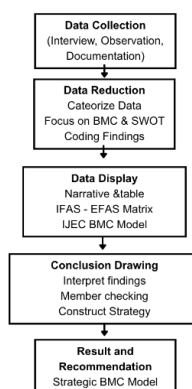


Figure 1. Research flowchart

## 2. Participants

The research subjects consisted of teachers and trainers affiliated with Indonesia Juara Education Center (IJEC). The total number of participants was 90 teachers from various provinces in Indonesia who had previously attended IJEC training programs. Participants were selected using purposive sampling, emphasizing individuals who met the following criteria:

1. having teaching experience of at least three years,
2. having participated in at least one IJEC training program, and
3. being active in professional development communities.

Additionally, seven key informants (five senior teachers and two training managers) were chosen for in-depth interviews to provide deeper insights into institutional strategy and operational management. Demographically, participants represented both male and female teachers, aged between 25 and 45 years, with educational backgrounds ranging from Bachelor's to Master's degrees in Education.

## 3. Data Collection Procedures

Data were collected through four main techniques:

1. Semi-structured interviews with key informants to explore perceptions of institutional strategy, marketing, and operational challenges.
2. Observation of the institution's training sessions and administrative activities to understand the operational process.
3. Documentation review of strategic plans, reports, and promotional materials to triangulate interview findings.
4. Survey questionnaires to capture the broader perspectives of teachers on training effectiveness, needs, and satisfaction.

Interview questions were developed based on nine components of the *Business Model Canvas*, while survey items focused on teachers' professional development needs. The qualitative and quantitative data collected were complementary, allowing triangulation of findings.

## 4. Data Analysis

Data were analyzed using the interactive model of Miles and Huberman (1994), consisting of three stages:

1. Data Reduction – selecting, simplifying, and organizing relevant information from interviews, observations, and documents.
2. Data Display – presenting data in narrative, table, and matrix forms, including SWOT matrices (IFAS–EFAS) and BMC component mapping.
3. Conclusion Drawing and Verification – interpreting findings, verifying them through *member checking*, and drawing conclusions aligned with the research objectives.

This method ensured that emerging themes accurately reflected the perspectives of participants and the strategic realities of the organization.

## RESULTS AND DISCUSSION

### 1. Overview of Institutional Conditions

The results of interviews, surveys, and documentation indicate that Indonesia Juara Education Center (IJEC) faces strategic challenges in adapting its teacher training programs to digital learning demands. The pandemic accelerated the need for transformation, yet the institution still relied heavily on face-to-face sessions and traditional marketing.

IJEC's programs were attended by approximately 90 teachers from various regions across Indonesia, representing diverse age groups (25–45 years) and teaching levels (elementary to high school). Most participants expressed the need for more flexible, technology-integrated training formats.

Table 1. Summary of SWOT Analysis Results

Factors	Strength	Weakness	Opportunities	Threats
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Internal & External	Experienced instructors; strong institutional reputation	Limited marketing; strong operational costs	digital high	Growing demand for online learning; government certification programs	Competition from free online training; unstable regulations
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(Source: Processed from primary interview and survey data (2025))

## 2. Scientific Findings: Strategic Shifts in Educational Training

The key scientific finding of this research is that the effectiveness and sustainability of educational training institutions increasingly depend on digital adaptability and strategic alignment between resources, value propositions, and delivery mechanisms.

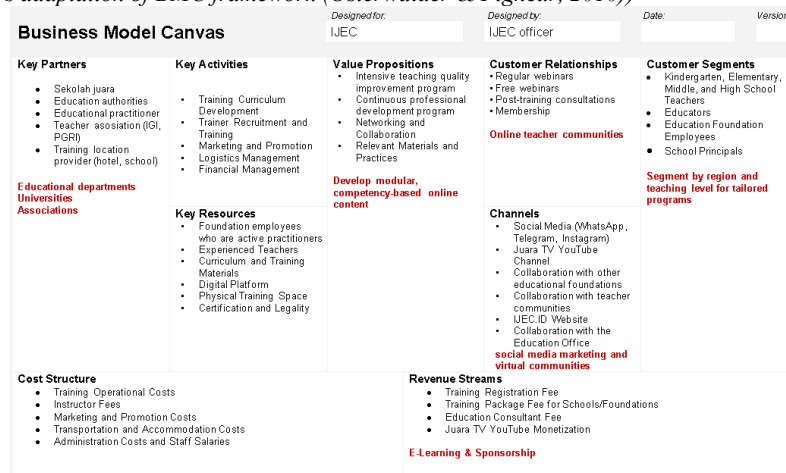
This finding supports *Osterwalder and Pigneur's (2010)* theoretical framework, which posits that organizations with aligned value creation and channel structures achieve higher resilience in dynamic markets. In IJEC's case, the transition from fully offline to hybrid (*blended learning*) training revealed three important phenomena:

- Digital Integration Enhances Value Proposition**  
The incorporation of online tools (Google Classroom, Zoom, and YouTube) enabled IJEC to reach geographically dispersed teachers. This supports *Bahri & Tohani (2024)*, who found that digital adaptation in training institutions improves accessibility and cost efficiency.
- Brand Visibility and Engagement Depend on Digital Marketing**  
Survey data showed that 68% of participants first learned about IJEC's programs through social media platforms, not traditional advertisements. This aligns with *Arum et al. (2024)* who emphasized that digital marketing integration directly correlates with participant growth and institutional competitiveness.
- Strategic Collaboration Drives Sustainability**  
IJEC's partnership with local education offices and teacher associations (IGI and PGRI) contributed to higher enrollment stability despite declining individual registrations. This echoes *Masnawati et al. (2023)*, who found that cross-sectoral collaboration significantly increases institutional longevity in education-based SMEs.

**Table 2. Redesign of IJEC's Business Model Canvas**

Element	Key Findings	Strategic Recommendation
Value Proposition	Professional, flexible, digital training programs	Develop modular, competency-based online content
Customer Segments	Teachers, schools, training institutions	Segment by region and teaching level for tailored programs
Channels	Website, YouTube, social media, webinar platforms	Intensify social media marketing and virtual communities
Customer Relationships	Continuous mentoring and membership model	Build loyalty via online teacher communities
Key Partners	Educational departments, universities, associations	Formalize MoUs for co-branded certification programs
Revenue Streams	Course fees, consulting, institutional partnerships	Diversify income through e-learning and sponsorships

(Source: Researcher's adaptation of BMC framework (*Osterwalder & Pigneur, 2010*))



**Figure 2. Business Model Canvas Re-design**

## 3. Discussion : Explaining the Strategic Trends

The trend toward digital transformation in education explains why institutions like IJEC must redesign their operational models reveals that technological integration is not merely an administrative choice but a strategic necessity for sustainability.

Empirically, the positive response of teachers toward hybrid learning (83% satisfaction rate) confirms *Willig's (2008)* assertion that contextual adaptation in qualitative educational research captures the social dynamics of learning organizations. IJEC's success in maintaining engagement during online sessions also

supports Darmawan *et al.* (2022), who found that blended learning models enhance participant retention in skill-base programs.

Another major finding is the shift from transactional to relational marketing. IJEC's membership model fosters continuous engagement rather than one-time participation. This mirrors Riyanto *et al.* (2020), who demonstrated that relationship-based engagement increases perceived institutional value.

Thus, the scientific contribution of this research lies in demonstrating how the Business Model Canvas can be operationalized in nonformal teacher training institutions, producing strategic agility and sustained competitiveness.

The findings of this study highlight the strategic potential of integrating the Business Model Canvas (BMC) and SWOT analysis for developing sustainable management strategies in educational training institutions. The case of Indonesia Juara Education Center (IJEC) demonstrates how a nonformal learning organization can adapt to dynamic educational needs through systematic business model redesign and strategic alignment.

The analysis identified IJEC's key internal strengths, including a well-established reputation, qualified human resources, and a large alumni network that actively contributes to its training programs. These factors provide IJEC with credibility and social capital that are difficult for competitors to replicate. However, weaknesses were also found, notably limited financial resources, inconsistent marketing efforts, and delayed administrative licensing. These constraints hinder the organization's ability to scale and diversify its service delivery.

Externally, opportunities arise from Indonesia's growing demand for teacher competency improvement and the national digital transformation agenda promoted by the Ministry of Education. The expansion of online learning platforms after the COVID-19 pandemic presents a favorable environment for hybrid training models. On the other hand, threats include increasing competition from commercial EdTech providers, rising operational costs, and regulatory uncertainty.

By mapping these factors within the BMC framework, this research provides a more holistic understanding of how internal and external elements interact to influence institutional strategy. For instance, the integration of SWOT findings into the Value Proposition and Channels blocks helps IJEC realign its offerings toward blended learning and digital certification programs.

The redesigned Business Model Canvas proposed in this study includes several strategic innovations. In the Value Proposition, IJEC shifts from being a traditional training provider to becoming a *teacher development partner* offering modular, competency-based, and technology-enhanced programs. Customer Segments are expanded beyond individual teachers to include educational institutions, local governments, and private schools seeking capacity-building initiatives.

In terms of Key Activities, IJEC strengthens digital content development, e-learning management, and community-based mentoring. Key Partners now include EdTech companies, professional associations, and government education departments, ensuring broader collaboration and sustainability. Revenue Streams are diversified through a mix of training fees, institutional partnerships, and digital course licensing.

This strategic transformation supports the findings of Bahri and Tohani (2024), who emphasized that integrating BMC with digital transformation initiatives enhances organizational resilience in the education sector. Moreover, Arum *et al.* (2024) observed similar outcomes among Indonesian MSMEs using BMC to strengthen competitiveness, suggesting that the framework's adaptability transcends industrial boundaries.

Comparing these findings with prior studies reveals both convergence and novelty. Harfiani and Pasaribu (2019) found that most educational institutions implementing BMC focus narrowly on financial efficiency, neglecting innovation and partnership networks. In contrast, this study extends the BMC model by embedding qualitative insights from SWOT analysis, thereby connecting operational and strategic perspectives.

Purinita (2021) emphasized the need for flexible strategic planning models in educational organizations facing rapid technological change. The IJEC model complements this by demonstrating how a BMC-based approach enables real-time strategic recalibration through continuous feedback and member checking. Similarly, Masnawati *et al.* (2023) reported that collaboration with external stakeholders is essential to ensure the relevance of nonformal education institutions. The IJEC redesign integrates such collaboration into its Key Partners block, proving that sustainable education enterprises depend on inter-organizational synergy.

Theoretically, this study contributes to expanding the applicability of the Business Model Canvas in the nonformal education context, which is underrepresented in strategic management research. While previous studies often examined BMC in profit-driven sectors, this study demonstrates its value in social enterprises

and education-centered organizations. Integrating BMC and SWOT provides a multi-layered analytical perspective, combining the structural clarity of BMC with the contextual sensitivity of SWOT.

Practically, this research offers an actionable model for education managers seeking to enhance institutional performance through structured innovation. The proposed strategic framework encourages managers to focus on key value creation processes curriculum design, trainer development, and community engagement while adopting efficient digital tools for administration and delivery.

For policymakers, the IJEC case demonstrates the need to support teacher training institutions with access to digital infrastructure, funding incentives, and regulatory simplification. Government collaboration can accelerate the professionalization of nonformal education centers, which play a complementary role to formal teacher education institutions.

1. For institutional leaders, this research suggests three immediate strategies: strengthening human resource capabilities in digital pedagogy and content creation
2. Establishing partnerships with universities and EdTech startups for knowledge exchange, and
3. Implementing performance-based evaluation systems to ensure accountability and innovation continuity.

In summary, the findings underscore that IJEC's success depends on its ability to transform from a traditional training center into a digital-era learning organization. Through strategic reconfiguration using the Business Model Canvas and SWOT analysis, IJEC can achieve operational efficiency, market expansion, and long-term sustainability.

## CONCLUSION

This study concludes that the application of the *Business Model Canvas* integrated with SWOT analysis provides an effective framework for designing strategic planning in educational training institutions. The findings reveal that aligning institutional strengths such as qualified trainers and strong reputational capital with digital opportunities leads to greater adaptability and competitiveness in the post-pandemic education landscape. IJEC's strategic transformation toward blended learning, digital marketing optimization, and collaborative partnerships demonstrates how nonformal education organizations can achieve sustainability through innovation and strategic agility. Theoretically, this research expands the use of BMC beyond business contexts into teacher training institutions, offering a new empirical perspective on strategic management in education. Future studies may adopt quantitative or mixed-method approaches to validate the impact of BMC-based strategies on performance indicators such as program effectiveness, participant satisfaction, and long-term institutional growth.

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