

BUSINESS MODEL CANVAS AS A STRATEGIC PLANNING TOOL IN EARLY CHILDHOOD EDUCATION INSTITUTIONS

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ABSTRACT

This study aims to analyze the application of the Business Model Canvas (BMC) as a strategic planning tool in a non-profit, community-based Early Childhood Education institution, using a case study of ECE Kemah Pujian in East Jakarta. The research contributes to the understanding of how BMC can be adapted within rural education settings characterized by diverse socio-cultural dynamics. Employing a descriptive qualitative approach, data were collected through in-depth interviews with school administrators, parents, and community partners, as well as through field observations and institutional documentation. The findings reveal that ECE Kemah Pujian has successfully developed a business model that emphasizes active community participation, the integration of local values, and flexible financing strategies. The institution's main value proposition lies in providing early childhood education that is safe, affordable, and contextually relevant to local social needs. Its funding, sourced from voluntary contributions, village funds, and community donations, illustrates a high level of community empowerment. The interconnection of all nine BMC components, such as partnerships with local government and community leaders (key partnerships), and personalized approaches to engaging with parents (customer relationships), plays a crucial role in sustaining the institution. This study confirms that BMC can be effectively applied in non-profit educational settings and may serve as a strategic model for similar institutions in other areas. Furthermore, it demonstrates how local value-based business modeling can enhance the role of education institutions as integral actors in grassroots social development.

Keywords: Business Model Canvas, early childhood education, institutional strategy, community-based education, rural development.

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A. INTRODUCTION

Early Childhood Education (ECE) plays a crucial role in shaping high-quality human resources, especially in rural areas, as early childhood is a golden period of development (Hairiyah, 2024; Ruhyana, 2018). Therefore, the provision of high-quality and sustainable ECE services is vital, particularly in rural regions that face limited resources and complex challenges in accessing education (Hairiyah, 2024). Limitations in infrastructure, a shortage of competent educators, insufficient

financial support, and low public awareness contribute to low parental participation in ECE and suboptimal institutional management (Darajah et al., 2024; Mulia & Kurniati, 2023).

Management and administration in early childhood education encompass challenges, self-reflection, and the involvement of communities and families, along with skills in financial management, staff development, policies, and practices (McCrea, 2019; Moloney & Pettersen, 2016). Australia's complex early childhood education system requires managers to align organizational and pedagogical goals within legal frameworks and to reduce staff turnover for efficiency and effectiveness (Alchin et al., 2019). ECE management includes educational services, resources, political continuity, organization, and social access to early childhood education, as well as various roles in collaboration and operational monitoring (Kramer et al., 2014; Rahmatullah et al., 2021).

The role of digital technology in early childhood education in Australia focuses on improving program quality, family partnerships, and leadership, showing significant impact in the education sector (Hatzigianni et al., 2023). The creation of child-friendly services includes regulatory improvements, diagnostic technology, early social medical care, and the development of adolescent medicine (Kuchma, 2013). Therefore, inclusive ECE requires an equitable environment, a curriculum aligned with child development, and the involvement of all educational components, with fair investment supporting sustainable development goals in education (Rad et al., 2022).

A systematic and adaptive managerial approach is essential to promote ECE services' sustainability and quality improvement. One tool that can be used in strategic planning is the Business Model Canvas (BMC) (Murray & Scuotto, 2015). BMC is a visual framework consisting of nine core elements that describe how an organization creates, delivers, and captures value. These nine components are: Customer Segments, Value Propositions, Channels, Customer Relationships, Revenue Streams, Key Resources, Key Activities, Key Partnerships, and Cost Structure (Osterwalder & Pigneur, 2010). Although originally developed for commercial businesses, BMC has also been adopted in the education sector and by non-profit organizations over time.

The Business Model Canvas helps to understand business operations through value creation, delivery, and capture. However, entrepreneurs must adapt their business operations to grow and remain relevant (Khodaei & Scholten, 2024). Despite its usefulness, some implementers find traditional business plans superior to BMC in clarity, usability, financial planning, marketing, costs, and understanding customer needs and supply chains (Türko, 2016). BMC is used in various educational institutions worldwide, assisting students and start-ups

entrepreneurs in integrating sustainability into business models, although its impact in diverse pedagogical and cultural contexts still needs further validation (Pepin et al., 2024). While approaches in these centers are not identical, they complement one another in preparing children for exclusionary education systems, amidst limited, uneven, and uncoordinated national initiatives at the micro level (Maunganidze & Tsamaase, 2014).

Using BMC in the context of ECE offers benefits in comprehensively mapping an institution's strengths, weaknesses, opportunities, and challenges (Pepin et al., 2024). With this approach, ECE providers can develop strategies grounded in the real experiences of students and the potential of surrounding communities, thereby improving management effectiveness and strengthening institutional positions in the long term (Abelenda et al., 2023). This approach encourages community participation in rural areas and strengthens institutional relationships with local stakeholders (Asiah et al., 2024). Based on this background, this study aims to apply the Business Model Canvas as a strategic planning tool for the *Kemah Pujian* ECE institution. By analyzing the nine BMC elements, this research will provide a business model overview suited to local characteristics and produce applicable and sustainable development strategies.

B. RESEARCH METHOD

This study uses a descriptive qualitative approach aimed at gaining an in-depth understanding of the implementation of the Business Model Canvas (BMC) as a strategic planning tool at ECE *Kemah Pujian*, located in East Jakarta (Carter & Carter, 2020; Jackson et al., 2015). The qualitative approach was chosen to thoroughly explore the dynamics of early childhood education (ECE) management, including institutional strategies applied contextually. This approach is more suitable than quantitative because it focuses on exploring perceptions, values, and practices within the ECE institution.

The research subject is ECE *Kemah Pujian* in East Jakarta, with informants selected purposively, including the principal, two teachers, one school committee member, and three parents. Data were collected through semi-structured interviews, field observations, and document studies. Interviews followed a guide based on the nine components of the BMC to gather insights on value propositions, community engagement, resources, and funding models. Observations were conducted to understand the physical and social dynamics of the ECE, while documentation analysis focused on activity reports, financial records, and work programs related to the BMC.

This method enables a more holistic and flexible understanding of how BMC is applied at ECE *Kemah Pujian*. The data collected from interviews, observations, and documentation were analyzed thematically by categorizing findings into the nine BMC elements. Themes were selected by comparing emerging patterns across various data sources to ensure consistency with the study's objectives. The

researcher also used qualitative analysis tools to maintain objectivity and identify relationships between BMC components.

Data validity was maintained through triangulation of sources and methods, comparing interview results with observations and documentation. Additionally, member checking was conducted to ensure the accuracy of the data, where informants were allowed to verify interview and observation results and provide corrections or additional information. These triangulation and member-checking processes ensure the research findings are consistent and credible and provide a more comprehensive view of BMC implementation at ECE *Kemah Pujian*, aiming to enhance the accuracy and validity of the research results.

The study also incorporates various theoretical references to deepen the understanding of BMC in the ECE context, as explained by Carter & Carter (2020), Jackson et al. (2015), and other relevant studies (Istiqomah, 2022; Prabowo & Mulyono, 2024; Qastharin, 2016). These references were used to understand the foundational concept of the BMC and its application in the management of educational institutions. The study also integrates perspectives on educational institution management tailored to the characteristics of early childhood education to ensure that the applied business model is relevant to local social and cultural conditions

Table 1. Business Model Canvas Components

Component	Description
<i>Customer segments</i>	The groups of people or organizations the institution serves.
<i>Value propositions</i>	The benefits or value offered to the customers.
<i>Channels</i>	The channels used to deliver value to the customers.
<i>Customer relationship</i>	The type of relationship established with the customers.
<i>Revenue streams</i>	Sources of income are generated from the customers.
<i>Key resources</i>	The main assets required to operate the business model.
<i>Key activities</i>	The essential activities are carried out to deliver the value.
<i>Key partnerships</i>	External parties that assist in running the organization.
<i>Cost structure</i>	The key costs incurred to operate the business.

C. RESULTS AND DISCUSSION

This study aims to analyze the implementation of the Business Model Canvas (BMC) as a strategic planning tool at ECE *Kemah Pujian*, located in East Jakarta. This approach is used to understand how ECE *Kemah Pujian* designs its business model to deliver inclusive and sustainable early childhood education services. By analyzing the nine key components of the BMC, this study identifies the strengths, potential. It challenges ECE *Kemah Pujian* faces in fulfilling its role as a community-based foundational education institution. The research findings related to this topic are presented in the following table:

Table 2. Business Model Canvas of ECE *Kemah Pujian*

Component	Description
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<i>Customer segments</i>	Parents/guardians of students at ECE Kemah Pujian and the surrounding community
<i>Value proportions</i>	Affordable, safe, community-based early childhood education aligned with local wisdom
<i>Channels</i>	Direct communication with parents/guardians
<i>Customer relationship</i>	Family-like relationships, home visits, and at-home child-rearing activities
<i>Revenue streams</i>	Voluntary parental contributions, village government support, and community donations
<i>Key resources</i>	Educators, classrooms, and educational play equipment
<i>Key activities</i>	Daily learning, teaching activities, teacher training, and ECE management
<i>Key partnerships</i>	Village government, education office, health post volunteers, and community leaders
<i>Cost structure</i>	Educator salaries, teaching/media material costs, and facility maintenance

1. Customer Segments

ECE *Kemah Pujian* serves key customer segments consisting of parents or guardians of students and the surrounding community. The involvement of the village community as part of the beneficiaries of ECE services highlights the importance of a community-based approach in implementing early childhood education. This reflects a distinctive characteristic of rural educational service models, emphasizing social relationships and collective participation (Joyce & Paquin, 2016; Sparviero, 2019). The community-based model adopted by ECE *Kemah Pujian* underscores the importance of active community involvement in supporting the growth and development of young children. This engagement is not limited to parents as the primary stakeholders, but also includes community leaders, local authorities, and social groups who care deeply about education.

Through developing strong social networks, ECE *Kemah Pujian* creates a more inclusive and responsive learning environment that addresses real challenges within the community. This aligns with the concept of social value creation in social business models, where education is not merely seen as a service, but as a means of empowering the community collectively (Carter & Carter, 2020; Qastharin, 2016). Moreover, this approach enables the institution to adapt its curriculum and teaching methods to the cultural context and local values of rural society. By involving the community in decision-making and educational activities, ECE *Kemah Pujian* strengthens the sense of ownership and increases the sustainability of its services. This approach fosters harmonious relationships between the educational institution and its surrounding environment, ultimately boosting trust and participation from the

community. In the long run, it enhances the social capacity of rural communities to build an independent and sustainable educational ecosystem.

2. Value Propositions

ECE *Kemah Pujian* offers educational services that are not only affordable and safe but also rooted in local values and community-based approaches. Its curriculum and learning activities reflect these values, tailored to local culture and social norms. The focus on local empowerment becomes a unique strength that distinguishes ECE *Kemah Pujian* from similar institutions in urban areas. The core value proposition lies in its ability to deliver early childhood education services relevant to the conditions and needs of the local community. The service emphasizes not only cognitive aspects but also children's social, emotional, and spiritual development, by the values upheld by the community. By making local culture the foundation of the learning process, ECE *Kemah Pujian* creates a more contextual and meaningful learning environment for its students. This allows children to grow and develop without losing their cultural identity while reinforcing the bond between the educational institution and the community.

Another strength of ECE *Kemah Pujian* is its ability to provide a safe and comfortable atmosphere for children and their families. Because it is managed with the involvement of local community leaders, the institution more easily builds trust with parents. Additionally, the school's proximity to students' homes improves access to education and reduces financial burdens. These factors make ECE *Kemah Pujian* a cost-effective yet high-quality choice, especially for families with limited economic means. The affordability of its services does not compromise quality but is achieved through creative and adaptive use of local resources.

3. Channels

ECE *Kemah Pujian* relies on direct communication between the management and the parents. Communication is conducted through regular meetings, informal discussions, and involvement in ECE activities. This approach is practical as it fosters emotional closeness and strengthens trust between the institution and the students' families. This aligns with previous studies that emphasize the effectiveness of informal communication in specific business models (Csik et al., 2016; Mustaniroh et al., 2020; Sipayung et al., 2022). In addition to building emotional connections, direct and informal communication channels enable quick and responsive two-way feedback. Parents can express their aspirations, suggestions, or complaints directly, while administrators can provide more personalized information about children's development and ECE programs. This open and fluid interaction enhances collaboration between the institution and families in supporting child development. Moreover, using informal communication channels is cost-effective and well-suited to the social characteristics of rural communities,

which prioritize familial relationships. Thus, this channeling approach serves as a medium for information delivery and a bridge that strengthens social bonds among all parties involved in ECE services.

4. Customer Relationships

ECE *Kemah Pujian* implements a family-based relationship approach. Practices such as home visits and collaboration in child-rearing at home create a supportive atmosphere between teachers and parents. This model aligns with the social values of rural communities, which are rooted in solidarity and mutual cooperation. The familial relationship model reflects the institution's deep understanding of the social dynamics of village life. In this context, teachers are seen as educators at school and partners in nurturing the students. Home visits are a tangible form of this approach, allowing teachers better to understand the students' family background and social environment. With this comprehensive understanding, educators can tailor their teaching strategies to be more relevant and practical for each child. These visits also serve as opportunities to build open and trust-based communication between teachers and parents.

Collaboration in home-based child-rearing reflects the belief that educational responsibility is not solely the institution's but also involves active family participation. ECE *Kemah Pujian* encourages parents to extend school-based learning practices into daily home routines, for example, shared reading, educational games, or consistent daily schedules. Teachers provide guidance, suggestions, and support materials to help parents create a conducive learning environment at home. This form of relationship makes education a holistic process, rooted in strong synergy between home and school. Such a family-based relationship model provides comfort and safety for children and strengthens social cohesion in the rural community. When parents feel respected and actively involved in the education process, they tend to develop a strong sense of ownership and responsibility for the sustainability of the ECE (Novan, 2023). The close relationship between teachers and families becomes an essential social capital for building an inclusive and sustainable educational ecosystem (Mulia & Kurniati, 2023). In the long term, this approach not only enhances the quality of customer relationships (in this case, with parents) but also creates a social support network that solidifies ECE *Kemah Pujian*'s position as a trusted educational institution in the community.

5. Revenue Streams

The funding sources for ECE *Kemah Pujian* come from voluntary parental contributions, village government funding, and community donations. This financial structure represents a participatory funding model that relies on social solidarity and village-level government support for foundational education. Although non-commercial, this model has proven effective in maintaining the operational continuity of the institution. The participatory

financing approach demonstrates that institutional sustainability does not always rely on commercial profit but can be built through strong social cooperation. Voluntary contributions from parents reflect families' commitment to their children's education, while the support from village funds indicates the presence of public policy favoring early human development. Community donations add a dimension of solidarity to sustaining education services. Though limited, these three sources provide sufficient financial stability to support the ECE's basic operational needs, such as learning materials and educational incentives. The success of this model relies heavily on trust, transparent management, and a shared sense of responsibility that thrives within the rural community.

6. Key Resources

ECE *Kemah Pujian* relies on key resources such as teaching staff, classrooms, and educational play equipment. The availability of these resources is crucial to support a learning process that is engaging and developmentally appropriate for young children (Wijaya & Lukito, 2024; Wiska et al., 2016). Utilizing local resources is also part of an efficiency strategy in managing the institution (Prabowo & Mulyono, 2025). Educators are the most essential asset for the success of ECE *Kemah Pujian*. The teachers involved not only possess knowledge of early childhood development but also deeply understand the local social and cultural context. This enables them to deliver lessons in a more contextual and relevant manner. The teachers' emotional connection and commitment to the students create a supportive and nurturing learning environment.

To maintain service quality, ECE *Kemah Pujian* conducts regular training, both formal, through government programs, and informal, through peer-learning forums among educators. Investing in human resources is key to creating a safe, creative, and enjoyable learning atmosphere for children. On the other hand, classrooms and educational toys also play a vital role in facilitating hands-on, exploratory learning experiences. The institution utilizes available village spaces, such as community halls or modestly renovated buildings, to create child-friendly classrooms. Using both manufactured and locally crafted educational toys reflects a resource optimization strategy. This approach reduces operational costs and encourages community involvement in providing learning facilities. ECE *Kemah Pujian* has developed an adaptive, efficient, and meaningful educational system for children and the surrounding community by maximizing local potential.

7. Key Activities

The core activities of ECE *Kemah Pujian* include daily learning sessions, teacher training, and institutional operational management. These activities are carried out in a structured yet flexible manner, adapted to the local context. Teacher training is a critical component aimed at enhancing human

resource capacity to ensure high-quality early childhood education services (Prabowo & Mulyono, 2024; Windayani & Sudarma, 2024). Through formal and informal training, educators are encouraged to engage in continuous learning and professional development. The local education office provides some programs, while others are organized through community learning forums among village educators. Training topics include innovative teaching techniques, child psychology, and effective classroom management. These efforts aim to equip teachers to teach and serve as facilitators who understand each child's unique needs and potential.

Daily learning activities form the heart of ECE *Kemah Pujian's* operations. Children participate in various age-appropriate activities, emphasizing a learning-through-play approach, integrating motor, cognitive, social, and emotional development. The curriculum is customized to reflect local values and the individual needs of each student, ensuring a meaningful learning experience. Flexibility in implementation allows teachers to adjust methods based on real-life conditions such as weather, village events, or social dynamics in the community. Operational management is also vital to ECE *Kemah Pujian's* daily functions. This includes administration, finance, infrastructure maintenance, and coordination with parents, village officials, and external partners. Despite limited resources, management is conducted transparent and participatively to foster a sense of inclusion and ownership. A simple yet effective system allows the institution to function consistently and face daily operational challenges.

The balance between learning activities, capacity building, and institutional management reflects a holistic approach in ECE *Kemah Pujian's* operations. The institution focuses on the children as service recipients and pays attention to the quality of educators and institutional governance. This approach reflects an understanding that quality early childhood education is inseparable from good institutional management and competent human resources (Istiqomah, 2022). With a structured yet flexible activity framework, ECE *Kemah Pujian* is a model of best practice in community-based early childhood education, particularly in rural areas.

8. Key Partnerships

ECE *Kemah Pujian* forms partnerships with the village government, the local education office, health post cadres (posyandu), and community leaders. These partnerships offer material support and reinforce the institution's social legitimacy within the community (Asiah et al., 2024; Mulia & Kurniati, 2023; Novan, 2023; Pepin et al., 2024). Trust-based and collaborative partnerships are crucial in sustaining the institution amid limited resources. Strategic partnerships demonstrate the importance of stakeholder synergy in supporting early childhood education. The village government contributes funds from the Village Budget and provides public spaces such as the village hall for learning

activities. The education office supports teacher development and technical guidance. Posyandu cadres are involved in child growth monitoring and health education, while community leaders participate in decision-making and activity implementation. These collaborations ensure that ECE *Kemah Pujian* is not operating in isolation but is embedded in a supportive social system. The institution becomes integral to village life, benefiting from the shared commitment to child development and reinforcing community ownership over early education.

9. Cost Structure

The main expenditures of ECE *Kemah Pujian* include teacher salaries, teaching material procurement, and facility maintenance. This cost structure reflects a simple yet targeted financial management system, focused on elements that directly support the quality of educational services. Transparent and participatory financial management fosters institutional accountability to the community (Ningsih et al., 2023; Rytönen & Nenonen, 2015). The cost structure is designed based on prioritizing basic operational needs that directly impact service quality. Teacher honoraria represent the most significant expense, recognizing educators' central role in learning. Additional focus is given to procuring learning materials aligned with the curriculum and maintaining facilities, such as classrooms and children's sanitation areas. Although the budget is limited, every expense is directed at creating a safe, comfortable, and stimulating learning environment. Efficient resource usage, including locally sourced teaching materials, also helps reduce costs without compromising quality.

Financial management is conducted transparently, involving parents and community leaders in the planning and budget evaluation. All expenses are reported openly through regular meetings, which fosters accountability and trust between the management and the community. This transparency is vital for maintaining institutional integrity and encouraging further support from the community and external partners, in the form of funding or in-kind contributions. Through its participatory and straightforward approach, ECE *Kemah Pujian* demonstrates that accountable financial management can be effectively practiced even with limited resources, as long as there is a strong sense of cooperation and shared responsibility. ECE *Kemah Pujian* has successfully developed a community-oriented early childhood education model that leverages local potential. This approach is reflected in its focus on localized service delivery and education rooted in cultural wisdom. Community and village government support, strategic partnerships, and relevant resource and activity management prove that the institution can fulfill its educational mission holistically, even amid significant limitations. Applying the Business Model Canvas (BMC) helps map out institutional strategies systematically and enhances ECE capacity as a rural social change agent.

D. CONCLUSION

The business model of ECE Kemah Pujian demonstrates a comprehensive and community-based approach in providing early childhood education. This ECE has successfully built strong, mutually supportive relationships between the institution and the community by placing parents and the community at the center of educational delivery. The funding, sourced from voluntary contributions and local community support, reflects the success of mobilizing community resources without relying on high fees from the children. The available human and physical resources are sufficient to run quality learning activities. Teacher training, which is conducted regularly, is a key activity that demonstrates ECE Kemah Pujian's commitment to improving the competency of its educators, which is crucial for the success of early childhood education. Strategic partnerships with various stakeholders, including the village government and community leaders, strengthen ECE Kemah Pujian's position as an institution integrated with the social environment and village government. This collaboration supports the sustainability and development of inclusive educational services. Overall, the Business Model Canvas of ECE Kemah Pujian illustrates an educational system that is adaptive, community-oriented, and sustainable both financially and socially. This model can serve as a reference for developing other ECE that aim to optimize the role of the community and government in early childhood education, as well as a best practice example in managing community-based ECE in rural areas.

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AUTHOR CONTRIBUTIONS

- Author 1 : Designed the research topic, formulated the problem, conducted field observations and interviews, and wrote the introduction and research objectives.
- Author 2 : Reviewed literature, composed the theoretical framework, designed research instruments, and assisted in validating data through accurate



triangulation techniques.

Author 3 : Analyzed qualitative data, drafted the results and discussion sections, and systematically connected findings with relevant theories.

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