

ANALYSIS OF BUSINESS MODEL DEVELOPMENT AT TUNAS BANGSA GUNUNG SAHARI CHRISTIAN ELEMENTARY SCHOOL USING BUSINESS MODEL CANVAS

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Abstract

This study aims to map, evaluate, and improve the business model of Tunas Bangsa Gunung Sahari Christian Elementary School. The method used is qualitative, with data collection techniques through Focus Group Discussions (FGD) and in-depth interviews to gather information and analyze the business model. The subject of this research is Tunas Bangsa Gunung Sahari Christian Elementary School. The results of the study show that Tunas Bangsa Gunung Sahari Christian Elementary School has not fully implemented the Business Model Canvas approach. As a future business development effort, the nine elements in the Business Model Canvas were added and adjusted for the improvement of the existing business model. Additionally, the results of the SWOT analysis produced ten alternative strategies that can be used to support future business development.

Keywords: *School Business, Business Model Canvas, SWOT Analysis, Christian Elementary School*

INTRODUCTION

Currently, the competition among private schools in Jakarta is highly competitive. The competition is not only between private and public schools but also among private schools themselves, which compete fiercely. Schools are racing to offer flagship programs, provide complete facilities, and offer discounts or even lower prices to attract new students. During the Covid-19 pandemic in Indonesia since March 2020, there was a decline in the overall economic condition. This was also felt by Tunas Bangsa Gunung Sahari Christian Elementary School, which reduced the education fees for new students to encourage them to register at Tunas Bangsa Gunung Sahari. This adjustment can be seen in the table below.

Table 1. Tunas Bangsa Gunung Sahari Education Fees (in IDR)

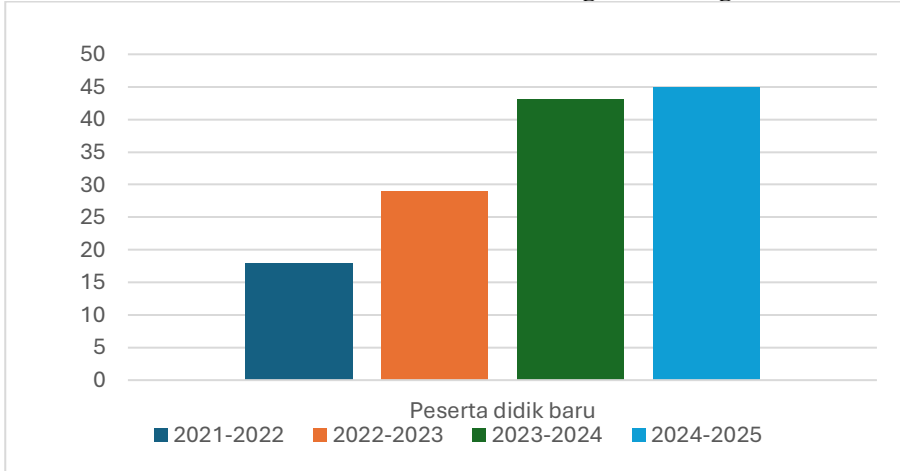
Education Fund Type	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Initial Fee	11,700,000	8,700,000	5,850,000	6,000,000	7,000,000
School Fee	1,050,000	1,125,000	750,000	800,000	900,000

Source: Data and Information Technology Center of Yayasan Harapan Bangsa (2025)

In Table 1, a decrease in the initial fee can be observed, where in the 2020-2021 academic year, it was IDR 11,700,000, and in the 2021-2022 academic year, it decreased by IDR 3,000,000 to IDR 8,700,000, and further decreased by IDR 2,850,000 to IDR 5,850,000 in the 2022-2023 academic year. The school fee saw an increase in the 2021-2022 academic year by IDR 75,000 from the previous year, but in the 2022-2023 academic year, it decreased by IDR 375,000

to IDR 750,000. This decrease in education fees had an impact on the number of new student enrollments, as seen in Table 2. The number of new student enrollments has shown a rising trend, with 18 new students in the 2021-2022 academic year, 29 new students in the 2022-2023 academic year, 43 new students in the 2023-2024 academic year, and 45 new students in the 2024-2025 academic year.

Table 2. Number of New Student Enrollments at Tunas Bangsa Gunung Sahari Christian Elementary School



Source: Data and Information Technology Center of Yayasan Harapan Bangsa (2025)

Price competition also occurs between Tunas Bangsa Gunung Sahari Christian Elementary School and four nearby Christian private schools. Each of these schools strives to attract new students by applying competitive education fee strategies. A comparison of these fees can be seen in the following table.

Table 3. Education Fees of Competitor Schools (in IDR)

2024-2025 Academic Year	Initial Fee	School Fee
SDK Aletheia	12,000,000	900,000
SDK Helelluyah	5,700,000	800,000
SDK Karunia	8,550,000	1,100,000
SDK Anugerah	5,000,000	850,000

Source: Data and Information Technology Center of Yayasan Harapan Bangsa (2025)

The intense price competition drives schools to think more creatively in promoting and expanding their partnership networks. A strategy that can be implemented is to establish cooperation with kindergartens (TK) that do not have a primary education level (SD) and with churches that do not have a school unit. Through this strategy, the school hopes to increase the number of new students. Since its establishment, Tunas Bangsa Gunung Sahari Christian Elementary School has applied the national curriculum combined with the Word of God in educating the character and spirituality of its students, so that students are not only academically proficient but also possess strong character and spirituality.

Tunas Bangsa Gunung Sahari Christian Elementary School is located in the same building as Tunas Bangsa Gunung Sahari Kindergarten. The building is quite old, and therefore, has undergone several renovations. The classrooms are not very large, so they need to be made as comfortable as possible for teaching and learning activities. Additionally, the school does not have its own sports field, so it has to rent a field from GenB, which is located right next to the school, and pay a monthly rental fee. The facilities and infrastructure have become a challenge for Tunas Bangsa Gunung Sahari Christian Elementary School and require special attention. Considering these factors, the use of the Business Model Canvas (BMC) method for Tunas Bangsa Gunung Sahari Christian Elementary School becomes crucial. The goal is to maximize the efficiency of the business processes in operation. The Business Model Canvas (BMC) discusses a business model in a visual format resembling a painting canvas, making it easier to understand and comprehend. BMC is a tool used in business management strategy to clearly explain the company’s concepts, customers, infrastructure, target customers, and finances (Purwantoro, 2008). Typically, this strategy is used by new business

owners to develop more mature business strategies. BMC is structured to explain the values contained within the company to optimize its performance. This canvas can be used freely across any business sector. The ultimate goal of using the BMC is to analyze the strengths and weaknesses of the business in operation (Lesmana, 2022). Tunas Bangsa Gunung Sahari Christian Elementary School needs to continuously develop its business to ensure the school remains operational and can withstand the challenges ahead. This consideration makes the use of the BMC method very necessary. The BMC method can correct errors and provide suggestions for the future operation of the school business. Therefore, with this analysis, the researcher intends to conduct a study entitled *Analysis of Business Model Development at Tunas Bangsa Gunung Sahari Christian Elementary School Using Business Model Canvas*.

LITERATURE REVIEW

Business Model Canvas

A business model explains the foundational concept of how a business is created, delivered, and generates value. The Business Model Canvas was first introduced by Osterwalder and Pigneur (Toro-Jarrín et al., 2016) with the approach of "nine building blocks." This model aims to provide convenience for entrepreneurs in running and developing their businesses (Keane et al., 2018). The details of these nine building blocks consist of:

- Value Propositions
- Customer Segments
- Customer Relationships
- Channels
- Key Resources
- Key Activities
- Key Partnerships
- Cost Structures
- Revenue Streams

Ideas and innovations within a company can come from various sources. According to Osterwalder and Pigneur (2010), there are five sources of innovation, namely:

1. **Resource-driven**
Innovation that arises from the internal infrastructure of the organization, aimed at expanding partnerships within the business model.
2. **Offer-driven**
Innovation that originates from the process of creating new value propositions that can impact other building blocks of the business model.
3. **Customer-driven**
Innovation that arises from customer needs, aimed at providing easier access for consumers.
4. **Finance-driven**
Innovation that comes from new revenue sources, the mechanism of which is obtained by reducing cost components.
5. **Multiple-epicenter**
Innovation that arises from various causes, having a significant impact on several other building blocks.

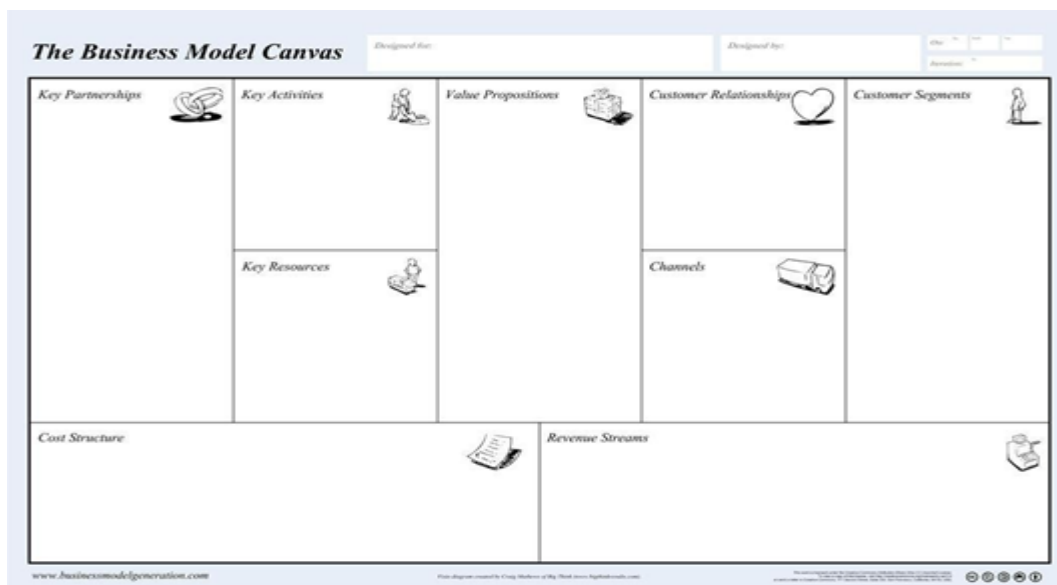


Figure 1. Business Model Canvas

SWOT Analysis

The process of identifying various factors can be done using SWOT analysis. It is done by formulating strategies for a business systematically and regularly. This analysis aims to enhance strengths and opportunities while minimizing risks from weaknesses and threats (Sarsby, 2016). Opportunities and threats are external environmental factors faced by a company or business unit, while strengths and weaknesses come from within the organization, including specific business units. Every organization has strengths and weaknesses within its functional areas (Vlados, 2019). Internal strengths/weaknesses, external opportunities/threats, and a brief mission statement form the foundation for developing goals and strategies. The objective of setting these goals and strategies is to maximize internal strengths and address existing weaknesses. According to One (Benzaghta et al., 2021), SWOT analysis is the application of systematic components and techniques to determine interrelated rules. In relation to SWOT analysis, there are several advantages, particularly from the environmental perspective..

SWOT Perspectives

The scope of a company can influence its strengths, while the external environment becomes one of the important factors that support the company's competitive performance.

IFAS EFAS	Strengths (S) Internal Strength Factors	Weakness (W) Internal Weakness Factors
	Strategi S-O Create strategies that leverage strengths to seize opportunities	Strategi W-O Create strategies that minimize weaknesses to capitalize on opportunities
	Strategi S-T Create strategies that use strengths to address threats	Strategi W-T Create strategies that minimize weaknesses and avoid threats

Figure 2. SWOT Matrix

METHODOLOGY

This research uses a qualitative approach with a case study research design. The subject of this research is Tunas Bangsa Gunung Sahari Christian Elementary School, which operates in the education services business. The analysis technique used is SWOT analysis to identify weaknesses and threats faced while optimizing the strengths and opportunities available. Additionally, business mapping using the Business Model Canvas (BMC) is also conducted to comprehensively describe the business model implemented by the school. Primary data sources were obtained through direct interviews with key informants, including 3 parents, the school principal, and the area coordinator.

In the planning phase, the researcher conducted a Focus Group Discussion (FGD) to discuss and analyze issues, as well as schedule meetings to carry out the Business Model Canvas (BMC) mapping and SWOT analysis at Tunas Bangsa Gunung Sahari Christian Elementary School. In the implementation phase, the researcher prepared forms to analyze the business using the mapping of the nine main elements in the BMC, namely: Customer Segments, Value Propositions, Channels, Customer Relationships, Revenue Streams, Key Activities, Key Partnerships, Key Resources, and Cost Structures. Finally, in the evaluation phase, the researcher and informants held a discussion to review the results of the identification obtained through the SWOT analysis of Tunas Bangsa Gunung Sahari Christian Elementary School. This discussion aimed to formulate strategic steps that can be taken to optimize strengths, utilize opportunities, and address weaknesses and threats faced. Additionally, in this phase, a follow-up plan was also discussed, particularly related to business development strategies, so that Tunas Bangsa Gunung Sahari Christian Elementary School can continue to develop independently.

Data Analysis Techniques

The data analysis in this study uses the Miles and Huberman (1994) analysis technique, which includes the following three main steps:

1. **Data Reduction**

The first process is to reduce the data obtained from interviews, FGDs, and field observations. Data reduction is carried out to filter relevant and important information, as well as eliminate data that does not support the research objectives. This allows the researcher to focus on essential information for further analysis.

2. **Data Display**

After the data is reduced, the next step is to present the data in an organized and easy-to-understand format. The data presentation is done through tables, graphs, or narratives that comprehensively describe the research findings, including the results of the SWOT analysis and the Business Model Canvas mapping that was previously conducted.

3. **Conclusion Drawing or Verification**

The final step is to draw conclusions from the analyzed data. The researcher will conclude the strengths, weaknesses, opportunities, and threats faced by the school, and formulate business development strategies that can be implemented after the assistance ends. In this phase, the researcher will also verify the conclusions by re-confirming the analysis results with the school to ensure the accuracy and relevance of the findings.

Internal and External Factors Analysis

Based on the results of the Focus Group Discussion (FGD) with several informants from Tunas Bangsa Gunung Sahari, an analysis was conducted on internal and external factors to evaluate Strengths, Weaknesses, Opportunities, and Threats (SWOT). Internal factors are organizational conditions that directly influence success (Strengths) or failure (Weaknesses) in achieving goals. Meanwhile, external factors are conditions outside the organization's direct control that can create opportunities or threats. The analysis of external factors aims to enable the organization to identify opportunities that can be utilized as well as threats that need to be anticipated. Thus, it is hoped that Tunas Bangsa Gunung Sahari Christian Elementary School can maximize the potential it has while minimizing the risks it faces.

The results of the analysis of internal and external factors influencing Tunas Bangsa Gunung Sahari are as follows:

Internal Factors:

1. **Facilities:** The first thing parents look at when registering their child is the condition of the facilities. The building, which is quite old, and several unavailable supporting facilities, need special attention.
2. **Teachers:** Teachers must have the ability to deliver lessons well and act as caretakers for students.
3. **Curriculum:** A good curriculum is one that can be effectively interpreted by teachers and taught well to students. The curriculum is not just about academic content, but also character development and leadership. These three aspects are the focus of curriculum development.

External Factors:

1. **Surrounding Environment:** The location, being somewhat hidden within a neighborhood, can make students feel safe and comfortable. However, the disadvantage is that the location is not strategic.
2. **Competitor Schools:** Christian private schools with similar specifications exist around the school, so prospective parents can compare schools based on their needs and financial capabilities.
3. **Church:** The Jesus Christ Church, also known as Abbalove Ministries, plays an important role in building the spirituality of both students and teachers.

From these internal and external factors, they are mapped into the four perspectives of SWOT, which are Strengths, Weaknesses, Opportunities, and Threats. The following is the SWOT analysis of Tunas Bangsa Gunung Sahari Christian Elementary School:

1. Strengths

- a. Character, academics, and leadership
- b. Teachers who act as caretakers
- c. A safe and comfortable environment

2. Weaknesses

- a. Lack of facilities
- b. The school's location is not strategic
- c. No Junior High School level

3. Opportunities

- a. The densely populated residential areas of Pademangan, Mangga Besar, and Kemayoran
- b. The first search result for Christian schools in the Sawah Besar sub-district through search engines and social media
- c. Parents can serve as a promotional channel by sharing positive experiences about the school with relatives and friends

4. Threats

- a. Competing schools that mimic pricing
- b. The economic situation of parents; if parents' financial condition worsens, it may lead to payment arrears for education fees, and possibly students leaving the school

This SWOT analysis provides a comprehensive overview of the strengths, weaknesses, opportunities, and threats that influence the business of Tunas Bangsa Gunung Sahari Christian Elementary School. These findings are an important foundation for formulating future business development strategies to ensure the school grows sustainably and remains competitive.

Existing Business Model for Tunas Bangsa Gunung Sahari Christian Elementary School

FGDs have been conducted with several informants, and the results of the interviews and FGDs are summarized and explained in the nine elements or blocks of the Business Model Canvas. Below are the results:

1. Customer Segments

The customer segments of Tunas Bangsa Gunung Sahari Christian Elementary School include: parents with children aged 6–12 years, middle-income segments, and parents looking for character-based education.

2. Value Propositions

The value propositions of Tunas Bangsa Gunung Sahari Christian Elementary School include: character and spirituality, educating children together with parents, and developing potential and leadership.

3. Channels

The channels for Tunas Bangsa Gunung Sahari Christian Elementary School include: social media, SIAS, WhatsApp groups.

4. Customer Relationships

Customer relationships in the business of Tunas Bangsa Gunung Sahari Christian Elementary School include: learning together time, unity between parents and teachers , Tunas Bangsa prays.

5. Revenue Streams

The revenue streams for Tunas Bangsa Gunung Sahari Christian Elementary School are influenced by: educational funds, discounts, installment payments, and overdue education funds.

6. Key Resources

Key resources for Tunas Bangsa Gunung Sahari Christian Elementary School include: supporting building facilities, teachers, and the curriculum.

7. Key Activities

Key activities for Tunas Bangsa Gunung Sahari Christian Elementary School include: teaching and learning activities, handling student issues, and services from administrative staff, security, and assistants.

8. Key Partnerships

Key partnerships in the business of Tunas Bangsa Gunung Sahari Christian Elementary School include: Gereja Yesus Kristus Tuhan , other churches, and partner schools.

9. Cost Structures

The cost structure for Tunas Bangsa Gunung Sahari Christian Elementary School includes: salary and allowances, operational costs, student activity costs, maintenance costs, teacher and staff training costs, and other miscellaneous costs.

<i>Key Partners</i>	<i>Key Activities</i>	<i>Value Proposition</i>	<i>Customer Relationship</i>	<i>Customer Segments</i>
Gereja Yesus Kristus Tuhan	Teaching and Learning Activities	Character and Spirituality	Learning Together Time	Parents with children aged 6–12 years
Other churches	Handling student issues		Parents and Teachers Unity	
Partner schools	Services from administrative staff, security, and assistants	Educating children together with parents	Tunas Bangsa Prays	Middle-income segment
	<i>Key Resources</i>		<i>Channels</i>	
	Supporting building facilities	Development of potential and leadership	Social Media	Parents looking for character-based education
	Teachers		SIAS	
	Curriculum		WhatsApp Group	
<i>Cost Structure</i>			<i>Revenue Streams</i>	
Salary and allowance costs			Educational fund revenue	
Operational costs			Discounts and installment payments	
Student activity costs			Overdue educational funds	
Facility and maintenance costs				
Teacher and staff training costs				
Other miscellaneous costs				

Figure 3. Business Model Canvas Matrix for the School in Operation

The Business Model Canvas developed provides a comprehensive overview of the structure and key elements that support the operational business at Tunas Bangsa Gunung Sahari Christian Elementary School. This model serves as a strategic analysis tool that helps identify areas requiring improvement and strategic changes that need to be applied to optimize the school's operations, maximize growth potential, and ensure the school's sustainability in an increasingly competitive education market.

SWOT Analysis of Tunas Bangsa Gunung Sahari Christian Elementary School

SWOT analysis identifies internal factors, including strengths and weaknesses, as well as external factors such as opportunities and threats. Based on these identified factors, the school can formulate strategies to address the various challenges faced. The analysis shows that Tunas Bangsa Gunung Sahari Christian Elementary School needs to maintain the continuity of its business while also beginning to enter the business development phase, given that the education sector has significant growth potential. The high level of parental satisfaction with the implementation of character education at the school is an important asset that should be leveraged by improving the quality and standards of

educational services. The results of this SWOT analysis identification serve as a consideration for the school to determine steps in developing business strategies, and this identification is explained in the matrix shown in Table 4.

Table 4. SWOT Analysis Results Matrix

Faktor Internal Faktor Eksternal	<i>Strength (S)</i>	<i>Weakness (W)</i>
	Character, academics, and leadership	Lack of building facilities
	Teachers who act as caretakers	The school's location is not strategic
Opportunity (O)	Strategy SO	Strategy WO
Dense residential areas in Pademangan, Mangga Besar, and Kemayoran The first search result for Christian schools in Sawah Besar sub-district via search engines and social media Parents serving as a promotional tool through sharing positive experiences about the	1. Create publications for every achievement obtained by students. 2. Document stories of children's character development as experienced by parents at home, and share these stories on social media or WhatsApp groups. 3. Organize sports competitions between	1. Plan for school relocation to meet building facility and SMP level needs. 2. Routine promotions with banner installations and flyer distributions in the Pademangan, Mangga Besar, and Kemayoran
<i>Threat (T)</i>	<i>Strategy ST</i>	<i>Strategy WT</i>
Competing schools copying pricing The economic condition of parents; if parents' finances decline, it may lead to overdue educational fees and students leaving	1. Continuously develop the school's unique character to maintain an edge in character education. 2. The school can offer financial relief or seek donors or sponsors for students whose parents	1. Make student activities more creative and appealing in developing potential and leadership. 2. Hold regular meetings with

Application of Business Model Development Using the Business Model Canvas for Tunas Bangsa Gunung Sahari Christian Elementary School

The development of the Business Model Canvas (BMC) is an addition and improvement to the previous business model applied by the business customers of Tunas Bangsa Gunung Sahari Christian Elementary School. Below are the results of the development of the 9 BMC elements from the previous business model:

1. Customer Segments

The customer segments of Tunas Bangsa Gunung Sahari Christian Elementary School include: parents with children aged 6–12 years, middle-income segments, and parents looking for character-based education. This includes developing an STP marketing strategy (Segmentation, Targeting, and Positioning).

2. Value Propositions

The value propositions of Tunas Bangsa Gunung Sahari Christian Elementary School include: character and spirituality, educating children together with parents, development of potential and leadership, and students participating in O2SN (National Student Sports Olympics).

3. Channels

The channels for Tunas Bangsa Gunung Sahari Christian Elementary School include: social media, SIAS, WhatsApp groups, and activating the school's website.

4. Customer Relationships

Customer relationships in the business of Tunas Bangsa Gunung Sahari Christian Elementary School include: learning together time, unity between parents and teachers, Tunas Bangsa Prays, and organizing exhibitions and student performances at shopping malls.

5. Revenue Streams

The revenue streams for Tunas Bangsa Gunung Sahari Christian Elementary School are influenced by: educational fund revenue, discounts, installment payments, overdue educational funds, and paid tutoring services.

6. Key Resources

Key resources for Tunas Bangsa Gunung Sahari Christian Elementary School include: supporting building facilities, teachers, curriculum, and smart TVs.

7. Key Activities

Key activities for Tunas Bangsa Gunung Sahari Christian Elementary School include: teaching and learning activities (KBM), handling student issues, administrative staff services, security, assistants, and maintaining exhibitions by the principal and teachers.

8. Key Partnerships

Key partnerships in the business of Tunas Bangsa Gunung Sahari Christian Elementary School include: Gereja Yesus Kristus Tuhan, other churches, partner schools, English language course institutions (EF), and influencers.

9. Cost Structure

The cost structure for Tunas Bangsa Gunung Sahari Christian Elementary School includes: salary and allowance costs, operational costs, student activity costs, maintenance costs, teacher and staff training costs, and other miscellaneous costs: marketing costs, facility maintenance costs, and exhibition space rental fees at shopping malls.

Analysis of Business Model Development at Tunas Bangsa Gunung Sahari Christian Elementary School Using Business Model Canvas

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<i>Key Partners</i>	<i>Key Activities</i>	<i>Value Proposition</i>	<i>Customer Relationship</i>	<i>Customer Segments</i>
Gereja Yesus Kristus Tuhan Other churches Partner schools EF, English language course institution Influencer	Teaching and Learning Activities Handling student issues Services from administrative staff, security, and assistants The principal and teachers maintain the exhibition while being knowledgeable about the school's products and fees, alongside the students. menampilkan potensi di mall <i>Key Resources</i> Supporting building facilities Teachers Curriculum Smart TV	Character and Spirituality Educating children together with parents Development of potential and leadership Enrolling students in O2SN as a prestigious competition from the government.	Learning Together Time Parents and Teachers Unity Tunas Bangsa Prays Organizing exhibitions and student performances at the mall <i>Channels</i> Social Media SIAS WhatsApp Group Activating the school website to keep it updated with the latest school information.	Parents with children aged 6–12 years Middle-income segment Parents looking for character-based education Developing STP Marketing Strategy (Segmentation, Targeting, and Positioning)
<i>Cost Structure</i>		<i>Revenue Streams</i>		
Salary and allowance costs Operational costs Student activity costs Facility and maintenance costs Teacher and staff training costs Other miscellaneous costs Other miscellaneous costs: Marketing costs Facility maintenance costs Exhibition space rental fees if there is an exhibition at the mall		Educational fund revenue Discounts and installment payments Overdue educational funds Offering paid tutoring services to students outside of school hours.		

Figure 4. Improvement of the Business Model for Tunas Bangsa Gunung Sahari Christian Elementary School
Discussion: Application of the Business Model Canvas in the School Business at Tunas Bangsa Gunung Sahari Christian Elementary School

Based on the study and research results of the Business Model Canvas, the BMC provides an easy and comprehensive overview of running a business, starting from the initial stage, which is defining the Customer Segments box, and ending with the Cost Structure analysis (Osterwalder & Pigneur, 2010). The Business Model Canvas process begins with identifying Customer Segments, as only profitable customers will support the school. Once the Customer Segments are clearly defined, the next step is to fill in the Value Propositions box, which is a statement about the uniqueness of the product/service promised by the school to the targeted Customer Segments. However, in practice, this Value Proposition can affect the targeted Customer Segments.

Application of the Business Model Canvas in the School Business at Tunas Bangsa Gunung Sahari Christian Elementary School

After filling in the Value Propositions box, the next step is to fill in the Channels box, which explains how the school communicates, manages, and interacts with customers. It is important to note that the success of activities in this Channels box greatly depends on the effectiveness of the Key Resources, Key Activities, and Key Partnerships boxes, which play a role in supporting activities in this Channel. The next stage is the Customer Relationships box, which describes how much the organization works to maintain relationships between the school and existing parents, and how active the school is in attracting new parents. If the Customer Segments are well-targeted, the Value Propositions are clearly defined, and Customer Relationships are well-maintained, then the Revenue Streams box will successfully generate income for the school. The behind-the-scenes activities, in the form of the Key Resources, Key Activities, and

Key Partnerships boxes, must be managed well and efficiently. Efficiency in managing these behind-the-scenes elements is crucial to ensuring that the Cost Structure box remains optimal.

Based on previous research conducted by Gilang (2015), similar findings were obtained, namely that the Business Model Canvas can be used to formulate business development strategies through the strengths and weaknesses it has. The application of the Business Model Canvas provides benefits by offering a comprehensive overview of solutions to the problems faced through the process of analyzing the strengths, weaknesses, opportunities, and threats of the business model being developed. Additionally, the parallel SWOT analysis supports the formulation of more accurate and targeted strategies in future business development efforts

Business Development Strategy for Tunas Bangsa Gunung Sahari Christian Elementary School through SWOT Analysis Based on the Business Model Canvas Approach

Based on the SWOT analysis, it was found that through the S-O strategy, alternative strategies that could support the school's development include creating publications about the achievements obtained by students, documenting stories of children's character changes as experienced by parents at home, and sharing them, as well as organizing sports competitions between elementary schools. These efforts will attract both existing parents and potential new parents. Then, through the W-O strategy, this can be achieved by developing a school relocation plan, active promotions in targeted residential areas, and being active on social media regularly. Through the S-T strategy, an alternative strategy that can be provided is the development of a character program and showcasing its uniqueness compared to other schools, as well as seeking donors or sponsor parents for students whose parents face financial difficulties. Finally, for the W-T strategy, the alternative strategy with potential and leadership development can be done through more creative activities and regular parent meetings as a communication channel between the school and parents.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research and discussions presented earlier, the conclusions that can be drawn from this study are as follows:

1. The implementation of the Business Model Canvas at Tunas Bangsa Gunung Sahari includes:
 - a. **Customer Segments:** Parents with children aged 6–12 years, middle-income segments, parents looking for character-based education, and developing an STP marketing strategy (segmentation, targeting, and positioning).
 - b. **Value Propositions:** Character and spirituality, educating children together with parents, development of potential and leadership, and enrolling students in O2SN as a prestigious government competition.
 - c. **Channels:** Social media, student academic information system, WhatsApp groups, activating the school website to keep it updated with the latest school information.
 - d. **Customer Relationships:** Learning together time, unity between parents and teachers, Tunas Bangsa Prays, organizing exhibitions and student performances at the mall.
 - e. **Revenue Streams:** Educational fund revenue, discounts, installment payments, overdue educational funds, and providing paid tutoring services outside school hours.
 - f. **Key Resources:** Supporting building facilities, teachers, curriculum, and Smart TV.
 - g. **Key Activities:** Teaching and learning activities, handling student issues, administrative staff services, security and assistants, and the principal and teachers maintaining exhibitions while being knowledgeable about the school's products and fees, alongside students displaying their potential at the mall.
 - h. **Key Partnerships:** Gereja Yesus Kristus Tuhan, other churches, partner schools, The English language course institution is English First., and influencers.
 - i. **Cost Structure:** Salary and allowance costs, operational costs, student activity costs, facility maintenance costs, teacher and staff training costs, other miscellaneous costs: marketing costs, facility maintenance costs, exhibition space rental fees at the mall.
2. The business development strategy for Tunas Bangsa Gunung Sahari through SWOT analysis based on the Business Model Canvas approach results in 10 alternative strategies, including:
 1. The school can create publications for every achievement obtained by students.
 2. The school can document stories of character development changes and how parents experience it at home, and share these stories on social media or WhatsApp groups.

3. The school can organize sports competitions between nearby elementary schools to show others the school's safe and comfortable environment.
4. Create a school relocation plan or find a new location to meet building facility and Junior High School needs.
5. Regular promotions by placing banners and distributing flyers in Pademangan, Mangga Besar, and Kemayoran areas.
6. Be more active on social media by regularly creating school content.
7. Continuously develop character with its uniqueness so the school excels in character education.
8. The school can offer financial relief or seek donors or sponsor parents for students whose parents are facing financial difficulties.
9. Make student activities more creative and appealing for potential and leadership development.
10. Hold regular meetings with parents to explain the impact of the school's development and their children's progress to ensure parents remain satisfied.

These strategies will ensure the sustainability and growth of Tunas Bangsa Gunung Sahari Christian Elementary School's business, expanding development and effectively optimizing the school's resources.

Business Development Strategy for Tunas Bangsa Gunung Sahari Christian Elementary School through SWOT Analysis Based on the Business Model Canvas Approach

The business development strategy for Tunas Bangsa Gunung Sahari Christian Elementary School through SWOT analysis results in several steps to improve and develop the business. Some of the main strategies include:

1. Tunas Bangsa Gunung Sahari should make better use of technology in its teaching and learning activities because of the rapid technological advancements, and both teachers and students need to be familiar with technology to avoid falling behind. This can also address the lack of building facilities.
2. Tunas Bangsa Gunung Sahari and Yayasan Harapan Bangsa should develop a relocation plan for a new building to maximize the business development of the school with a larger student population and a Junior High School level according to parental needs.
3. Future researchers can test this model again by delving deeper into the 9 BMC elements. They can also compare the business model with Tunas Bangsa in other areas.

FUTURE RESEARCH

This study has several limitations that need to be considered for future improvements in the next research. With these limitations, it is hoped that improvements can be made in future studies. Some of the limitations include:

- The main informants in this study are parents of Tunas Bangsa Gunung Sahari Christian Elementary School, represented by only 3 parents, which may not fully represent the views of all parents.
- The conclusions drawn are still limited to the results of interviews from a few sources. Therefore, it is recommended that future research involve more informants, use different research methods, and apply more varied and in-depth instruments. It is expected that the next study will provide broader and more comprehensive insights into the development of school businesses through the Business Model Canvas and SWOT analysis approaches.

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