PROPOSED BUSINESS STRATEGY FOR SAKOLA MOTEKAR IN CIAMIS TO INCREASE PROFIT

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ABSTRACT

Keywords:

financial sustainability, non-formal education, business strategy, educational management, rural education

This study examines the development of a sustainable business strategy for Sakola Motekar, a non-formal educational institution in Sukajadi village, Ciamis Regency, aimed at enhancing profitability. The research addresses significant financial challenges faced by Sakola Motekar, primarily due to its reliance on unstable donations, which threaten operational continuity. In the context of Industry 4.0, securing sustainable income streams is crucial for institutions like Sakola Motekar to continue delivering essential educational services. The research combines qualitative analysis and strategic management tools to develop actionable strategies. Data was collected through semi-structured interviews with key stakeholders and supplemented with secondary data from literature and organizational documents. The analysis involves a thorough internal and external assessment using the Resource-Based View (RBV), VRIO framework, PESTEL analysis, and Porter's Five Forces model, leading to strategic recommendations. Key findings reveal that Sakola Motekar has valuable resources, including strong community engagement, unique educational programs, and established networks. However, challenges include inadequate financial management and over-reliance on volunteer staff. External opportunities include growing demand for non-formal education in rural areas and potential digital expansion, while threats involve regulatory compliance and competition. The proposed strategy includes enhancing financial management, diversifying revenue through commercialization of educational programs, and leveraging strategic partnerships. A formalized marketing approach and structured volunteer management system are also recommended. The expected outcome is a stabilized financial foundation for Sakola Motekar, enabling it to expand its impact and continue serving the community. This research contributes to educational business management by offering a practical framework for non-formal schools to achieve financial sustainability while maintaining their educational mission.

INTRODUCTION

The Law of the Republic of Indonesia Number 20 of 2003 classifies national education into three systems: formal, non-formal, and informal at every level and type of education. Formal education is a structured and tiered path consisting of primary, secondary, and higher education. Non-formal education is an education pathway outside formal education that can be implemented in a structured and tiered manner. Informal education is a family and neighborhood education path. Non-formal education units include course institutions, training institutions, and study groups because they enable participants to develop themselves, acquire new skills, and meet formal education standards after passing specific examinations.

According to data from the Indonesian Ministry of Education and Culture, the total number of schools in West Java is 62,579, of which 53,851 are formal and 8,728 are non-formal, making up only 14% of the total. Non-formal schools provide essential educational services for individuals unable to participate in formal education and offer practical skills training for personal and professional development, significantly improving the quality of human resources within the community and positively impacting the local economy.

Sakola Motekar was initially established in response to the challenges faced by the community in Sukajadi village, Ciamis Regency, aiming to enhance their quality of life through education and training. Additionally, it serves as a platform for sharing ideas and fostering creativity among community members.

Despite its vital role, Sakola Motekar faces significant financial challenges, mainly relying on donations, which are unreliable sources of income. This situation underscores the urgent need for a sustainable financial strategy to ensure operational continuity.

Education is an important sector that is a means to build human resources for the progress of a country. The development of Industry 4.0 has increased the need for qualified, productive, skilled human resources who master science and technology. Although the education sector in Indonesia has experienced an increase in quality, as shown by the increasing gross enrollment rate, increasing literacy rate, and increasing average length of schooling, Indonesia's PISA (Program for International Student Assessment) score is still relatively low when compared to other countries in Southeast Asia with Indonesia's Mathematics PISA score ranked 72nd out of 79 countries, Science PISA score ranked 70th, and Reading PISA score ranked 62nd in 2018. The education sector in Indonesia is still experiencing various problems when compared to the best education sector, namely in Finland; some of these problems are the low quality of education because it is less responsive to change and the government pays less attention to the education sector, problems with the curriculum which is still not by the needs and is centralized so that teachers from each region cannot contribute to the preparation of a curriculum that suits the needs of their respective regions, lack of teacher competence, the use of APBN funds for the education sector which is still not optimal, and inadequate education infrastructure (Wahono et al., 2023). Problems in the education sector also occur in West Java. Problems that occur include gender inequality, infrastructure inequality, where areas with lower educational levels do not get good infrastructure, and social-economic and regional inequality, where there is an inequality in the value of return to education between urban and rural areas (Hendajany & Rizal, 2023). Thus, the support of various parties is needed to solve this education problem. Nonformal education in Indonesia also plays a vital role in providing access to education for children who cannot attend formal schools. Although nonformal schools contribute to the advancement of the education sector, nonformal schools also experience problems because nonformal schools, such as pesantren, madrasah diniyah, and learning communities, are generally established by communities or non-profit organizations that need more funding and resources to operate effectively. Non-formal education in Indonesia is increasingly marginalized in terms of budget allocation and government attention. Despite its importance as a complement and alternative to formal education, non-formal education experiences significant budget reductions and uncertain support from the local government budget.

(APBD). The budget reduction and uncertain support further widen the gap between formal and non-formal education, threatening the sustainability of various non-formal institutions urgently needed by the community (DPR RI, 2023). Given these circumstances, this research proposes developing a business and marketing strategy for Sakola Motekar to enhance its financial sustainability. By aligning its educational services with the community's needs and leveraging strategic marketing approaches, Sakola Motekar can attract more funding and resources. This strategy aims to stabilize its financial base and expand its impact, helping it continue serving as an essential educational resource for the community of Sukajadi village.

Research Objective is To analyze Sakola Motekar's current business condition. To propose a business strategy that can be utilized to help increase Sakola Motekar's profit.
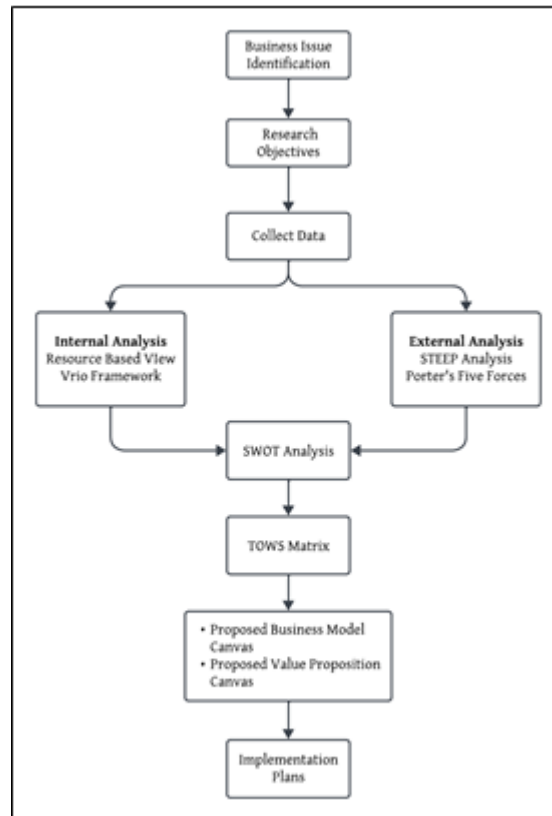
METHOD
Research Design

Figure III. 1 Research Design Flowchart
Source: Researcher

This research uses a qualitative approach to analyze the business issues that occur. The research design follows several structured steps, as illustrated in the research design flowchart.

1. Business Issue Identification: Identify Sakola Motekar's core business issues, focusing on challenges and opportunities that impact its operations and profitability.
2. Determine Research Objectives: Based on the identified issues, establish specific objectives the research aims to achieve, such as improving financial sustainability and expanding market reach.
3. Data Collection:
a. Primary Data: Gather data through semi-structured interviews to gain insights into participants' pain points, opinions, and beliefs.
b. Secondary Data: Utilize PESTEL and Porter's Five Forces to review existing literature, reports, and articles for additional context.
4. Internal Analysis:
a. Resource-Based View (RBV): Evaluate the company's internal resources to understand how they can be leveraged for competitive advantage.
b. VRIO Framework: Analyze the company's resources and capabilities regarding Value, Rarity, Imitability, and Organization to determine the potential for sustained competitive advantage.
5. External Analysis:
a. PESTEL Analysis: Examine macro-environmental factors affecting the business using Political, Economic, Social, Technological, Environmental, and Legal frameworks.
b. Porter's Five Forces: Investigate competitors to understand their strategies, strengths, and weaknesses.
6. SWOT Analysis: Synthesize findings from internal and external analyses to identify the business's Strengths, Weaknesses, Opportunities, and Threats
7. TOWS Matrix: Use the TOWS matrix to develop strategic options by matching the internal factors (Strengths and Weaknesses) with the external factors (Opportunities and Threats) to identify strategies that leverage strengths to capitalize on opportunities, address weaknesses, and mitigate threats.
8. Determine Business-Level Strategy: Based on the SWOT analysis, decide on the most appropriate business-level strategy for Sakola Motekar.

9. Proposed Value Proposition Canvas: Develop the business's value proposition to clearly articulate the unique benefits and value it offers to customers.
10. Proposed Business Model Canvas: Develop or update the Business Model Canvas to outline how the company creates, delivers, and captures value, ensuring alignment with the chosen business-level strategy.
11. Implementation Plans: Develop the implementation plan of the business strategy that has been formed

Data Collection Method

This research uses qualitative methods as well as primary and secondary data. Primary data is obtained by conducting interviews with the chairman, treasurer, secretary, and two members of Sakola Motekar. Meanwhile, secondary data is obtained from company data, relevant publications, literature, and news articles (Wibisono & Koesrindartoto, 2020). The interview method used in this research is semi-structured interviews because semi-structured interviews allow researchers to suggest or consult with participants (for example, a respondent) about what to talk about, significantly when the respondent deviates from the original topic. Therefore, it is a method that helps the interviewer and respondent limit themselves to the topic domain. This interview method creates a two-way communication between the interviewer and the respondent; thus, open-ended responses can be drawn, which allows the interviewer to gather more in-depth information related to the research topic or issue. (Islam & Aldaihani, 2022). In addition to primary data, this research also uses secondary data in the form of documents such as books, newspapers, promotional materials, and journals that can be obtained from the internet, libraries, and academic institutions will be used for data triangulation (Donkoh & Mensah, 2023).

Data Analys Method

This research uses qualitative methods as well as primary and secondary data. Primary data is obtained by conducting interviews with company stakeholders. Meanwhile, secondary data is obtained from company data, relevant publications, literature, and news articles (Wibisono & Koesrindartoto, 2020). Data from interviews with company stakeholders was then analyzed using the thematic analysis method. Thematic analysis is a method for identifying, analyzing, and reporting (themes) in qualitative data. Thematic analysis consists of two stages: data preparation and data analysis. Data Preparation consists of two stages:
1. Transcribing: Researchers transcribe the interview results, converting all verbal data into written form to ensure accuracy and context retention.
2. Familiarization: Researchers immerse themselves in the data by repeatedly reading the transcribed interview results noting initial ideas and potential patterns.

Data Analysis consists of six stages:
1. Phase 1: Familiarization with the Data
   Researchers repeatedly read the data to become familiar with the content, noting initial ideas and significant patterns.
2. Phase 2: Generating Initial Codes
   Researchers systematically code the entire dataset, identifying and labeling attractive data segments related to the research questions by using Nvivo 12 software assistance.
3. Phase 3: Searching for Themes
   Researchers collate codes into potential themes, gathering all relevant data for each theme. They organize the codes using visual aids like tables and mind maps by using nvivo12 software assistance.
4. Phase 4: Reviewing Themes
   Researchers review and refine the themes to ensure they accurately represent the data. They check for coherence within themes and distinctions between themes by using nvivo12 software assistance.
5. Phase 5: Defining and Naming Themes
   Researchers clearly define and further refine each theme. They develop the specifics of each theme into a detailed analysis, ensuring each theme is distinct and well-defined by using nvivo12 software assistance.
6. Phase 6: Producing the Report
   Researchers write a coherent and concise narrative to tell the story of the data. They provide data extracts as evidence for each theme, relating the analysis to the research questions and objectives. (Braun & Clarke, 2006)

Lastly, the processed data will be used to conduct an internal and external analysis of Sakola Motekar. The internal and external analysis results are then used to conduct a SWOT analysis to identify internal strengths and weaknesses and external opportunities and threats. The results of the SWOT analysis are then put into a TOWS matrix to show how the external opportunities and threats facing the company can be combined with the company's internal strengths and weaknesses to produce four sets of possible alternative strategies. TOWS Matrix is an excellent way to use brainstorming to create business strategies that might otherwise be overlooked. This matrix can be used to create corporate and business strategies. (Dewanto, 2022)

RESULTS AND DISCUSSION
Respondent Profiles
Semi-structured interviews were conducted with the chairperson, treasurer, secretary and two members of Sakola Motekar to obtain primary data for this study. The following is the profile of these respondents.

Table IV. 1 Respondent Profile

Name	Role at Sakola Motekar	Responsibilities
DWJ	Chairman	Mengelola kegiatan di Sakola Motekar, mengambil keputusan, menyusun MOU, memimpin aktivitas pelatihan
RR	Secretary	Coordinates facilitators, assists children in learning,develops kaulinan program.
ARM	Treasurer	Managing the administration of Sakola Motekar, takingcare of correspondence, handling licenses and event proposals. Takes care of financial records.
DJ	Member	Coordinating human resources, organizing events.
LM	Member	Providing pangan sehat product for children, managing organic soap products, coordinating healthy consumptionmenus. Responsible for pangan sehat and organic soap products

Themes and Codes
The thematic analysis produced Word Cloud and Treemap outputs. Then, identify the themes that appear, and the following themes and codes are generated:
Promotional Limitations
Sakola Motekar still experiences promotional limitations for its programs and activities. One of the reasons why Sakola Motekar still experiences promotional limitations is due to a lack of resources to cater to the increased demand, the statement mentioned below:

"We don't do promotions because we don't have the resources to do promotions because we are afraid that if sakola motekar is known to everyone then we can't serve the large demand." (DWJ - Chairman).

Sakola Motekar also relies on organic promotion and does not spend any budget on promotion; the statement is mentioned below:

"But their visit is different from ours because they spend capital while we are organic because we don't spend capital." (DWJ - Chairman).

If we look at Sakola Motekar's social media, such as Instagram and Facebook, the form of promotion they do is only in the form of spreading invitations to take part in activities in Sakola Motekar and stories about activities that have been carried out, not in the form of paid advertisements, as can be seen in the picture below.
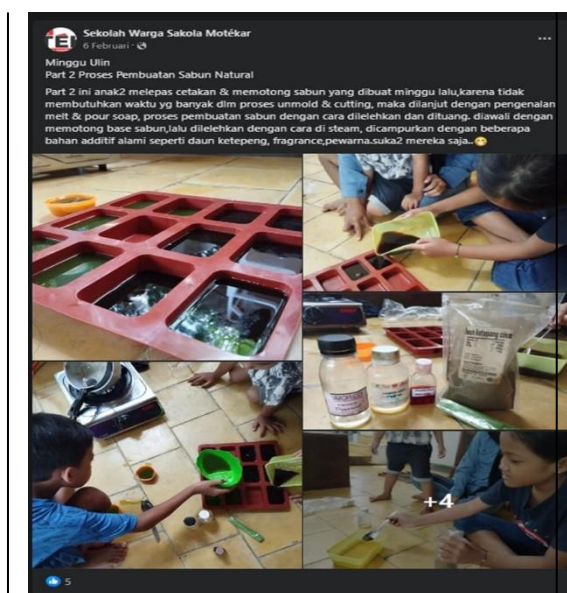

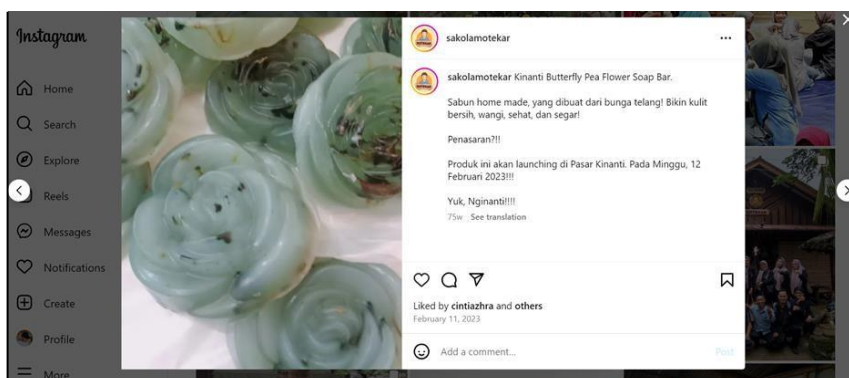**Figure IV. 1 Sakola Motekar's Facebook post about Minggu Ulin**

Figure IV. 2 Sakola Motekar's Instagram Post about English Fun

Program Invitation

One of the obstacles for Sakola Motekar in undertaking more considerable promotional efforts, such as paid advertising, is the need for more financial and human resources. This finding is in line with previous research, which states that many non-formal education institutions face significant barriers in marketing; one of the barriers in marketing Madrasah MINU Tambaksumur is the need for significant funds and limited human resources (Manafe, 2023).

Social Media Engagement

Although Sakola Motekar does not do formal promotion, they do share their activities on social media such as Instagram and Facebook; the statement is mentioned below:

"We upload every activity we do on Instagram and Facebook so that people know about the motekar school." (DWJ - Chairman).

In addition to activities and programs, Sakola Motekar also shares its organic soap products through Sakola Motekar's social media accounts and personal social media; the statement is mentioned below:

"promoted the soap through personal social media and the motekar school." (LM - member).

The picture below shows one example of how Sakola Motekar utilizes social media on Facebook and Instagram to share activities that have been carried out and how Sakola Motekar promotes its organic soap products.

Figure IV. 4 Sakola Motekar's Instagram Post about Organic Soap Product Promotion

Social media platforms such as Facebook, Instagram, and WhatsApp have become frequently used tools for communication and promotion in education. These platforms allow educational institutions to share activity updates, engage with the community, and promote activities and products effectively. Research indicates that social media can significantly enhance visibility and engagement, making it a valuable tool for educational marketing (Jannah, 2023).

Collaborative Efforts

Sakola Motekar collaborates with various organizations, communities, government bodies, and universities. Sakola Motekar collaborates with religious communities such as Catholic churches, Christian churches, and other multi-religious communities; the statement is mentioned below:

"We also often work together with various religious communities such as Catholic churches, Christian churches, and other multi-religious communities." (DWJ - Chairman).

In addition, Sakola Motekar also has relationships with leading universities such as Bandung Institute of Technology (ITB), Parahyangan Catholic University (UNPAR), UNSIL, UPI Tasikmalaya, and UNIDA that can support Sakola Motekar through mentorship, the statement is mentioned below:

"We have relationships with leading universities such as Bandung Institute of Technology and Parahyangan Catholic University in addition we also have relationships with UNSIL UPI Tasikmalaya." (DWJ - Chairman).

In addition to the interview data, a news article from Nitikan.id (2023) reported that Sakola Motekar received a visit from the education office of Ciamis Regency, Early Childhood Education (PAUD) Assessors of Ciamis Regency, Lecturers to Students of the Education Department attended the public testing of the Sakola Motekar curriculum. In addition, a news article from detik.com (2022) reported that children from the Catholic Church of St. John the Baptist Ciamis celebrated Christmas by participating in lembur kaulinan activities and traditional games at Sakola Motekar on Sunday, December 25, 2022. Apart from news articles, an article from the tourism office of Ciamis district (2024) also reported that Sakola Motekar became the site of a field program for SBM students and New York University students with the theme Embracing Diversity Challenges and Context in Sustainability, which took place from January 13-15, 2024.

Community Oriented Programs.

Sakola Motekar has several programs and activities, including "Gelar Warga Mandoro," "Lembur Kaulinan," "Nujuh Likuran," "PKBM (Pusat Kegiatan Belajar Masyarakat)," "Sakola Warga," Social Activities, and Workshops. "Gelar Warga Mandoro" is a program that involves cultural activities such as dance, theater, music, and traditional games designed to showcase the skills and talents of children as well as engage the community through health checks and blood donations; the program also provides a platform for mothers to prepare and sell food so that it can indirectly support local entrepreneurship, the Statement is mentioned below:

In 2019 we held an event called Gelar warga mandoro where children practice dance, theater, music, kaulinan. At the end of 2019 we performed the children's activities on stage and the mothers watched the health checks, blood donations. The mothers are given capital to make food for the children." (DWJ - Chairman).

"Nujuh Likuran" is a routine event held every month on the 27th that involves the community and various activities that strengthen the involvement of the community itself; the Statement is mentioned below:

"We have regular activities such as 'Nujuh Likuran' on the 27th of every month." (DWJ - Chairman).

One of the strengths of Sakola Motekar is its community-oriented programs, mainly through PKBM (Pusat Kegiatan Belajar Masyarakat), which offer non-formal education to children who cannot attend formal schools. This finding aligns with previous research, highlighting the significant impact of non-formal education on community development. For instance, a study by Fakhruddin and Shofwan (2019) in the International Journal of Innovation, Creativity, and Change reveals that non-formal education plays a significant role in improving community development related to education and providing skills to improve the economy of the people in Pati Regency, this supports the activities of PKBM at Sakola Motekar, which aim to enhance both educational and economic outcomes for the community (Fakhruddin & Shofwan, 2019). Furthermore, programs like "Lembur Kaulinan" and "Sakola Warga" at Sakola Motekar enhance community engagement and economic activity. Research by (Barigai & Heravdakar, 2021) in the Journal of Education Review Provision emphasizes the role of non-formal education in empowering rural communities by providing essential knowledge and skills, fostering social connections, and encouraging participation in community development activities.

Informal Operational Structure

Sakola Motekar primarily operates without a formal structure, relying heavily on functional teamwork. Members perform tasks based on their skills rather than adhering strictly to an organizational hierarchy. This approach fosters collaboration but sometimes results in unclear task delineation among members; the statement is mentioned below:

"On the one hand, it's better because it can be more fluid, but it makes the tasks between members less clear. But so far our activities can still run smoothly. We do not refer to the organizational structure that we have created, we work together and everyone works according to their own expertise and those who carry out tasks at Sakola Motekar do not always have to be people in the organizational structure." (ARM - Treasury).

According to the organizational structure that has been formed, Ade Ridwan Mustopa acts as treasurer, but the tasks carried out are working on the administration of Sakola Motekar; the statement is mentioned below:

"Introducing my name is Ade Ridwan Mustopa, usually called Idang. My job is more like administration, so I usually do the administration of Sakola Motekar." (ARM - Treasury).

One of the distinctive features of Sakola Motekar is its informal operational structure, where tasks are assigned based on individual skills rather than rigid hierarchical roles. This approach aligns with the findings of Dr. Dennis L. Treslan, who argues that informal organization naturally arises from formal structures and can enhance collaboration and efficiency within educational institutions. Furthermore, Treslan emphasizes the importance of leveraging human relationships within the organization, which is central to Sakola Motekar's decision-making processes. In Sakola Motekar, decision-making involves input from multiple stakeholders, fostering an inclusive and cooperative environment. Additionally, while formal rules and hierarchical authority are necessary, Treslan advises that these should support rather than stifle the informal organization. Sakola Motekar exemplifies this balance by allowing for collective decision-making while granting autonomy to individuals when necessary. This flexible and supportive environment reflects Treslan's recommendations and demonstrates how an informal operational structure can be effectively managed in educational settings (Treslan, 2012).

Sakola Motekar Revenue Generation

Sakola Motekar's primary source of income relies on events such as university partnerships, training, and traditional games such as music performances and "Lembur Kaulinan", a statement mentioned below:

"Events that can bring in income for us, for example, such as yesterday's IVC activities from SBM ITB community empowerment training and traditional game events such as music performances and lembur kaulinan." (DWJ - Chairman).

Sakola Motekar also has another source of income from the sale of organic soap products; the statement is mentioned below:

We set aside a few percent of the soap sales for the Sakola Motekar (for kitchen needs) and the rest to add to the tool inventory. (LM - Member).

Sakola Motekar generates revenue through university partnerships, training events, and traditional games, such as music performances and "Lembur Kaulinan." This approach is similar to the revenue generation methods observed in PKBM Karya Bhakti Punung, which relies on government funding from various educational departments and community-driven efforts, including selling products and services (Siswoyo, 2012). Additionally, Sakola Motekar allocates funds from the sales of organic soap products to cover kitchen needs and expand tool inventory. This strategy is consistent with the fund allocation practices at PKBM Karya Bhakti Punung, where funds are designated for administrative costs, tutor activities, and infrastructure development (Siswoyo, 2012). These shared strategies underline the necessity of diversified revenue sources and careful fund management to support the sustainability and growth of informal educational institutions.

Financial Management Challenges

Sakola Motekar still faces challenges due to inadequate financial record- keeping. The lack of detailed and accurate financial records can lead to several issues, such as inefficient allocation of resources, difficulty in tracking financial performance and challenges in securing funding or investments. Inadequate financial documentation can also make it harder to identify areas where cost savings can be made or where additional investments are needed. Addressing these gaps in financial record-keeping is essential to enhance financial transparency, improve resource management, and ensure the long-term sustainability of Sakola Motekar's programs and services. Statement is mentioned below:

"The treasurer's recording problem is limited to recording incoming and outgoing money." (ARM - Treasury).

The table below shows the budget recording for one of the activities at Sakola Motekar. The cost recording is only done in the form of a budget estimate plan.

Table IV. 2 Sakola Motekar Budget Estimation Plan on IVC Program

No	Uraian	VOL	Satuan	Harga Satuan	Jumlah
Konsumsi					
	Konsumsi Peserta	243 porsi	Rp	15,000	Rp 3,645,000
	Snack	1 kali	Rp	200,000	Rp 200,000
	Kopi set	1 paket	Rp	600,000	Rp 600,000
Total Konsumsi					Rp 4,445,000
Akomodasi & Transportasi					
	Homestay	11 orang	Rp	100,000	Rp 1,100,000
	Guest Room	1 orang	Rp	150,000	Rp 150,000
	Sewa Odong-odong	2 trip	Rp	250,000	Rp 500,000
	Bensin	1 paket	Rp	250,000	Rp 250,000
	Peralatan Rumah Tangga	1 paket	Rp	600,000	Rp 600,000
Total Akomodasi & Transportasi					Rp 2,600,000
Sarana Pendukung					
	Sound Sistem & Lighting	1 paket	Rp	1,500,000	Rp 1,500,000
	Dekorasi	1 paket	Rp	500,000	Rp 500,000
Total Sarana Pendukung					Rp 2,000,000
Fasilitas Giat					
	Perlengkapan PWG	1 paket	Rp	200,000	Rp 200,000
	Perlengkapan Ulin	1 paket	Rp	500,000	Rp 500,000
	Ngobeng	1 paket	Rp	5,000,000	Rp 5,000,000
	Bingkisan Serahan KWT	1 paket	Rp	200,000	Rp 200,000
	Tiket Masuk Cadas Ngampar	1 paket	Rp	500,000	Rp 500,000
	Perlengkapan Multimedia	1 paket	Rp	200,000	Rp 200,000
Total Fasilitas Giat					Rp 7,100,000

One of the main challenges Sakola Motekar faces in financial management is inadequate financial recording. The Financial challenges that Sakola Motekar faces align with previous research stating that many non-formal education institutions experience similar constraints. Studies show that PKBMs in the Ogan Ilir district face identical problems, where a lack of detailed financial records can hinder efficient resource allocation, difficulties in tracking financial performance, and challenges in securing funding or investment (Nopiati, 2021). In addition, inaccurate financial management can make it challenging to identify areas requiring cost savings or additional investment (Siswoyo, 2012). Financial transparency and better resource management are needed to address these financial management issues and ensure the long-term sustainability of the programs and services provided by Sakola Motekar.

Non-standardized Sakola Motekar's PKBM (Pusat Kegiatan Belajar Masyarakat) Operation.

The PKBM at Sakola Motekar is different from other PKBMs such as the curriculum applied by Sakola Motekar does not follow the curriculum set by the Ministry of Education; the statement is mentioned below:

"We implement a different system from other PKBMs. Other PKBMs apply the curriculum implemented by the Ministry of Education but not us. Students here learn with a curriculum that we created that does not follow national standards." (DWJ - Chairman).

Prospective students typically join based on word-of-mouth and familiarity with the institution rather than through a formal registration system, a statement mentioned below:

"We also don't have a new student registration system (PPDB) so usually students come to us without having to register themselves" (DWJ - Chairman).

The operations of PKBM Sakola Motekar deviate from the standard practices seen in other PKBMs. This non-standardization is evident in their unique curriculum, student registration system, assessment methods, and reliance on volunteer teachers. PKBM Sakola Motekar does not adhere to the national curriculum set by the Ministry of Education. Instead, it uses a self-created curriculum tailored to its specific educational philosophy and goals. This approach sets it apart from other PKBMs that follow the national guidelines, as noted by the chairman, DWJ: "We implement a different system from other PKBMs. Other PKBMs apply the curriculum implemented by the Ministry of Education but not us. Students here learn with a curriculum that we created that does not follow national standards." Moreover, the institution attracts students primarily through word-of-mouth and familiarity rather than a formal registration process. This informal approach to enrollment is highlighted by DWJ: "We also don't have a new student registration system (PPDB) so usually students come to us without having to register themselves." In terms of student assessment, Sakola Motekar employs a narrative-based evaluation system instead of numerical grades, though it still uses report cards to communicate student progress. This method aims to provide a more comprehensive view of student development: "We assess students with narratives not numbers but we still have report cards. The report card explains the development of the child's skills and weaknesses." The teaching staff at Sakola Motekar consists mainly of volunteers who contribute their time and expertise. This volunteer-based teaching model includes both regular and occasional instructors, many of whom bring specialized skills to the classroom.

These practices align with findings in the broader research on non-formal education institutions, which often face challenges and employ unique strategies to address them. For example, similar to Sakola Motekar's reliance on volunteer teachers and community-based curriculum, the PKBM Budi Utama focuses on utilizing local human resources and adapting programs to community needs (Hidayah & Nusantara, 2020). The flexibility and community-oriented approach of Sakola Motekar are crucial in providing education that is relevant and accessible to its students, despite not following national standards.

Operational Difficulties

Sakola Motekar experiences several challenges in its operations, such as the availability of teachers who depend on volunteers, which makes it difficult for Sakola Motekar to meet its human resource needs; the statement is mentioned below:

"The most common obstacle is that the recruitment system for member availability is more organic because people who come here are not asked and are usually volunteers. So sometimes the people available and our needs don't match. So we sometimes struggle to find people or place people according to our needs. We also sometimes lack people too so we are sometimes overwhelmed in doing our work." (DJ - Member).

Sakola Motekar faces significant operational difficulties, including reliance on volunteer teachers and inadequate facilities, which hinder its ability to meet human resource needs and provide quality education. These challenges are mirrored in PKBM Budi Utama, as highlighted by Hidayah and Nusantara (2020), who emphasize the inconsistency in the availability of qualified personnel due to dependency on volunteers, leading to mismatches between skills and institutional needs. Additionally, the lack of institutional resources, such as having to use personal equipment, further exacerbates operational inefficiencies. To address these issues, strategic planning and resource management are essential to align available resources with institutional needs and improve educational outcomes (Hidayah & Nusantara, 2020).

Internal Analysis

This section will present an Internal Analysis of the organization using the VRIO (Value, Rareness, Imitability, Organization) Framework and the Resource Based View (RBV) to evaluate the competitive advantage of Sakola Motekar. By using the VRIO framework, we will assess whether the resources owned by Sakola Motekar are valuable, rare, and difficult to imitate and whether the organization is structured to take advantage of them. The Resource Based View will identify strategic resources supporting long-term competitive advantage

Resource Based View (RBV)

In this analysis, we will employ the Resource-Based View (RBV) framework to meticulously explore Sakola Motekar's internal strengths and capabilities. This approach aims to identify how Sakola Motekar's

distinctive resources can be effectively utilized to gain a competitive advantage and drive sustainable growth. By focusing on the unique assets and skills within the organization, we seek to understand how these resources can be leveraged to achieve superior performance and long-term success in the marketplace.

Table IV. 3 Resource Based View of Sakola Motekar

Type of Resources	Actual Resources
Social Media Platforms Promotion	Use of social media such as Instagram and Facebook topromote organically.
Events and Programs	Events and programs such as Lembur Kaulinan, Gelar Warga Mandoro, Nujuh Likuran and other training programs.
Collaboration and Networking	Relationships with education offices, multi-religious communities, and universities such as ITB, UNPAR, UNSIL, and UPI Tasikmalaya.
Reputation	Recognition from the community and various institutions
Educational Initiatives	Community Learning Centers (PKBM) and Sakola Warga (community schools)
Volunteers and Teachers	Teachers and Volunteers who have expertise that supports the education program.
Organic Soap and Pangan Sehat Products	Product sales in the form of organic soap and healthy food
Financial Resources	Other sources of income from events and donations.

VRIO Framework

Table IV. 4 VRIO Framework

Resources	Valuable	Rareness	Imitability	Organization	Competitive Consequences	Performance Implication
Social Media Platforms Promotion	✔	✘	✘	✘	Competitive Parity	Average Returns
Events and Programs	✔	✔	✘	✔	Temporary Competitive Advantage	Average returns to above- average returns
Collaborations and Networking	✔	✘	✘	✔	Temporary Competitive Advantage	Average returns to above- average returns
Reputation	✔	✔	✔	✔	Temporary Competitive Advantage	Average returns to above- average returns
Educational Initiatives	✔	✔	✘	✔	Competitive Parity	Average Returns
Volunteers and Teachers	✔	✘	✔	✘	Competitive Parity	Average Returns
Organic Soap and Pangan Sehat Products	✔	✘	✔	✘	Competitive Parity	Average Returns
Financial Resources	✔	✔	✘	✘		

Social Media Platforms

Sakola Motekar effectively uses social media platforms such as Instagram and Facebook to disseminate information and increase community engagement at no cost. While the use of social media is typical for any organization, and this strategy can be easily replicated, the organic relationship that Sakola Motekar has built with the surrounding community is complex for competitors to replicate; Sakola Motekar's use of social media in its daily operations shows that it manages this resource well.

Events and Programs

Sakola Motekar's events and programs, such as Lembur Kaulinan, are valuable resources because they engage the community around Sakola Motekar, preserve culture, and support local entrepreneurs. In addition, these programs differentiate Sakola Motekar from competitors and are also one of the business opportunities for Sakola Motekar. These events and programs are unique, with a combination of multi- sector activities,

making them difficult for competitors to replicate. These programs are well organized, as reflected in the smooth running of events and programs, which shows that Sakola Motekar manages these resources effectively.

Collaborations and Networking

Collaboration with various parties is one of Sakola Motekar's key strengths, and it creates significant engagement and support from the community. While community collaborations are joint, the depth and variety of Sakola Motekar's are unique. Building strong and trusted relationships with the community takes time and effort, making it difficult for other organizations to replicate. The organization of this collaboration is well done and effectively utilized. In addition, collaborating with the government provides vital support and legitimacy for their educational initiatives. While many organizations also work with the government, the level of trust that Sakola Motekar has achieved in this relationship is more challenging to replicate. Collaboration with the government can be replicated, but the policy alignment and level of trust achieved requires significant effort. These collaborations are well-managed and integrated into Sakola Motekar's activities. In addition, collaboration with universities provides expertise and mentorship and increases Sakola Motekar's credibility. Deep relationships with leading universities such as ITB, Unpar, UNSIL, and UPI Tasikmalaya add significant value. While many organizations collaborate with universities, the depth of relationships built by Sakola Motekar is unique and would require significant effort to replicate. The organization of this collaboration is well done and leveraged for the benefit of the community.

Reputation

Reputation is a valuable resource for Sakola Motekar as it can help the organization attract more participants and make the products offered by Sakola Motekar more quickly recognized. However, reputation is one resource that takes time to replicate as it requires consistency and long-term efforts to build a good reputation. This reputation results from effective organization and consistency in running their programs.

Volunteers and Teachers

Teachers and volunteers are a precious resource for Sakola Motekar as they support the running of the educational programs conducted by Sakola Motekar, especially volunteers, and they add value by providing expertise at no extra cost. Competitors quite commonly use teacher and volunteer resources. Sakola Motekar's management of teachers and volunteers could be better when compared to competitors because existing teachers have different competencies than competitors' teachers.

Organic Soap and Pangan Sehat Products

Healthy food products and organic soap are valuable resources as they provide revenue to Sakola Motekar that supports their social activities. Healthy food products and organic soap are not rare products; many similar products are already sold in the market. Therefore, these products can be replicated easily without requiring a large investment because they are simple products.

Financial Resources

The financial resources that Sakola Motekar has from event revenues and donations are valuable because they can ensure the sustainability of the social programs that Sakola Motekar conducts. This source of income is a common resource, and many other organizations also have the exact source of income. Sakola Motekar's source of income from events is a variety of sources, but events are a resource that is difficult for competitors to replicate. The organization of these financial resources requires improvement in terms of recording and transparency to increase effectiveness and long-term sustainability.

External Analysis

This section will present an External Analysis of the organization using the PESTEL (Political, Economic, Social, Technological, Environmental, Legal) framework, Competitor Analysis, and Porter's Five Forces to evaluate the competitive environment of Sakola Motekar. By using the PESTEL framework, we will assess the external factors that could impact the organization. The Competitor Analysis will identify and evaluate the strengths and weaknesses of current and potential competitors. Porter's Five Forces will analyze the industry structure and competitive forces that shape the organization's strategic positioning and market dynamics. This comprehensive external analysis aims to provide insights into the external environment and identify opportunities and threats that could affect Sakola Motekar's long-term success.

PESTEL Analysis

To provide a PESTEL analysis that Sakola Motekar can use to strengthen their business strategy. By combining the latest data and developments, here are the results of the PESTEL analysis based on trends and developments until 2024:

1. Political

The Indonesian government is committed to the education sector, as can be seen from Law No. 20/2003 on the National Education System. Article 49, paragraph 1 stipulates that at least 20% of the State Budget (APBN) and Regional Budget (APBD) are allocated to the education sector in addition to educator salaries and official education costs. This policy reflects the government's prioritization of education by

providing adequate resources to improve the quality and access to education in Indonesia in order to meet the needs of society and prepare quality human resources.

2. Economic

The graph below shows the development of Indonesia's Gross Domestic Product (GDP) from 2022 to 2024; the data indicates that Indonesia's economic growth tends to be stable. Stable economic growth and an increase in per capita income can increase people's purchasing power, which can have a good effect on Sakola Motekar because it can potentially increase demand for the products offered by Sakola Motekar, such as training programs and organic soap.
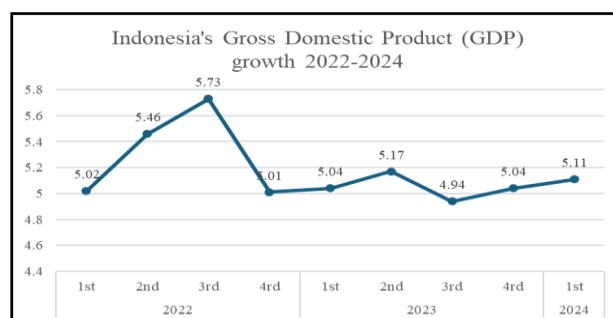

Figure IV. 6 Indonesia's Gross Domestic Product (GDP) Source: Badan Pusat Statistik

3. Sociocultural

The graph below shows the Gross Enrollment Rate in Indonesia, Gross Enrollment Rate is the ratio between students at a particular level of education and the school-age population and is expressed as a percentage. The Gross Enrollment Rate shows the number of students attending school at a certain level of education. From the graph, it can be seen that the Gross Enrollment Rate from 2007-2023, on average, shows an upward trend, which can indicate that there is an increase in public awareness of the importance of education.
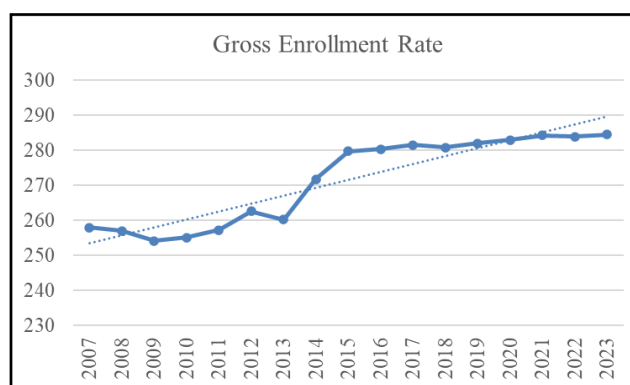

Figure IV. 7 Gross Enrollment Rate Source: Badan Pusat Statistik

In the graph below, it can be seen that the dropout rate in 2023 in rural areas is higher than in urban areas. For primary school level or equivalent, the rate of out-of-school children in rural areas is 1.12%, which is much higher than the rate of out-of-school children in urban areas, which is only 0.32%. For junior secondary school or equivalent, the rural out-of-school rate of 8.45% is higher than the urban out-of-school rate of 5.82%. For senior high school or equivalent, the rural out-of-school rate is 26.06%, which is higher than the urban out-of-school rate of 18.50%.

4. Technological

Data from the Indonesian Internet Service Providers Association (APJII) shows that internet users in Indonesia reached 221.6 million, which is 79.5% of the total population (278.7 million people); this number shows a consistent increase from previous years with a penetration rate of 64.8% in 2018, 73.7% in 2020, and 78.2% in 2023. Urban areas show higher internet penetration at 69.5% compared to rural areas at 30.5%. Taken to the UNICEF.

Report on the Situation Analysis of Digital Learning in Indonesia, the Digital Literacy Index in the education sector in Indonesia is 3.7 out of 5.0 in 2022. The report found that there is still a digital skills gap; 67% of teachers reported difficulties with digital devices and online platforms, and there is also a significant skills gap between students' current digital capabilities and the needs of the digital economy. Sakola Motekar

itself has not utilized technology in its learning process, such as personal computers or online learning platforms, so technological adaptation is needed to improve the quality and accessibility of education at Sakola Motekar.

5. Ecological

One of the ecological or environmental factors that can affect Sakola Motekar is climate change, which, according to the IPCC report in 2023, can have impacts such as increasing temperatures, changing rainfall patterns, and increasing the frequency of natural disasters that can affect Sakola Motekar's operations. The learning facilities at Sakola Motekar are semi-outdoor, so students and teachers are vulnerable to the effects of bad weather. In addition, from a regulatory perspective, the Minister of Environment and Forestry Regulation No. 75 of 2019 requires the implementation of education on waste reduction in the education curriculum. Sakola Motekar actually has programs that support environmental sustainability such as the waste bank program, reducing the use of plastic in the environment around Sakola Motekar, and training in making organic soap.

6. Legal Forces

Legal forces are factors that involve laws and regulations that govern the industry and can affect business operations, such as labor laws, consumer protection, and compliance with health and safety regulations. Laws in Indonesia that regulate the non formal education sector include Law No. 20 of 2003 on the National Education System, Permendiknas No. 81 of 2013 on the Establishment of Non Formal Education Units, Permendiknas No. 43 of 2009 on Education Administrative Personnel Standards, Permendiknas No. 44 of 2009 on Education Management Standards for Package A, Package B, and Package C Programs, Permendiknas No. 3 of 2008 on Process Standards for Equivalency Education for Package A, Package B, and Package C Programs, and Government Regulation No. 17 of 2010 on Education Management and Implementation.

Competitor Analysis

Competitor analysis is a critical component for any business looking to establish a strong foothold in its market. In the context of Sakola Motekar, a detailed examination of the competitive landscape within the educational services industry is essential.

Table IV. 6 Competitor Analysis

	PKBM Sakola Motekar	PKBM Hikmah	PKBM At Taqwa Mandiri	PKBM Al Hikmah	PKBM Menuju Makmur	PKBM Palamatra
Future Objectives	Preserve cultural values through the implementation of social structures in the community, Create a sustainabl e and continuous communit y ecosystem, Promote the developme nt of a locally wise generation capable of	Improvin g communit y learning and empower ment, communit y welfare, and the quality of human resources.	Meeting the needs of the community through non-formal education, especially in the fieldof economics and entrepreneu rship	Prepare a qualified and competiti ve society through skills training and education.	Implement effective education programs to develop skills and entrepreneu rship.	Develop comprehen sive learning toprepare human resources.

	facing contempor ary challenges , Create beneficial aspects for the communit y through a circular economy system.					
Current Strategy	It offers free education in the form of equivalenc y education packages A, B, and C, with a curriculum that does not follow national standards. Sakola Motekar also offers skills training and programs and events such as Lembur Kaulinan, which integrates traditional games and education.	Offering equivalen cy education package B, package C, early childhood education, and computer courses. Promotin g through website and Facebook	Offering Equivalency Education package A, package B, package C, Graphic Design Training. Promoting through website, Facebook, X, Instagram, and YouTube.	Offering equivale ncy education packageA, package B, package C, Digital marketing training, sewing, computer operator, bucket making. Promote through website, Facebook, X, Instagra m, and YouTube .	Offers equivalency education package A, package B, package C, Training and Courses. Promoted through website, Facebook, and YouTube.	Offering Equivalency Education packages A, B, and C. Promoting through Website, Facebook, Instagram,X, and YouTube.
Assumpt ions	There is an assumptio n that the future will bring opportunit ies for communit y-based education.	The demand for diverse education al services will remain strong, with an emphasis on communit y welfare and high-quality human resources.	Non-formal education will continue to be crucial for economic and entrepreneu rial growth.	Trusted learning centers that provide competitive skills and educatio n will continue to be needed.	Life skills and entrepreneu rship will be increasingly crucial for competitive and independent communities.	Preparing future generations with comprehen sive learning and skills is essential for competitive ness.
Capabili ties	Sakola	It has 15	It has two	It has 12	It has 25	It has 26

Motekar has strengths in communit y engageme nt, collaborati on, and connection s, but it still lacks human resources and facilities.	teachers, 7 of whom have education al backgrou nds. It has classroom facilities, a computer lab, a sewing machine, a car workshop, and an e- learning platform.	teachers. With Facilities Classroom, computer lab.	teachers, 9 of whom have educatio nal backgrou nds. It also has a Facilities Classroo m, a computer lab, and a sewing machine.	teachers, and 16 havean educational backgroundin Facilities Classrooms, computer labs, e- learning platforms, and libraries.	teachers, and 17 have educational backgrounds in Facilities Classrooms , computer labs, and an e- learning platform.

Porter's Five Forces

Porter's Five Forces analysis is an essential tool for understanding the competitive forces that shape the strategic landscape of an industry. In the context of Sakola Motekar, this analysis will examine the educational services sector to identify the intensity of competition and the profitability potential.

1. Bargaining Power of Suppliers (Moderate)

The non-formal education industry supplier is the teaching staff. The availability of teaching staff determines the sustainability of the program run by PKBM. PKBM's financing scheme, which relies on assistance from the government, donations from the community or the private sector, or independent efforts, makes PKBM vulnerable to financial shortages so that it cannot pay proper salaries for teaching staff or even unable to pay teaching staff salaries. Sakola Motekar still relies heavily on volunteers to fulfill the need for teaching staff. Although this reduces operational costs, it can also lead to variability in the availability and quality of teaching staff.

2. Bargaining Power of Buyers (High)

Students and parents are buyers in the education industry. Due to the many choices, they have significant power in choosing schools, including PKBM. PKBM must offer a unique value proposition to attract and retain students. Sakola Motekar is unique in its programs, such as providing a free equivalency education program and integrating unique programs such as traditional games (lembur kaulinan) and community-based projects. However its flexibility and non-standard curriculum can be a drawback for some families seeking a more conventional education.

3. Threat of New Entrants (High)

The Threat of New Entrants in the education sector, especially PKBM, is high. The high Threat of New Entrants is due to the low barriers to entry. To open a new PKBM, administrative and technical requirements must be regulated by the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 81 of 2013 concerning the establishment of non- formal education units.

4. Threat of Substitute (High)

The threat of substitutes is high, as there are many education options, such as online education options and formal schools that provide accredited diplomas and a more structured curriculum. PKBM must continue to innovate by offering unique programs relevant to the surrounding community's needs. For example, Sakola Motekar offers practical skills training, community engagement and "Lembur Kaulinan" programs that can provide a different learning experience not offered by formal schools and online education.

5. Rivalry among Existing Firms (High)

Competition among PKBMs can be intense, especially in areas with a high concentration of such institutions. Each PKBM must compete for funding, volunteers, teaching staff, and limited student enrollment. However, Sakola Motekar adopts a different approach: collaboration. Sakola Motekar collaborates with various community organizations and educational institutions to enhance their offerings and reduce direct competitive pressures. Integrating educational activities with community development projects and programs owned by Sakola Motekar can also help create differentiation from its competitors.

SWOT Analysis

Based on the analysis in the previous section, a SWOT analysis can be conducted for Sakola Motekar. This analysis will assess the internal strengths and weaknesses of Sakola Motekar, as well as external opportunities and threats in the non- formal school industry.

Table IV. 7 SWOT Analysis

Strengths	Weaknesses
1. Use of social media such as Instagram and Facebook forpromotion	1. No promotion strategy
2. Attractive programs and events such as Lembur Kaulinan and Gelar Warga Mandoro	2. Reliance on volunteers leadingto variability in availability andquality of teachers
3. Collaboration with government agencies, organizations and universities	3. Inadequate financial management and poor recordkeeping
4. Good reputation	4. Administrative and legal constraints of organic soapproducts.
5. PKBM and Sakola Warga education initiatives	5. Limited use of technology in thelearning process.
6. Teachers and volunteers	
7. Healthy food products andorganic soap	
8. Financial resources from eventsand donations	
Opportunities	Threats
1. Government support and potential government funding.	1. Availability of volunteers.
2. Potential for direct collaborationwith universities.	2. Wide range of non-formaleducation options.
3. Economic growth that increases people's purchasing power.	3. Legal obligations for programstandards and education management.
4. Public awareness of the	

Porter's Generic Strategy

Based on the internal and external analysis that has been carried out, the Differentiation strategy is the right strategy for Sakola Motekar; by using this strategy, Sakola Motekar can offer products or services that have unique value to specific consumer segments. The reason Differentiation is the right strategy is because Sakola Motekar offers various unique events and programs not owned by other PKBMs, such as "Lembur Kaulinan", "Sakola Warga,", and "Gelar Warga Mandoro" which offer consumers local cultural values and also practical training for people who want to add skills. Sakola Motekar's competitors only offer equivalency education that follows the government curriculum and training courses, while Sakola Motekar offers a unique curriculum. Sakola Motekar has connections and collaborations with local organizations, multi-faith communities, and universities. These collaborations can increase its credibility and provide resources. Sakola Motekar has a strong reputation and has been recognized by various communities and institutions. Reputation is a valuable resource as it can attract more participants and supporters. Sakola Motekar can maintain and enhance this reputation by consistently offering unique programs. Proposed strategy to implement the differentiation strategy:

1. Improving the company's operations

The first step that Sakola Motekar can take is to improve every aspect of the company's operations, such as starting to do financial accounting and restructuring so that each stakeholder carries out their duties according to their abilities.

2. Develop programs and events.

Sakola Motekar can develop existing training programs or events to be more structured and new, unique training programs or events to maintain their differentiation. Program

3. Improve human resources capability

Sakola Motekar has been relying on volunteers as human resources for teaching staff in the PKBM and training programs. For the PKBM program, Sakola Motekar does not yet have teaching staff with a background in education, so training is needed on the curriculum for equivalency education. In addition, Sakola Motekar can be more aggressive in recruiting volunteers, for example, by going to universities to look for teaching volunteers.

4. Expanding connections and collaboration

Sakola Motekar can strengthen and expand collaboration with other organizations, government agencies, and educational institutions by seeking new partnership opportunities to provide additional resources and expertise.

5. Leveraging reputation and promotion

Sakola Motekar can capitalize on its excellent reputation in the community by promoting Its organic soap products and healthy food. Promotion can be done through social media such as Instagram, Facebook, X, or TikTok. The promotion can use organic marketing so that Sakola Motekar does not need to invest in large promotional costs. However, consistency is needed to do organic marketing.

6. Technology adaptation

Sakola Motekar can adopt technology in its learning process to meet the demands of industrial development 5.0; it can also create a website that provides complete information about its programs and activities.
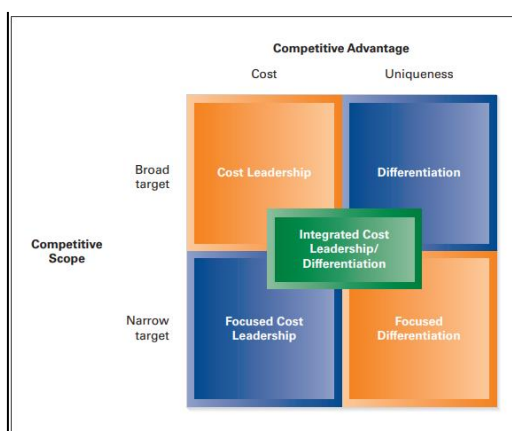

Figure IV. 9 Porter's Generic Strategy of Sakola Motekar

Diamond Strategy

From the analysis of Porter's Generic Strategy described above, the Diamond Strategy will be used to formulate a more specific and detailed strategy. The Diamond Strategy consists of five elements: arena, Vehicle, Differentiation, Staging, and economic logic, which will be used to create a complete strategy.

a. Arena (Where will we be active?)

Sakola Motekar focuses on its programs such as the Community Learning Center (PKBM), "Sakola Warga", "Lembur Kaulinan", and "Gelar Warga Mandoro". Sakola Motekar can utilize social media such as Facebook, Instagram, and TikTok to promote and spread information about their programs and events organically. Sakola Motekar can reach out to rural communities around the Ciamis district and people or organizations that need training held by Sakola Motekar. Sakola Motekar can also develop its products by designing new training and developing organic soap and healthy food products.

b. Vehicle (How will we get there?)

To achieve its goals, Sakola Motekar can develop a curriculum and teaching system that follows national standards but still reflects its values. To gain more support, Sakola Motekar can expand its collaboration with local organizations, government agencies, and other educational institutions. It can also focus on increasing sales of healthy food products and organic soap.

c. Differentiators (How will we win?)

Sakola Motekar can differentiate itself from its competitors through a strong image as a social contributor and preserver of local culture. Sakola Motekar can offer educational programs tailored to the community's needs and add to its values. These programs could include free or low-cost training, traditional games, and economic empowerment of the surrounding community, such as the Kinanti market program, which provides a place for the surrounding community to sell their produce. Sakola Motekar can also leverage its reputation and connections with various organizations, government agencies, and educational institutions, which are some advantages compared to competitors.

d. Staging (What will be our speed and sequence of moves?)

The first step that Sakola Motekar should take is to improve administrative aspects such as bookkeeping and obtaining a license from the Food and Drug Administration (BPOM) for organic soap products to ensure the product's legality and increase public confidence. Sakola Motekar can expand its business gradually, but it should focus its expansion on sectors that can generate income, such as healthy food products, organic soap and training programs. Sakola Motekar can try to sell organic soap products outside Sakola Motekar to outside communities around the Ciamis district. Then, if it is successful, organic soap can be sold to communities outside the Ciamis district.

In addition, Sakola Motekar can improve the formulation of existing training programs and events and organize new training programs and events. Sakola Motekar can expand connections and collaborations with other organizations, government agencies, and educational institutions to expand its reach.

e. Economic Logic (How will profits be made?)

Sakola Motekar can use the lowest cost through the coverage approach and replication benefits as they offer multiple programs that can use the same resources, such as classrooms and volunteer teachers, for multiple activities. This approach allows them to save costs by using existing expertise and facilities for different programs, such as PKBM, Sakola Warga, and Lembur Kaulinan. In addition, successful program

models can be replicated in other communities without the high cost of redesigning, making it more efficient than massively expanding operations that may reduce program quality and relevance.

Business Model Canvas

Customer segments: Sakola Motekar focuses on several customer segments that have different product needs. PKBM and skills training products meet the needs of customers, the community around Sakola Motekar, or collaboration partners who need equivalency education and want to improve their skills. Workshop and event program products meet customers' needs, such as organizations' age, agencies, and collaboration partners who need training.

Value Proposition: Sakola Motekar's value proposition focuses on offering quality educational programs that integrate the values of science with culture and tradition. Sakola Motekar offers this program free of charge as a social activity carried out by Sakola Motekar. In addition, Sakola Motekar empowers the community by providing skills training. Regarding businesses that can generate income, Sakola Motekar sells workshops to organizations or agencies by integrating cultural values and traditions. In addition, Sakola Motekar sells healthy food products and organic soap as one of their sources of income.

Channels: Sakola Motekar utilizes several channels to conduct its business activities, one of which is social media as a channel for the promotion and dissemination of information about Sakola Motekar, community events to conduct skills training programs and sales of healthy food and organic soap products, local stores to sell healthy food and organic soap products, and online platforms (websites) to disseminate information about equivalency education programs, skills training, and workshops.

Customer relationship: Sakola Motekar aims to build customer relationships with a community-driven approach. This approach emphasizes community participation in various aspects, such as program planning, implementation, evaluation, and development. The community-driven approach is suitable because Sakola Motekar already has a strong base in the local community; by involving the community, Sakola Motekar can ensure that the programs it runs match the needs of the community; in addition, the community-driven approach can build relationships with various parties such as customers, collaboration partners, and donors. The relationships that have been built can provide support to Sakola Motekar in the form of human resources and material support.

Key Resources: Sakola Motekar's key resources include human resources, including volunteers, teaching and administrative staff, programs, and curriculum, facilities such as learning spaces, production tools and supporting technology, reputation, and collaboration networks with communities, organizations, government agencies, and educational institutions.

Key Activities: Sakola Motekar's key activities include product development, educational programs, skills training, workshops, healthy food, and organic soap. It also sells workshops to institutions and organizations, collaborates with partners, and promotes products.

Key Partners: Sakola Motekar's key partners are universities, community organizations (posyandu, PKK, and Karang Taruna), and the government (ministry of education and donors).

Cost Structure: Sakola Motekar's cost structure involves effectively managing operational costs, promotion, production, product, and program development.

Revenue Streams: Sakola Motekar's revenue streams come from donations and sponsorships, organic soap and healthy food products, community events (Lembur Kaulinan, Gamelan Ki Pamanah Rasa), paid workshops, and government subsidies.

CONCLUSION

The current business condition of Sakola Motekar reveals a strong foundation in community engagement, unique culturally relevant programs, and effective collaborations with educational institutions and community organizations. These strengths position Sakola Motekar as a valuable educational resource within the community. However, the institution faces significant challenges, including limited promotional efforts, inadequate financial management practices, and a heavy reliance on volunteer staff. These weaknesses constrain the organization's ability to scale its operations and ensure long-term sustainability. To address these challenges and increase Sakola Motekar's profit, a differentiation strategy has been identified as the most effective business strategy. This strategy leverages the institution's unique programs and community-oriented events, enhancing its appeal and competitive advantage. Key initiatives under this strategy include integrating technology to improve educational offerings, developing comprehensive marketing and promotional plans to increase visibility, implementing robust financial management practices to ensure transparency and efficiency, creating a structured volunteer management program, and expanding successful programs to address the specific needs of rural communities. The implementation of this business strategy requires a detailed and structured approach at both the business and functional levels. At the business level, Sakola Motekar will focus

on differentiation and financial sustainability. At the functional level, specific plans for marketing, finance, human resources, and operations will be executed to align with the strategic goals and enhance overall effectiveness. This comprehensive approach ensures that Sakola Motekar can navigate its current challenges and leverage its strengths to achieve sustainable growth and increased impact.

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