

# EMPOWERING THE B40 COMMUNITY IN ACEH THROUGH PRIVATE ONLINE TUTORING SOLUTION: A SUSTAINABLE EDUCATIONAL BUSINESS MODEL

MUHAMMAD ALFIKRA<sup>1\*</sup>, TAMANNI HAYYAN HANI<sup>2</sup>,  
GHOZI FIKRI ROBBANI<sup>3</sup>, ABDUL RAHMAN AHMAD DAHLAN<sup>4</sup>

<sup>1,2,3,4</sup>*Department of Information Technology, Kulliyah of Information and Communication Technology, International Islamic University Malaysia*

*\*Corresponding author: alfikramuhammad11@gmail.com*

**ABSTRACT:** The purpose of this paper is to introduce an innovative and sustainable e-learning conceptual business model that comprises an application tailored for school students, complemented by a sustainable digital platform, all aligned with the Sustainable Development Goals (SDGs) 4, 8, and 9. This groundbreaking application seeks to transform education delivery by providing a comprehensive suite of resources for our Customer Segment (CS) including online lectures, video tutorials, entrepreneurship for teacher, interactive exercises, coaching for student, and feedback learning accessible through both free and premium versions. A special focus is placed on the B40 community in Aceh, identified by the Upah Minimum Regional (UMR), ensuring that financial limitations do not impede their access to quality education. Additionally, this initiative offers from the B40 community (B40 priority student and Teachers) opportunities to take on mentoring roles, promoting inclusivity, and free access to premium account. In the business domain, a robust strategy is employed, leveraging tools such as the Business Model Canvas (BMC) and Value Proposition Canvas (VPC) to meticulously plan and execute the venture. The BMC aids in visualizing critical elements including customer segments, value propositions, channels, revenue streams, and cost structures, providing a clear blueprint for sustainable growth. Embracing SDGs 4 (Quality Education), 8 (Decent Work and Economic Growth), and 9 (Industry, Innovation, and Infrastructure), this e-learning application aspires to foster a holistic and sustainable approach to education, benefiting both students and the broader community. With a comprehensive vision encompassing education, economic empowerment, and technological innovation, this endeavour strives to leave a lasting positive impact on the educational landscape in Aceh and beyond.

**KEY WORDS:** *E-learning application, Sustainable business model, Sustainable Development Goals (SDGs), B40 community, Education delivery*

## 1. INTRODUCTION

In the wake of the COVID-19 pandemic, Aceh, like many regions, has faced a surge in economic challenges, particularly for its workforce. According to Jurnal Ilmiah Mahasiswa (JIM) Pertanian (2022) over 4,000 labourers in Aceh have experienced job terminations or layoffs since the onset of the pandemic. The Chairman of the Aceh Labor Alliance reported that the total number of individuals

affected by these layoffs surpassed 4,000, spanning various districts within Aceh. These affected individuals worked in diverse sectors ranging from hospitality and mining to various other service-oriented industries.

This alarming statistic underscores the pressing need for innovative solutions to address the employment crisis exacerbated by the pandemic. As individuals grapple with sudden job losses and economic uncertainty, it becomes imperative to identify their specific pain points, needs, and aspirations. The key challenges faced by the community, or Customer Segments (CS), include not only securing immediate employment but also accessing opportunities for upskilling and reskilling for teacher and student by coaching. Moreover, low-income individuals, notably those identified as B40, find themselves in a precarious position, struggling to meet their basic needs amidst financial constraints.

Existing solutions in the marketplace attempt to alleviate some of these pains. Various programs and services have emerged to offer job placement and training services. Additionally, some organizations have initiated mentorship programs, aiming to guide individuals towards sustainable employment options. However, these current solutions often fall short in adequately addressing the holistic needs of the CS. The job-to-do, or the primary task that these individuals seek to accomplish, extends beyond mere job placement. They yearn for opportunities that provide not just economic stability, but also personal growth and skill development.

While some products and services in the market may temporarily alleviate the immediate pain of unemployment, they often lack the depth required to usher individuals towards long-term stability. Some examples of these pain relievers are flexible working hours and community support and networking. Moreover, the gaps in current solutions become glaringly evident as they struggle to adapt to the evolving landscape of work, exacerbated by the economic disruptions caused by the pandemic.

Considering these challenges and limitations, there arises an urgent call for new, innovative, and highly relevant solutions. These solutions must not only respond to the immediate job-to-do but also empower individuals to navigate the complexities of the contemporary job market. It is imperative that these innovations transcend traditional approaches, offering a more comprehensive, dynamic, and sustainable pathway to economic recovery and personal growth.

## **2. OBJECTIVES**

The primary goal of this paper is to devise a forward-thinking business model with a digital platform and applications that effectively address pressing pain points and create tangible gains for specific customer segments. These segments include time-constrained professionals and parents seeking swift solutions, service providers lacking visibility, and the low-income B40 community in need of tailored skill development. The conceptual business model aims to streamline service delivery for time-constrained professionals and parents, reducing search and survey time while maximizing problem-solving efficiency. It also seeks to empower service providers who lack a robust platform to promote their offerings, enhancing their reach and impact in a competitive marketplace. Additionally, the model addresses the skill development gap among the B40 community, offering tailored

resources to enhance employability, collaboration from alumni as professionals for guiding the teacher and economic prospects.

### 3. METHODOLOGY

This study adopts the Design Thinking methodology, as pioneered by the Hasso-Plattner Institute of Design at Stanford (David M. Kelley, 2019). The initial phase focuses on cultivating an empathetic grasp of the identified problem, involving an online survey to gain deeper personal insights into the area of concern. This survey also serves as a foundation for Design Thinking (DT) methodology. The DT methodology is used to identify significant challenges and propose possible effective solutions. There are five steps to adapt: empathize to understand the customers; define a construct point of view (POV) based on CS real problems; ideate to come up with creative solutions; prototype to represent the solution; and test the prototype for feedback. The important phase in Design Thinking is empathy, where we try to understand the customers' needs to solve their problems. This paper consists of the following: conducting a literature review and benchmarking; and conducting an online survey based on the business modeling tools such as Business Model Canvas (BMC), Value Proposition Canvas (VPC), Strategy Canvas (SC), and Environmental Map (EM). We will conduct tests of our initial BMC and VPC using surveys, highlight the key findings, and will then refine and establish the validated Business Model Canvas and Value Proposition Canvas based on the findings. The BMC is a strategic management template used for developing new business models and documenting existing ones (Wikipedia Contributors, 2021). Following the survey analysis, it pinpoints the core problem, paving the way for the Ideation stage.

Building upon an improved understanding of user needs, this phase centres on generating multiple ideas to tackle the challenges at hand. The subsequent Prototype phase involves designing and testing several potential solutions, with only one ultimately chosen as the most effective (Han, Y, 2020). The final step, the Test phase, scrutinizes the prototype's ability to meet user expectations and solve their problems, allowing for further adjustments and refinements as necessary.

#### A. Business Model Canvas (BMC)

The BMC serves as a foundational tool for outlining essential aspects of the business or product. Comprising nine key components, including Customer Segment, Customer Relationship, Channels, Revenue Streams, Value Propositions, Key Activities, Key Resources, Key Partners, and Cost Structure. Deac (2022) adds that the Business Model Canvas is a method that companies use to see how they can "improve their model, cut on costs, increase efficiency, or get a better overall view of their organization."

#### B. Value Proposition Canvas (VPC)

The VPC is employed to elaborate on the critical elements of the Business Model: Customer Segment and Value Map. It aids in enhancing customer understanding and facilitating alignment between the product and the market. According to Osterwalder (2014), the Value Proposition Canvas is a "strategic

management tool to design, test, build, and manage products and services. Fully integrated with the Business Model Canvas” (p. 79).

### **C. Strategy Canvas (SC)**

The SC provides a snapshot of the business's current market presence, enabling comparison with similar competitive enterprises in the clothing industry. In accordance with Brigham Young University (n.d.), a Strategy Canvas is a graph that shows how companies compare to each other on the key customer buying criteria.

### **D. Environmental Map (EM)**

The EM offers a comprehensive understanding of the organizational environment, contributing to the development of more competitive business models. The design space encompasses Market Forces, Industry Forces, Key Trends, and Macroeconomic Forces. Environmental Map is described by Amarsy (2015) as “a tool to map a clear picture of their environment and identify opportunities, constraints and threats.”

## **4. LITERATURE REVIEW**

### **4.1. 4IR in the Education Industry**

The emergence of 4IR has led to several implications in the field of education. Industry 4.0-also called the Fourth Industrial Revolution or 4IR-is the next phase in the digitization of the manufacturing sector (McKinsey & Company, 2022). This includes the reinvention of education systems and a more strategic approach to increase creativity and innovation. In the context of our private online tutor business, it is imperative to understand what the implications of the 4IR is on our educational practices. With 4IR came technologies like AI and IoT, which drastically changed the way we conducted our education, allowing for a more personalized education suited for individual student needs. This is even more important as our target market are high school students from the B40 community, who can benefit greatly from a personalized educational support due to their economic constraints and different educational backgrounds.

Ruangguru is one of the educational companies that uses 4IR. Ruangguru's innovative use of 4IR technologies is demonstrating the transformative potential of these technologies in education. Their desire to keep children in Indonesia learning while stay-at-home orders were in place garnered them high praise and ten million users (Tech Collective, 2021). The company's personalized learning platform, adaptive learning modules, immersive language learning experiences, AR-enhanced science labs, big data-driven curriculum development, and IoT-powered classroom engagement exemplify the ways in which 4IR can revolutionize education. As 4IR technologies continue to evolve, their impact on education is expected to grow, further enhancing learning experiences, empowering learners, and preparing students for success in the 21st century. Recognizing the crucial role this period plays in shaping future trajectories, the need for effective support systems becomes paramount. In this context, coaching emerges as a promising tool, empowering students to navigate these complex transitions and unlock their full potential. This delves into the burgeoning field of coaching for middle and high

school students, examining existing research, identifying key themes, and highlighting potential avenues for future exploration.

#### 4.2. Reskilling & Upskilling of B40 Community

The B40 community faces the challenges of limited access to quality education and job displacement. In this current educational landscape, it is important to reskill and upskill these students with skills that are not only academically focused but are also in line with the demands of the future job market. Upskilling involves learning new skills and enhancing competencies. (NCER Malaysia). Offering specialized courses and tutoring programs that also teaches critical thinking skills, enhanced digital literacy and problem-solving skills are essential when catering to the B40 community. Not only that, but these programs are needed to better equip the B40 community with the necessary skills to remain relevant and employable in a technology-driven economy. With our private online tutor business, we will be able to address the needs and challenges faced by the students from that community, offering skills required in the 4IR landscape, introducing them to emerging job markets and facilitating job placements.

#### 4.3. Benchmarking of Business Models

The following Figure 1 shows the Udemy business model canvas, which we will use as one of the benchmarks for our business.

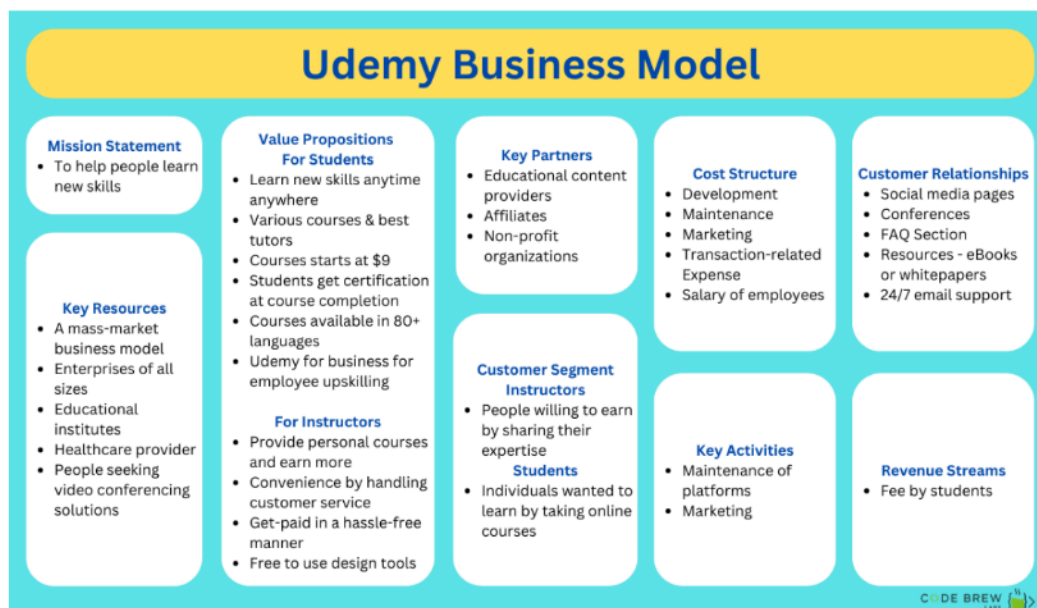


Fig.1. Udemy Business Model Canvas

The following Figure 2 shows the business model canvas for our competitor Ruanguru.

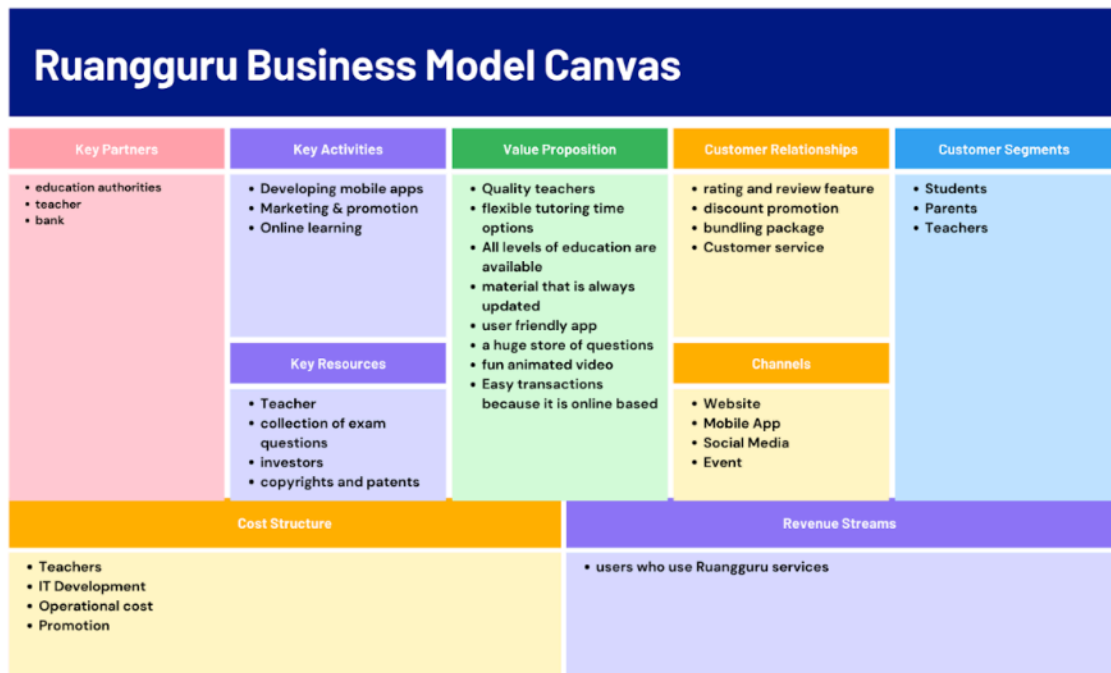


Fig. 2. Ruangguru Business Model Canvas

The following Figure 3 shows the Khan Academy business model canvas, their revenue streams are mainly made up of donations.

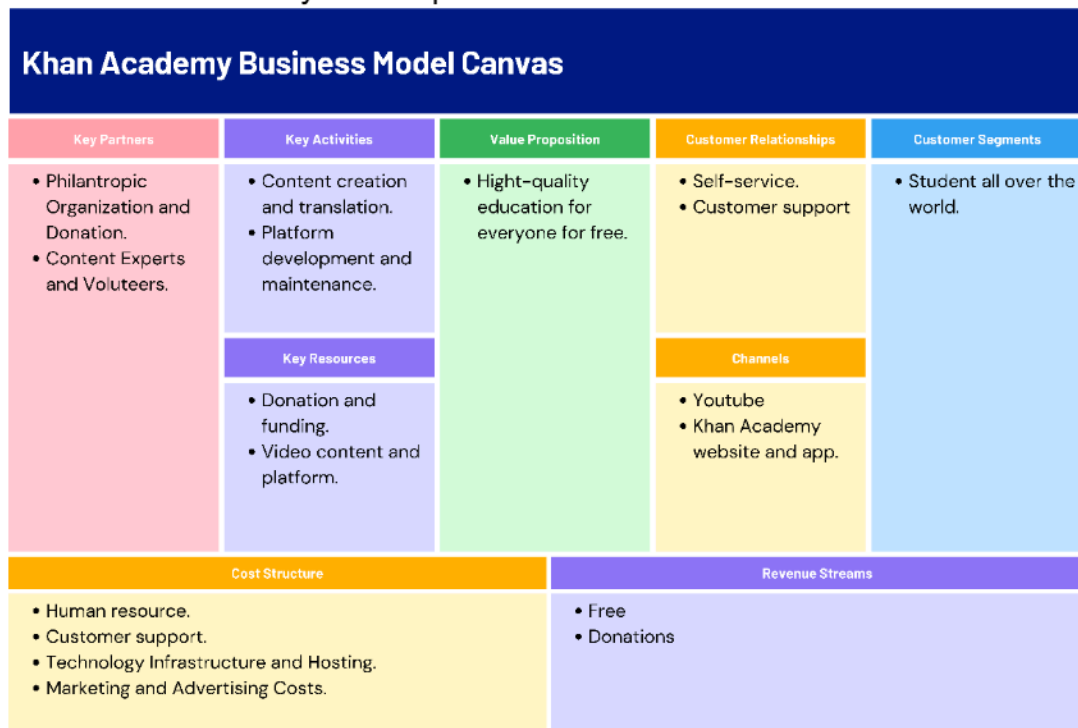


Fig. 3. Khan Academy Business Model Canvas

## 5. INITIAL BUSINESS MODEL (BM) – USING BMC & VPC

### 5.1. Initial Business Model Canvas (BMC)



The following Figure 4 shows the literature review conducted on the initial business model canvas of Khan Academy.

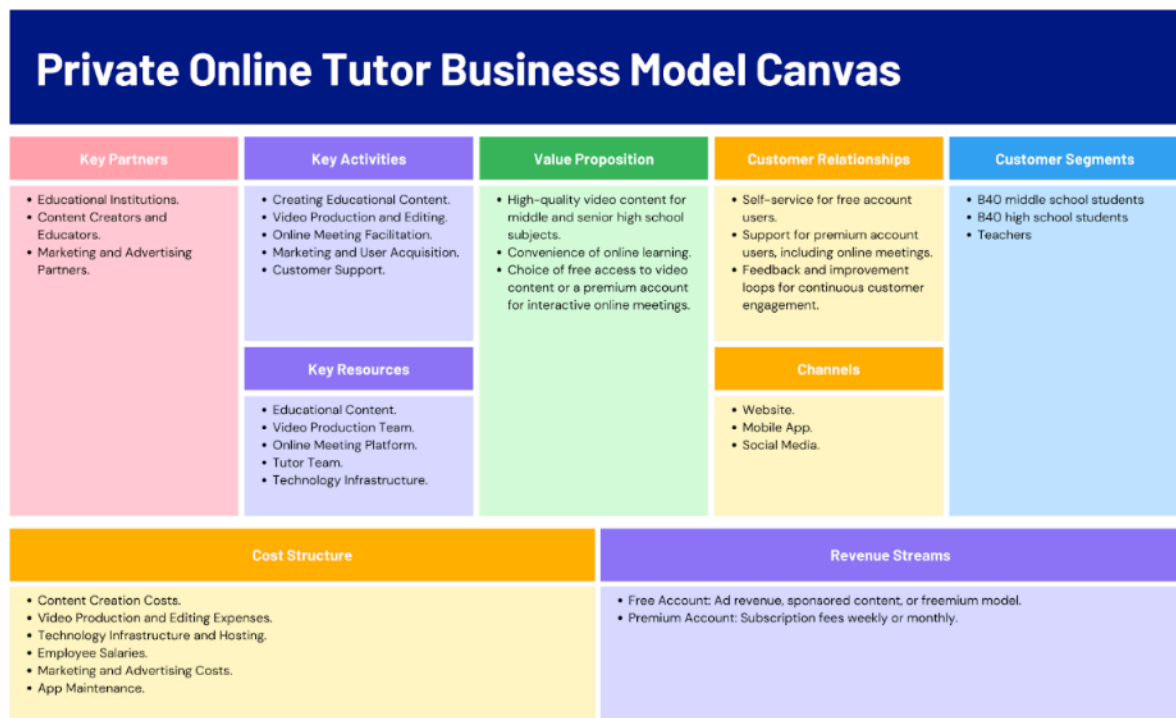


Fig.4. Initial Universe Academy Business Model Canvas

A key issue in validating Khan Academy's business model is the limited sample size. To address sustainability concerns, a selective pilot assessment should focus on key components from the business canvas:

1. **Revenue Streams:** Khan Academy relies on donations, grants, and partnerships to support its free education platform. For a sustainable future, it is crucial to assess how resilient these streams are against changes in the economic landscape.
2. **Customer Segments:** Evaluate market engagement and potential growth.
3. **Value Proposition:** The platform's promise of free, high-quality education is central to its model. The pilot assessment should measure the impact of this value proposition on long-term learning outcomes and user retention.
4. **Cost Structure:** Another important aspect of the pilot assessment should involve a detailed review of Khan Academy's operational costs, including content creation, technology infrastructure, and partnerships.

This focused approach will provide a foundation to test sustainability within the proposed new model.

## 5.2. Initial Value Proposition Canvas (VPC)

The following Figure 5 shows the initial value proposition canvas of our business. Since it is the initial model, we only developed one value proposition canvas.

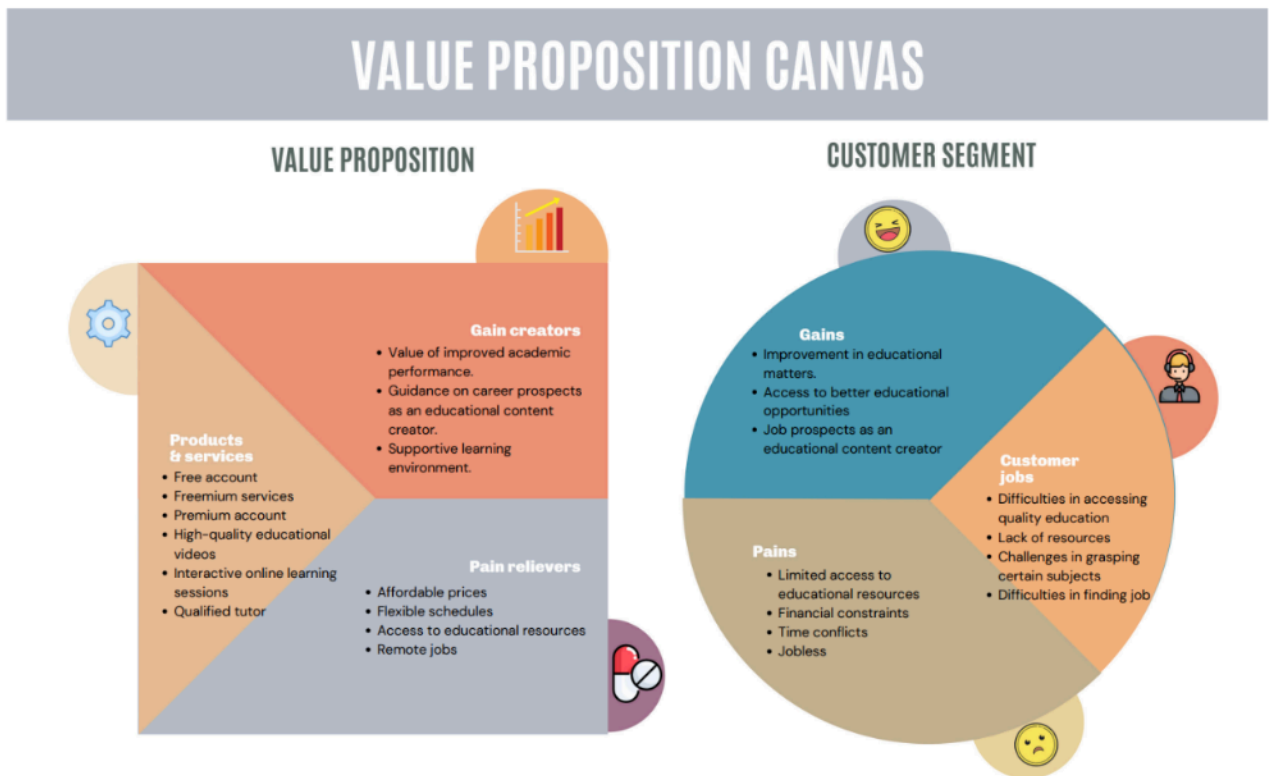


Fig.5. Initial Universe Academy Value Proposition Canvas

## 6. CONDUCT VALIDATION OF INITIAL BM & KEY FINDINGS

Universe Academy has conducted a survey of customer segments that summarizes 25 respondents among students, parents, and teachers to understand their pain and their ability to adapt to technology. A total of 7 short questions were asked through our online survey to validate our business model and its key findings. Based on the results below, we found that the largest number of respondents are students at 56%. The rest of the respondents consisted of honorary teachers, or teaching graduates, at 24% with the remaining 20% being the parents of students.

Your occupation or status  
25 jawaban

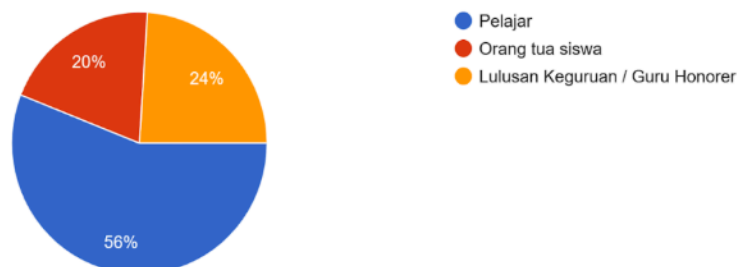


Fig. 6. Occupation Survey Result



Based on the following Figure 7, out of the 24 responses to the online course question, 70.8% said that they have tried taking an online course before, while only 29.2% said that they have not. There was no data about respondents who chose maybe to the above survey question.

Have you ever tried taking an online course?  
24 jawaban

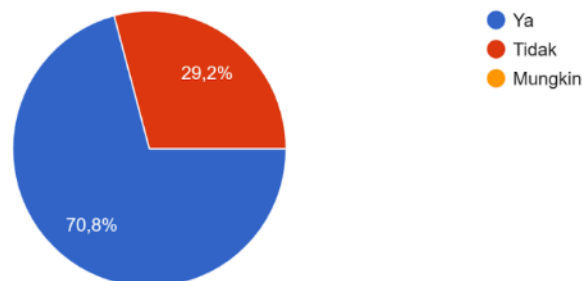


Fig. 7. Online Course Survey Result

When asked which type of learning they preferred, which was either synchronous or asynchronous, 72% of the 25 respondents said that they prefer to have asynchronous learning, while only 28% said that they prefer synchronous or real-time learning. The result is presented in the following Figure 8.

Do you prefer synchronous (real-time) or asynchronous (accessible at any time) learning?  
25 jawaban

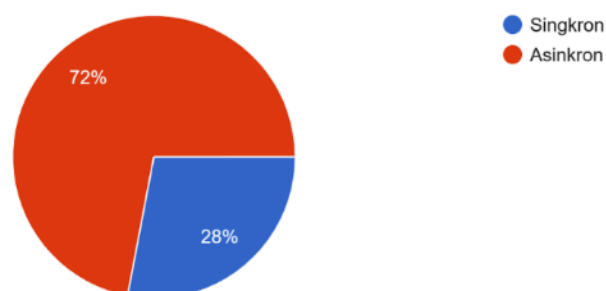


Fig. 8. Flexible Schedule Survey Result

Next, we asked participants about the impact that our free 3-month premium account program would have on easing the financial strain on our users' family. These are specific to students or families whose income is below the UMR (B40).

The result is presented in the following Figure 9. A total of 44% of respondents gave a 5 on a scale of 1 to 5, from very unlikely to very likely. This indicates that they are excited about and would welcome a commitment from Universe Academy. The fact that 36% of respondents gave a score of 4, and 20% gave a score of 3, shows that the free 3-month program will lessen the financial burden on their family. Users who answered, "very unlikely" and "unlikely" to the survey question did not have their data gathered. This implies that while not all agree this program will significantly lessen their family's financial burden, it will at least provide some assistance.

Does the free 3-month program for premium accounts help ease your family's economic burden?

25 jawaban

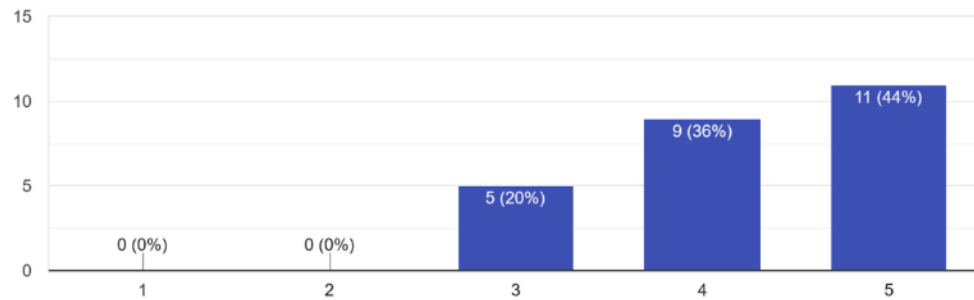


Fig. 9. Family Economic Survey Result

Our platform aims to help teachers or teaching graduates get a more decent income. The following Figure 10 presents result on a question asking if our respondents sees the potential of private online tutoring as a good job for honorary teachers. A total of 36% answered, respectively for the 4th and 5th scale, likely and very likely. The remaining 28% answered with a 3, neither likely nor unlikely. No data were collected for respondents who answered 1 or 2.

Do you see the potential of Private Online Tutors as a good job place for FKIP graduates or honorary teachers?

25 jawaban

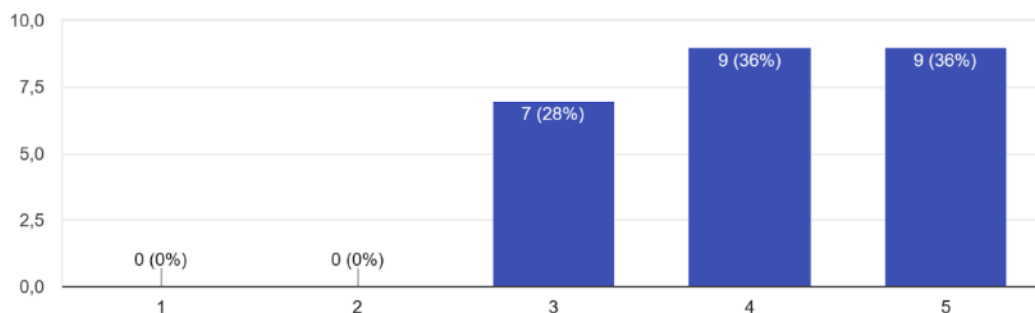


Fig. 10. Teacher for Online Tutor Survey Result

Based on the following Figure 11, in terms of effectiveness of the video for learning, 48% of respondents agreed that 4, on a scale of 1-5, learning videos were effective, and 24% answered 5, video learning is very effective. 24% of respondents answered 3, neither effective nor ineffective, and only 4% answered 2, ineffective. No data for those who answered 1, very ineffective. This is directly proportional to their readiness to adapt to technology in the world of education.

How effective is video learning for you?

25 jawaban

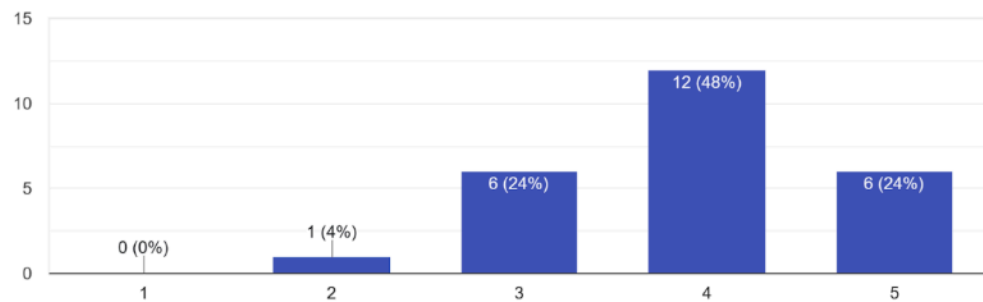


Fig. 11. Video Learning Survey Result

Additionally, when asked if they were ready for the adaptation of technology in the world of education, 44% of the participants choose scale 4 and 40% for scale 5 which clearly states that their readiness towards technology adaptation (see Figure 12) . Only a few participants felt a little bit unprepared for adopting technology in their online learning with 12% answered scale 3 and 4% answered scale 2. No data were collected for respondents who answered 1.

How ready are you to adopt technology in online learning?

25 jawaban

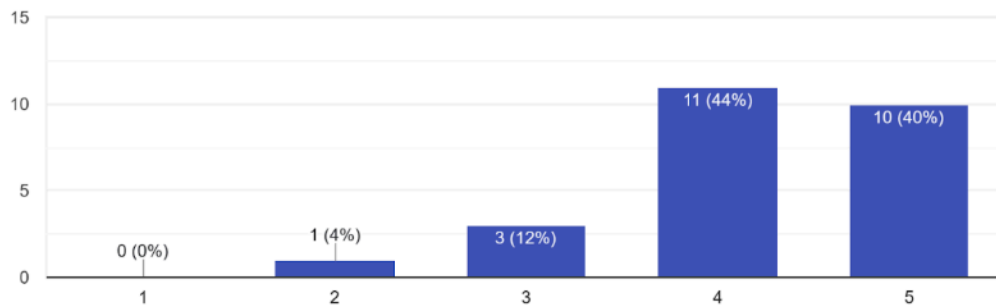


Fig. 12. Technology Adaption Survey Result

## 7. VALIDATED BM – BMC FRAMEWORK

### 7.1. Validated BMC

#### 7.1.1. Customer Segment

Customer segment defines the type of customers that a company wants to address and attract by offering value propositions (Muhtaroglu et al., 2013). Our customer segments include middle and senior high school students seeking educational content or coaching for some certain speciality, parents looking for online support for their children's education, and teacher seeking job opportunities through our platform.

### **7.1.2. Value Proposition**

Value propositions can be described as products and value-added services delivered by a company to fulfill customer needs and are of value to customers (Muhtaroglu et al., 2013). For our business model, the value proposition for learners includes high-quality video content for school subjects, the convenience of online learning, and the choice between free access to video content and a premium account with interactive online meetings. For the teacher, we focus by giving entrepreneurship and flexible schedule for the teacher, this allows the teacher work in flexible time and make this as their side-job. Furthermore, for parents we will providing feedback from what their children gain in this learning course. Sponsors will get social impact by helping education field.

### **7.1.3. Channels**

How a company communicates with and reaches its Customer Segments to deliver a Value Proposition. Communication, distribution, and sales Channels comprise a company's interface with customers (Qastharin, 2016). In our case, it includes our website, where educational content is available, schools as a physical place where the learners and teachers can meet and social media platforms for marketing and outreach.

### **7.1.4. Customer Relationship**

Customer relationships are established and maintained with each customer segment (O'Neill, 2015). It mentions the differentiation between self-service for free account users, and support, including online meetings, for premium account users. Additionally, coaching on certain speciality is rarely find in Aceh, to make significant differences we provide coaching, feedback and improvement loops are essential to maintain continuous customer engagement and satisfaction.

### **7.1.5. Revenue Streams**

Revenue streams result from value propositions successfully offered to customers (O'Neill, 2015). For our platform, revenue streams come from both free and premium accounts. The free account can potentially earn revenue through advertising, sponsored content, or a freemium model. The premium account generates income through subscription fees, which can be charged weekly or monthly.

### **7.1.6. Key Resources**

These are the essential assets and resources our business requires to operate successfully. This includes educational content, an online meeting platform, a tutor team, and the necessary technology infrastructure.

### **7.1.7. Key Activities**

These are the crucial tasks and operations our business needs to perform to create and deliver value to our customers. The marketing activity of the site itself and the planning of promotional strategies undertaken by the marketing department (Erlyana, 2017). Our key activities involve content creation, video production, online meeting facilitation, marketing, user acquisition, coaching on certain speciality and customer support.

### 7.1.8. Key Partners

The network of suppliers and partners that make the business model work (Qastharin, 2016). In our case, key partners may include educational institutions for content validation, content creators and educators for content development, collaborating with our professional alumni who's graduated from education, and marketing and advertising partners for promotional activities.

### 7.1.9. Cost Structure

The influence of products that are affordable and suitable for customers significantly influences repurchase interests (Sari, 2016). These typically include content creation costs, expenses related to technology infrastructure and hosting, employee salaries, and marketing and advertising costs. The following Figure 13 presents validated Universe Academy Business Model Canvas.

Key Partners	Key Activities	Value Proposition	Customer Relationships	Customer Segments
<ul style="list-style-type: none"><li>• Educational Institutions. Ministry of education. Dompot dhuafa.</li><li>• Content Creators and Educators.</li><li>• Marketing and Advertising Partners.</li></ul>	<ul style="list-style-type: none"><li>• Creating Educational Content.</li><li>• Online Meeting Facilitation.</li><li>• Marketing and User Acquisition.</li><li>• Customer Support.</li></ul>	<b>Students</b> <ul style="list-style-type: none"><li>• High-quality video content for middle and senior high school subjects.</li><li>• Convenience of online learning.</li><li>• Choice of free access to video content or a premium account for interactive online meetings.</li></ul>	<ul style="list-style-type: none"><li>• Self-service for free account users.</li><li>• Support for premium account users, including online meetings.</li><li>• Feedback and improvement loops for continuous customer engagement and lecturer competency.</li></ul>	<ul style="list-style-type: none"><li>• Learners (Students and B4O Priority Students)</li><li>• Teachers</li><li>• Parents</li><li>• Donors/Sponsors</li></ul>
	<b>Key Resources</b> <ul style="list-style-type: none"><li>• Educational Content.</li><li>• Online Meeting Platform.</li><li>• Tutor Team (B4O)</li><li>• Technology Infrastructure.</li></ul>	<b>B4O Priority Students</b> <ul style="list-style-type: none"><li>• Free 3-month premium account for Below UMR (B4O) students.</li></ul> <b>Teachers</b> <ul style="list-style-type: none"><li>• Remote Job (Educational Video Content).</li><li>• Entrepreneurship</li></ul> <b>Parents</b> <ul style="list-style-type: none"><li>• Learning feedback</li></ul> <b>Sponsors</b> <ul style="list-style-type: none"><li>• Social impact</li><li>• Community engagement</li></ul>	<b>Channels</b> <ul style="list-style-type: none"><li>• Website</li><li>• Social Media</li></ul>	
	<b>Cost Structure</b> <ul style="list-style-type: none"><li>• Content Creation Costs.</li><li>• Video Production and Editing Expenses.</li><li>• Technology Infrastructure and Hosting.</li><li>• Marketing and Advertising Costs.</li></ul>		<b>Revenue Streams</b> <ul style="list-style-type: none"><li>• Free Account: Ad revenue, sponsored content, or freemium model.</li><li>• Premium Account: Subscription fees weekly or monthly.</li><li>• Donations</li></ul>	

Fig. 13. Validated Universe Academy Business Model Canvas



The following Figure 14, Figure 15, Figure 16 and Figure 16 presents Value Proposition Canvas for students, B40 priority students, teachers and parents respectively.

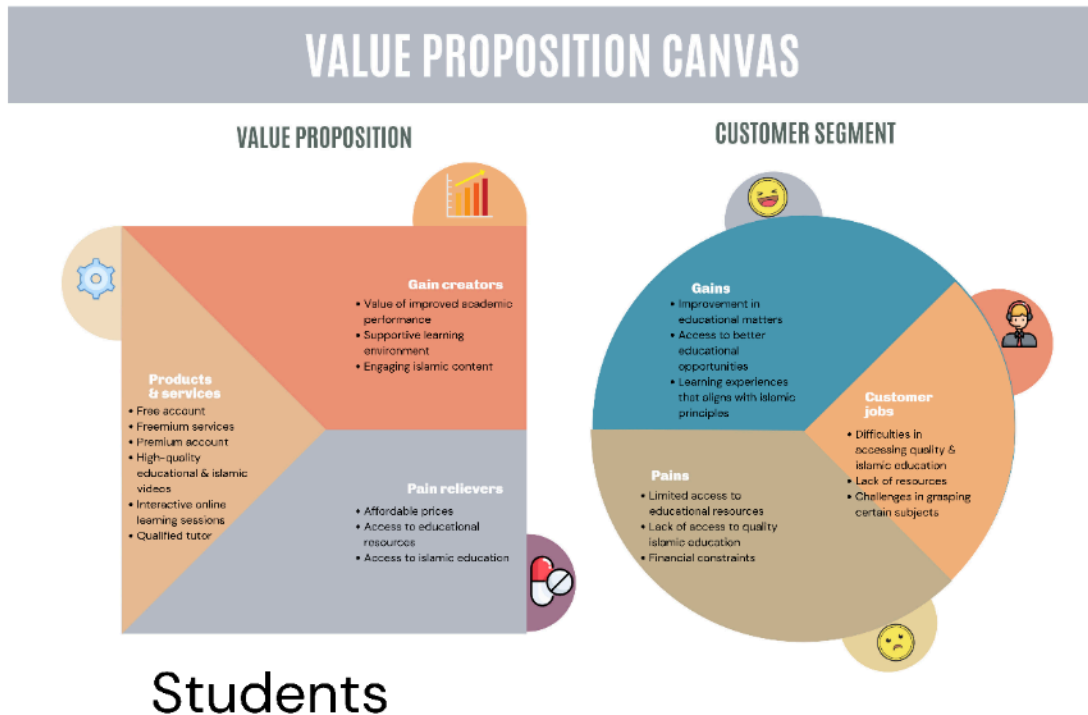


Fig. 14. Validated Universe Academy Value Proposition Canvas for Students

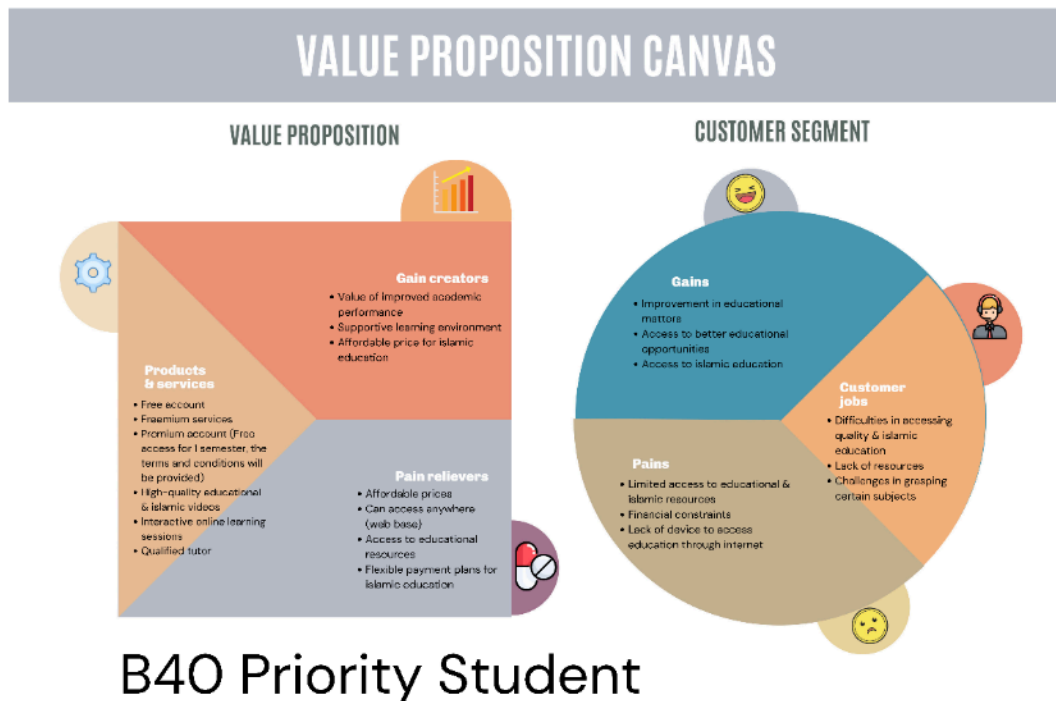


Fig. 15. Validated Universe Academy Value Proposition Canvas for B40 Priority Student



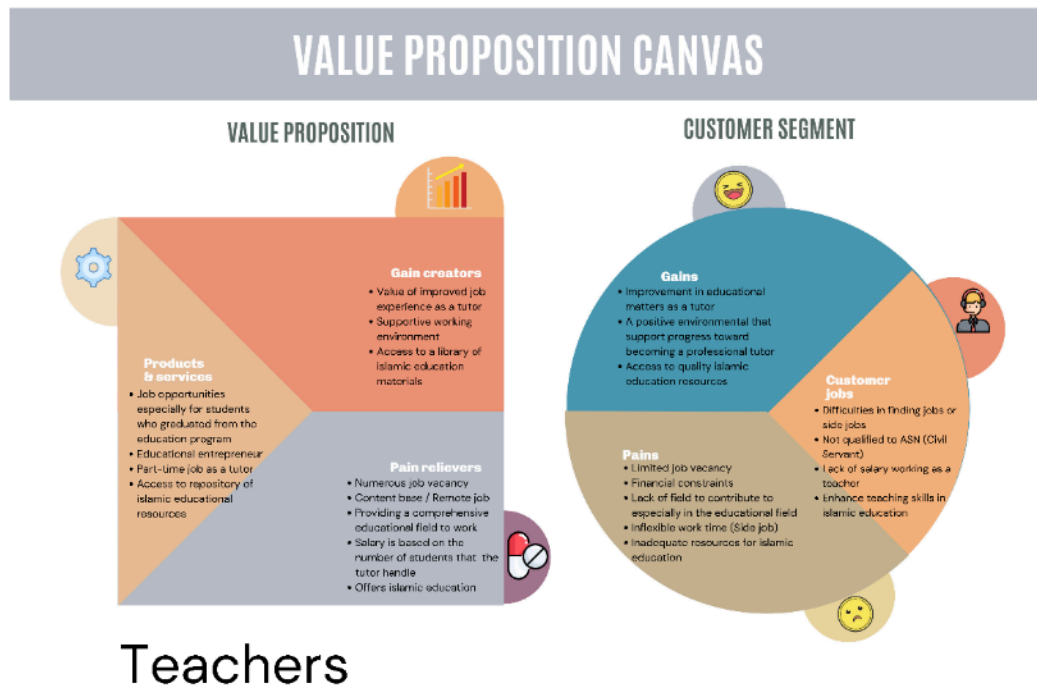


Fig. 16. Validated Universe Academy Value Proposition Canvas for Teachers

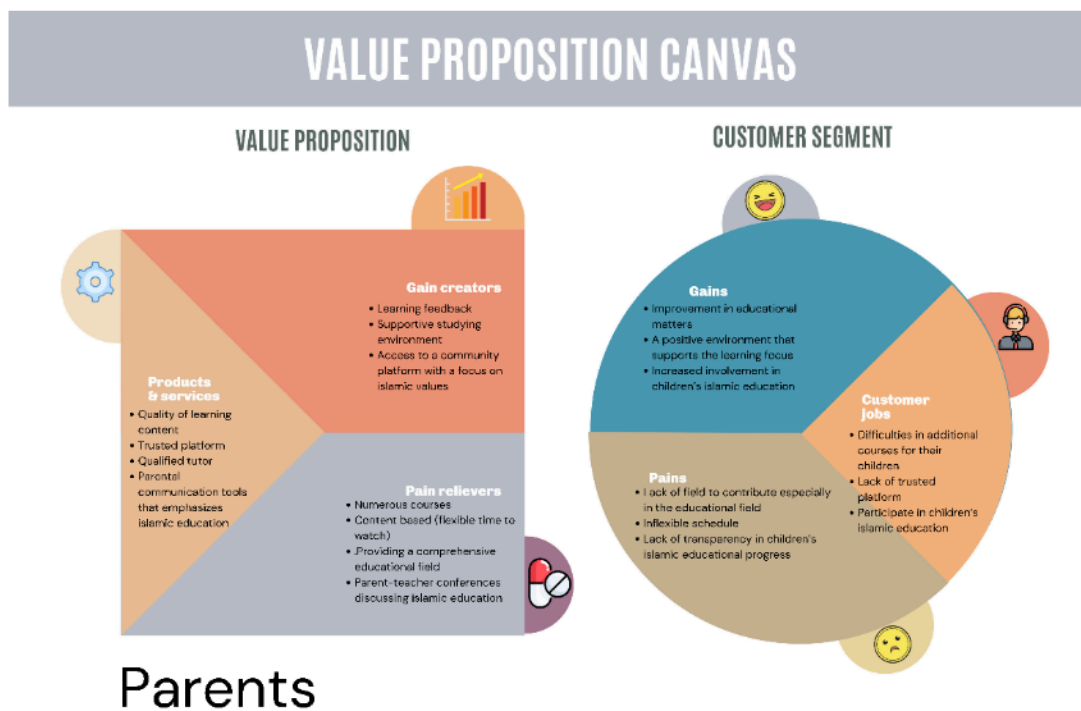


Fig. 17. Validated Universe Academy Value Proposition Canvas for Parents

## **7.2. Environmental Map**

### **7.2.1. Market Forces**

- A. Customer Demand: The demand for online educational content and support is influenced by factors such as academic performance pressures, the need for convenience in learning, and the desire for interactive learning experiences.
- B. Competitive Landscape: The presence of other online educational platforms and tutoring services can affect the market, leading to competition for customers and content quality.
- C. Regulatory Environment: Therefore, organization of a company is shown in a dynamic perspective, which means that the resources are considered elements of an open system and cooperate with elements of environment by exchanging information and communication (Markiewicz, 2013). Changes in educational regulations, especially related to online learning and tutoring, can impact how our business operates.

### **7.2.2. Industry Forces**

- A. Technological Advancements: Ongoing advancements in technology and e-learning tools can enhance the quality and delivery of educational content. Finally, the human element needs to go along where the merging of IR4.0 in academia should benefit humanity in the long run. To achieve this, the process of teaching and learning and incorporating latest technology must be transformed (Dzulkifli, 2017).
- B. Content Creators and Educators: Building strong relationships with content creators, educators, and educational institutions is crucial for access to quality content and a competitive edge.
- C. Partnerships: Collaborations with educational institutions, tutors, and content providers can shape the dynamics of the industry.

### **7.2.3. Key Trends & Foresight**

- A. Online Learning Growth: The shift from face-to-face lectures to online classes is the only possible solution. Indeed, academic institutions would not be able to transform all their college curricula into and online resource overnight (Dhawan, 2020). A continued trend toward online learning due to its flexibility and accessibility, particularly in response to global events that disrupt traditional education.
- B. Personalized Learning: In these environments, students can be anywhere (independent) to learn and interact with instructors and other students (Singh & Thurman, 2019). A shift towards more personalized and adaptive learning experiences, catering to the specific needs and learning styles of students.
- C. Educational Tech Innovation: Incorporating the latest technologies, it can raise the effectiveness of teaching and learning process (Vawn, 2018). Ongoing innovation in educational technology, including AI and virtual reality, can revolutionize how educational content is delivered and experienced.

#### 7.2.4. Macroeconomics

- A. Economic Conditions: Economic stability and growth can influence parents' willingness to invest in premium educational services, impacting our subscription-based revenue model.
- B. Government Policies: Government funding and policies related to education can impact the availability and affordability of educational services.
- C. Global Events: Events like the COVID-19 pandemic have demonstrated the significance of online education and its resilience in the face of global disruptions. During this tough time, the concern is not about whether online teaching–learning methods can provide quality education, it is rather how academic institutions will be able to adopt online learning in such a massive manner (Carey, 2020).

### 7.3. Strategy Canvas

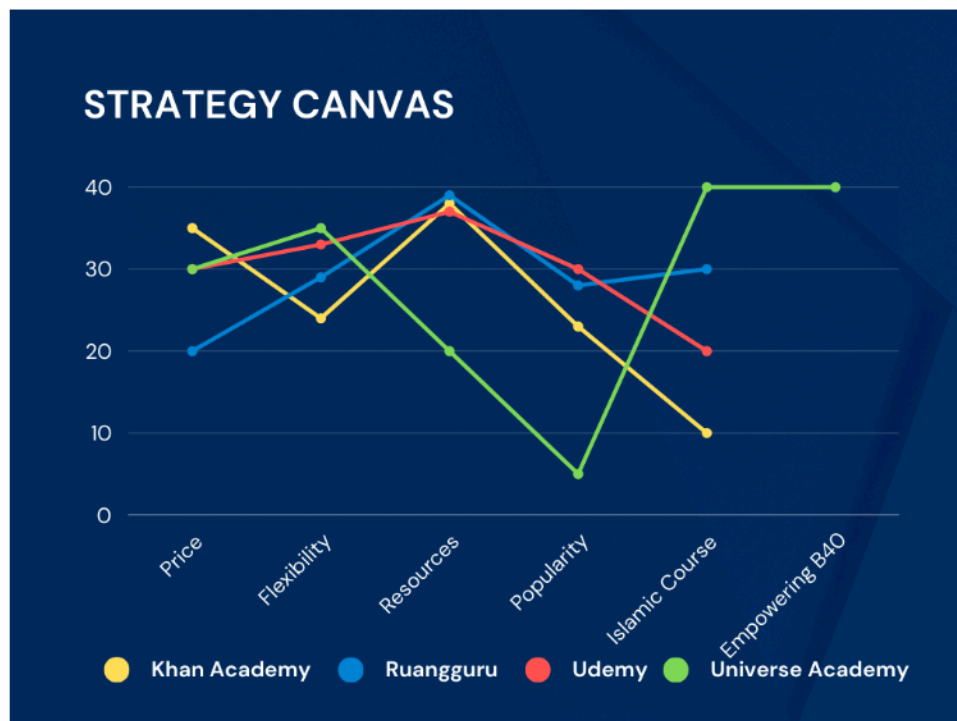


Fig. 18. Strategy Canvas for comparing our business to other companies for benchmarking.

Inside our strategy canvas we have our blue ocean strategy, which focuses on empowering the B40 which creates new job opportunities either for side-job or primary-job, new innovations and opens a new market space for our business.

#### 7.3.1. Key Differentiators

- A. **High-Quality Content:** Good online instructors are those who possess the knowledge and skills on how to use and adapt updated technologies, who are always available online, who frequently check for emails and text messages, who promptly reply to questions and concerns, and who grade and return assignments with feedback on a timely manner (Bailey et al, 2009). Our focus on delivering top-notch educational content

differentiates our platform. The quality of the content surpasses that of many competitors, ensuring students receive a comprehensive learning experience.

- B. **Interactive Learning:** Offering the choice of a premium account with interactive online meetings distinguishes our platform. This live interaction component provides a more engaging and personalized learning experience, setting you apart from platforms that offer static content only.
- C. **Pricing Flexibility:** Cost savings and convenience emerge as the strongest drivers for corporate uptake of e-learning (Forrester Research, 2000). The availability of free access alongside premium accounts with flexible pricing options is a unique selling point. This flexibility caters to a wider range of students and parents, making education more accessible.

#### 7.4. Low Fidelity Prototype Apps

The following Figure 19, figure 20, and figure 21 shows the landing display, course video, and instructor page in sequence. With a simple and modern appearance, it makes it easier for users to quickly understand the navigation of the Universe Academy website.

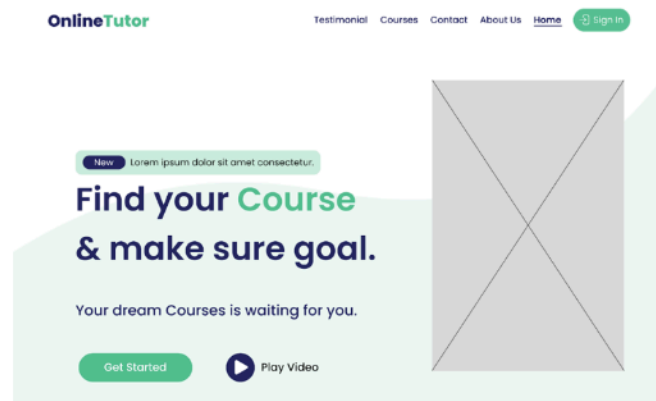


Fig. 19. Landing Page of the Universe Academy Website

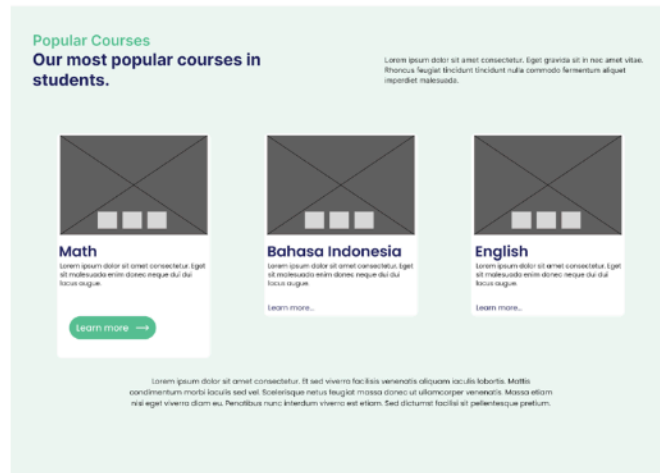


Fig.20. Course Video Page of the Universe Academy Website

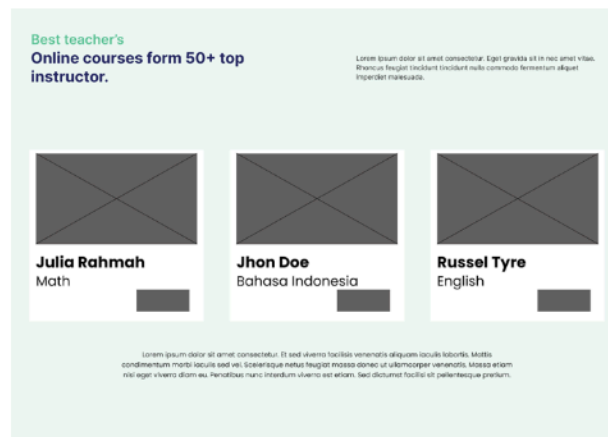


Fig. 21. Instructor Page of the Universe Academy Website

## 8. CONCLUSION AND FUTURE WORKS

The conceptual Universe Academy business model for digital platform/apps addresses critical challenges and aspirations of various customer segment. Aspiring learners (students and B40 priority students), teachers, parents, and sponsors. Learners seek the ability to effortlessly access premium educational content from any location while being free to pose questions that propel their academic progress. This venture aims to provide significant gains to the Costumer Segment (CS), offering the convenience of a private tutor experience that does not consume excessive time, the potential for remarkable academic improvement, and the flexibility to watch educational videos at their own pace. However, our Customer Segment (CS) encounter notable hurdles, such as acclimating to the platform's layout, grappling with limited device availability, or with premium pricing constraints.

To address these challenges and fulfil the job to be done, the Universe Academy business model solution is committed to a distinctive approach. Based on figure 13, we show the validated Business Model Canvas and based on that we can develop the innovative business model, tailored to the needs of learners, teachers, parents, and sponsors simultaneously serves as a gain creator and pain reliever.

Implement an adaptive learning system that analyses each student's progress and tailors' subsequent lessons to address specific areas of difficulty. This personalization ensures that learners receive content at an optimal pace, promoting a deeper understanding of the subject matter as a gain creator.

For pain relievers, we address the challenge of limited device availability by developing a lightweight mobile application that is compatible with a wide range of devices. This app should be designed to provide a seamless learning experience, ensuring that students can access educational content even with basic smartphones or tablets. By offering an intuitive and user-friendly interface, the platform aims to alleviate the layout-related pains that users may face. Additionally, it recognizes the issue of limited access to devices and works towards providing accessible solutions. Moreover, the platform differentiates itself by offering flexible pricing options, ensuring that it accommodates a wide range of students, and addressing the pain point of premium pricing. In doing so, the Online Private Tutor platform presents a transformative solution that empowers both students and teachers, fostering an educational journey that is seamless and accessible to all, ultimately contributing to the enhancement of our society through improved learning opportunities.

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