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INTEGRATING DESIGN THINKING, BUSINESS MODEL CANVAS, AND THEORY OF PLANNED BEHAVIOR TO ENHANCE NON-FORMAL EDUCATION POLICY ACCEPTANCE

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ABSTRACT

Non-formal education expands learning opportunities, yet policy acceptance remains a challenge due to low stakeholder involvement, unclear structure, and implementation barriers. This study integrates Design Thinking, Business Model Canvas (BMC), and Theory of Planned Behavior (TPB) to enhance policy acceptance. Design Thinking fosters stakeholder engagement, BMC structures policies for clarity, and TPB assesses behavioral factors influencing acceptance. Using a qualitative and participatory approach, data from focus groups, interviews, and surveys reveal that this integration improves policy inclusivity, transparency, and feasibility. Findings indicate that stakeholder-driven policies are more accepted and easier to implement, aligning with SDGs No. 4: Quality Education for All. This framework provides a practical guide for designing more effective non-formal education policies.

Keywords: Policy Acceptance, Non-Formal Education, Design Thinking, Business Model Canvas, Theory of Planned Behavior, SDGs No. 4.

INTRODUCTION

Education plays a central role in improving the quality of human resources and determining the direction of a nation's development. An effective education policy should ensure broader, more relevant, and sustainable access for all societal groups. However, in practice, non-formal education policies in

Indonesia still face significant challenges, particularly in terms of stakeholder acceptance. The lack of community involvement in the policy-making process often results in policies that do not align with actual needs in the field, are difficult to implement, and face resistance from various parties (Efimova et al., 2019)

Non-formal education serves as a complement to formal education by offering greater flexibility, especially for groups with limited access to regular schooling. This includes school dropouts, adult workers, and communities facing economic, social, or geographical barriers (Ispiryan & VARDANYAN, 2022; Veletsianos & Houlden, 2019). Despite its potential to enhance skills and social empowerment, non-formal education still encounters challenges in terms of recognition, policy adoption, and effective implementation. Furthermore, social stigma surrounding non-formal education has led to limited acknowledgment of its graduates in the job market, widening the gap between policy objectives and actual outcomes (Bojesen, 2023).

As part of the effort to support Sustainable Development Goals (SDGs) No. 4, which aims for inclusive and quality education for all, this study seeks to develop an innovative approach to non-formal education policy formulation. One of the key targets of SDGs No. 4 is to ensure that all individuals have access to lifelong learning, including through recognized non-formal education pathways that contribute to sustainable development (UNESCO, 2021). However, non-formal education policies in Indonesia still require improvements to better align with the principles of inclusivity and sustainability promoted by the SDGs.

To address these challenges, this study proposes the design of a non-formal education policy framework that integrates three key approaches:

1. Design Thinking, which emphasizes an empathy-based, collaborative, and iterative approach in policy development (Frisk & Bannister, 2022; Nasution & Kertajaya, 2018).
2. Business Model Canvas (BMC), which provides a visual framework for designing policies in a more systematic and structured manner (Avdiji et al., 2020).
3. Theory of Planned Behavior (TPB), which focuses on analyzing psychological factors that influence policy acceptance, such as attitudes, social norms, and perceived behavioral control over policy implementation (Morren & Grinstein, 2021).

The integration of these three approaches aims to create a more inclusive, participatory, and widely accepted non-formal education policy among stakeholders. Additionally, this framework is expected to address implementation barriers, ensuring alignment with the principles of quality education as outlined in SDGs No. 4.

This study aims to design a non-formal education policy framework based on Design Thinking, Business Model Canvas, and Theory of Planned Behavior, with a strong emphasis on stakeholder engagement in the policy-making process.

The benefits of this research can be categorized into three main aspects:

1. Theoretical Contribution: This study is expected to enrich the academic discourse on innovative approaches to non-formal education policy formulation, particularly in the context of sustainability and community participation (Brinkman et al., 2023; Hermus et al., 2020).
2. Practical Benefits: This study provides a practical guide for non-formal education managers in formulating policies that are more relevant to community needs and easier to implement.

This research is expected to contribute both theoretically and practically to the development of policy formulation methods that can enhance the accessibility, acceptance, and sustainability of non-formal education, thereby supporting the broader goal of achieving SDGs No. 4.

METHODS

This study employs a qualitative and participatory research approach to explore the integration of Design Thinking, Business Model Canvas (BMC), and Theory of Planned Behavior (TPB) to enhance policy acceptance in non-formal education. The research framework is structured into three main phases:

1. Conceptual Framework Development

   The study begins by examining existing literature on policy acceptance, non-formal education, and the individual components of Design Thinking, BMC, and TPB. Design Thinking is used as a participatory tool for engaging stakeholders in the policy design process (Frisk & Bannister, 2022). BMC is applied as a visual representation of policy components, facilitating structured policy formulation (Avdiji et al., 2020). TPB provides a theoretical lens to analyze stakeholder attitudes, social norms, and perceived behavioral control over policy adoption (Morren & Grinstein, 2021).

2. Data Collection & Stakeholder Involvement
   This study engages key stakeholders, including policy designers, educators, and community members, to evaluate policy acceptance. Data collection involves:
   a. Focus Group Discussions (FGDs) to explore stakeholder perspectives and resistance factors in existing non-formal education policies.
   b. Semi-structured interviews to gather insights on how Design Thinking and BMC can improve policy clarity, strategic alignment, and relevance.
   c. Surveys to assess stakeholder perceptions based on TPB indicators: attitude (perceived benefits), subjective norms (peer/community influence), and perceived behavioral control (ease of policy implementation).
3. Data Analysis & Policy Integration
   a. Thematic Analysis: Qualitative data from FGDs and interviews are analyzed using thematic coding to identify common patterns regarding policy resistance and acceptance.
   b. Comparative Analysis: The effectiveness of Design Thinking and BMC is assessed by comparing stakeholder responses to traditional policy formulation methods.
   c. TPB-based Statistical Analysis: Survey results are analyzed using descriptive statistics to measure the impact of the integrated framework on policy acceptance.

This research is conducted in a non-formal education institution setting, with a focus on policy frameworks for improving education accessibility and quality, aligning with SDGs No. 4 (UNESCO, 2021).

RESULTS AND DISCUSSION

1. The Role of Design Thinking in Policy Acceptance

The findings indicate that Design Thinking improves stakeholder engagement in policy formulation. FGDs revealed that participants felt more included and valued when they were involved in policy design through empathy-driven discussions and iterative feedback loops. Compared to traditional top-down policy development, participatory policy design resulted in higher perceived relevance and trust from educators and administrators. This supports previous research that links Design Thinking with increased policy adaptability and innovation.

2. Business Model Canvas for Policy Structure and Clarity

The integration of BMC provided a structured and visual approach to policy design, helping stakeholders understand policy components more clearly. Survey results showed that policies designed using BMC had higher scores in clarity and implementation feasibility than existing policies. Additionally, stakeholders reported that mapping key policy elements (such as objectives, resources, and value proposition) within the BMC framework made the policies more actionable and strategic.

3. Theory of Planned Behavior and Policy Acceptance

The survey analysis, based on TPB indicators, showed:

   a. Attitude (Perceived Benefits): Participants positively perceived policies developed with the integrated framework, as they addressed real stakeholder concerns.
   b. Subjective Norms (Social Influence): Policies developed with stakeholder participation gained stronger community support, reducing policy resistance.
   c. Perceived Behavioral Control (Ease of Implementation): Policies structured through BMC were seen as more implementable due to clearer resource allocation and stakeholder roles.

These findings suggest that the combination of Design Thinking, BMC, and TPB can significantly enhance policy acceptance by making policies more inclusive, structured, and behaviorally aligned with stakeholder expectations.

CONCLUSION

This study demonstrates that integrating Design Thinking, Business Model Canvas, and Theory of Planned Behavior enhances the acceptance of non-formal education policies. Key findings indicate that:

1. Design Thinking fosters inclusivity and stakeholder ownership, reducing policy resistance.
2. BMC enhances policy structure and strategic clarity, making policies easier to understand and implement.
3. TPB provides a theoretical foundation to measure and improve policy acceptance, ensuring that policies align with stakeholder expectations.

By applying this integrated approach, policymakers can develop more adaptable, participatory, and widely accepted education policies, ultimately supporting the goals of SDGs No. 4 (Quality Education for All). Future research should explore long-term implementation and scalability of this framework in broader education policy contexts.

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This research is dedicated to the pursuit of more inclusive, participatory, and effective education policies, contributing to the broader goal of Sustainable Development Goals (SDGs) No. 4: Quality Education for All.

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