


Creative economy education at INSTIKI with business model canvas approach

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Article Info	ABSTRACT
Keywords: Student Education, Creative Economy, Business Model Canvas	The creative economy relies on invention and creativity, which this research taught pupils. Campuses must foster students' creativity and innovation so they can generate new ideas and solutions. Understanding the creative economy helps students adapt to the changing workplace. Students should understand more about the creative economy ecosystem to engage in learning. Students gain practical experience through Business Model Canvas (BMC) collaborative projects at universities. Data is collected through observation, interviews, and literacy studies in this descriptive qualitative study. INSTIKI creative entrepreneurship students are the focus of research. This research seeks to maximize local cultural capital, traditions, and natural resources for creative products and services. As they learn more about the creative economy, students are expected to sell local products, consider environmental implications, implement environmentally responsible business practices, and enhance their living conditions. Education introduces students to the creative economic ecosystem, which can boost their engagement in learning, according to this study. Students' creative ideas will be designed and developed into collaborative initiatives using the Business Model Canvas (BMC) approach at universities to give them real experience.
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INTRODUCTION

The creative economy is also recognized and appreciated internationally. The UN views the creative economy as an important part of sustainable development, because this sector can make a positive contribution to economic growth, social and cultural development, and environmental sustainability. In Indonesia, the government has recognized the importance of developing the creative economy as a sector that has great potential to increase economic growth. in Presidential Regulation Number 44 of 2021 concerning National Creative Economy Development, which aims to increase the competitiveness and contribution of the creative economy to the national economy.

Alvin Toffler in his theory has divided the waves of economic civilization into three waves. First, the agricultural economic wave. Second, the industrial economic wave. Third,

the wave of the information economy. Based on predictions, the fourth wave will come next, namely the creative economy wave oriented towards creative ideas and thoughts [1]. In 2012, the creative industry in Indonesia showed increasingly significant development. Even now, some people are starting to predict that the growth of the creative industry could soar quite high, namely up to three times compared to previous years. We can see this condition from the growth of the creative industry which is becoming more active day by day, so that labor absorption and creative capacity in our country are starting to creep up and have quite a positive impact on economic development in Indonesia [2]. The parties involved in the industry creative refers to many definitions from the UK DCMS.

The Ministry of Trade of the Republic of Indonesia, when conducting a creative industry mapping study (2007), also used the same definition of creative industry as the UK DCMS. The UK government classifies the creative industry into 11 subsectors, while the Indonesian government designated 14 subsectors which are creativity-based industries in 2012 and has developed until now the creative economy industry has 17 subsectors. According to [3], the creative economy is growing rapidly along with the development of various technologies, creative ideas and human imagination. Several sectors included in the creative economy in Indonesia include the film industry, music, arts and crafts, architecture and design, fashion, culinary, and games. The Indonesian film industry, for example, continues to grow rapidly and is increasingly gaining international attention. Indonesian music is also growing and gaining more and more fans abroad. Indonesian arts and crafts are also increasingly recognized in the global market.

Universities that accommodate ideas through creative economic education provide an environment that supports students to develop innovation, creativity and entrepreneurial thinking. Through collaborative projects; workshops and seminars; Mentorship by Industry Practitioners; Idea and Startup Competition; Idea and Startup Competitions and Fee Waivers for Creative Activities.[4] According to Chesbrough (2006), the business strategy implemented by a company will not be able to run optimally if it is not based on the assessment and formulation of an appropriate business model. According to Osterwalder & Pigneur (2012), states that a business model describes the basic thinking about how an organization creates, delivers and captures value. Business models must be simple, relevant and easy to understand[5].

So students not only get direct theoretical and practical discussions about the creative economy industry, but students must have a strong business strategy that can be designed and implemented appropriately. Students must understand and use the Business Model Canvas (BMC) to develop an effective business strategy. . With BMC, they can systematically plan, design, and implement key elements in their business, including value proposition, market segments, distribution channels, customer relationships, key resources, key activities, key partners, and revenue. Using BMC helps students describe and detail these elements in a visual model that is easy to understand, making it easier to develop and assess business strategies [5].

And in facing these challenges, a holistic approach in creative economy education in higher education is essential to prepare students with skills and understanding that are

relevant to the dynamics of the ever-changing world of work.(Fernandes et al., nd)Providing challenges that stimulate critical and creative thinking in an academic environment not only encourages intellectual growth, but also gives students the opportunity to develop skills to face the dynamic world of work. With creative economic education using the Business Model Canvas (BMC) approach, we can encourage economic growth by creating new jobs, increasing productivity and stimulating investment in related sectors.

METHODS

Literature Review

Industry

Industry plays an important role in reducing poverty in developing countries [3]. In Law no. 3 of 2014 concerning Industry, industry is a form of economic activity that processes raw materials and/or utilizes industrial resources to produce goods that have added value or higher benefits, including industrial services [6].

Creative Economy

[7] which defines the creative economy as a system of production, exchange and use of creative products. It was further stated that creativity by itself has no economic value until it is formed and realized in a product that can be traded. This, in turn, requires markets with active sellers and buyers, legal and contractual regulations, and some conventions of rational agreement[8]. The creative economy is a concept for realizing sustainable economic development based on creativity [7]. Utilization of resources that are not only renewable, but also unlimited, namely ideas, thoughts, talents and creativity. [9] In essence, the creative economy is an economic concept that relies on human creativity to create products and services that are not only unique but functional [10].Currently the most frequently quoted definition of the creative economy is from the UK Department of Culture, Media and Sport (DCMS). The term creative economy is understood as an industry that originates from individual creativity, skills and talents and which has the potential for wealth and job creation through the creation and exploitation of intellectual property [11].

Business Model Canvas (BMC)

The Business Model Canvas (BMC) is a strategic management tool developed by Alexander Osterwalder and Yves Pigneur. BMC helps individuals, teams and organizations to design, describe and visually draw business plans in one image or canvas. BMC brings simplicity in understanding the key elements that make up a business. Following are the main components of BMC:

1. Customer Segments:
2. Value Propositions:
3. Distribution Channels (Channels):
4. Customer Relations (Customer Relationships):
5. Revenue (Revenue Streams):
6. Key Resources:
7. Key Activities:

8. Partners (Partnerships):

9. Cost (Cost Structure):

Using BMC will help you quickly understand and collaborate in designing business strategies. Useful in the context of developing new business models, strategic planning, or business transformation. This model provides a holistic view of a business operating and creating value, with all elements interrelated.

Related research

[11] stated in his research that the creative economy is an idea that is expected to provide added economic value. The creative economy is an alternative solution to economic problems. However, in its implementation it often encounters obstacles. It is recommended that the Government and regional governments immediately build commitment, improve regulations and actualize the creative economy, so that the existence of the creative economy can stimulate economic growth and increase regional and even national competitiveness. [5] states, among other things, that the industrial sector has an important role in increasing Gross Domestic Product (GDP) and creating jobs. It turns out that the creative industry is able to have a positive impact on improving people's welfare. Growing and developing creative industries cannot be separated from local culture. Culture and local wisdom are one of the factors that support the birth of creative development which can produce certain works in the form of creative industries. This means that local wisdom supports the development of creative industries.[6] in his research stated that the BMC Business Model Canvas formulation for the craft industry adapts elements of the Business Model Canvas to the context of the craft industry. BMC's novelty is adding locality-based value proposition elements which are derived into product and service design. In addition, the research also produced several stimulating questions that can help prospective entrepreneurs to consider BMC elements in more detail. The research results are useful for product design students in particular and design students in general who want to carry out business design in the craft sector.

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[1] in the research entitled states that identifying this Business Model Canvas can provide options for developing the right business strategy for Zocha in each element. The customer segment elements focus on the upper middle class and currently among tourists, the value proposition elements focus on service, custom product fulfillment, and fun educational packages. The channel element is carried out by increasing promotion through online media. The element of good communication is customer relations in trust in trust, making it easy for consumers to access online. Elements of profit from income streams other than product sales can come from the sale of souvenirs and membership cards. The

main resource elements are physical, intellectual, human, financial resources. The main activity elements are a focus on the production process, promotions on big days and currently focusing on gallery & factory visits. A key element of corporate partnerships is geared towards working with other SMEs. and finally the cost structure element focuses on fixed costs and variable costs. Then, by analyzing internal factors and external factors, analyzing alternative strategies using the SWOT matrix also forms the current Business Model Canvas.

Based on some of this literature, this research proposes to examine Creative Economy Education at INSTIKI using the Business Model Canvas Approach using a combination of results from the four previous studies. The following is a fishbone diagram that depicts a map of previous and future research.



Figures 1. Creative Economy Education Fishbone at INSTIKI using the Business Model Canvas approach

Research methods

The method used in the research "Creative Economy Education at INSTIKI with the Business Model Canvas approach" is a descriptive qualitative method which is carried out to find out in depth about understanding the context in a problem which is observed more deeply and the data produced will be of better quality than the research. The data analysis technique in this research consists of: data collection, data reduction, data presentation and drawing conclusions. The data validity technique in this research uses triangulation and reference materials

Data source

The data sources used are; 1) primary data through primary data collection by conducting direct interviews with INSTIKI students with a total of 43 respondents. 2) Secondary Data in this research uses secondary data collection carried out through various sources such as books and journal references related to the research carried out.

Data analysis

To support the results of the research, the research obtained data that had been collected through the following stages:

- a. Interview: Researchers used interview methods with students who were taking creative economy courses. Interviews were conducted to obtain information as analytical material needed in the research. In the interview, several questions related

to information on selecting creative economy sub-sectors, ideas and project designs using the Business Model Canvas strategy.

- b. Observation: The observation method is collecting data by directly observing the object of research, namely decisions in selecting creative economy sub-sectors, ideas and project designs using the Business Model Canvas strategy and also the results of the project.
- c. Literature Study: Research takes several references from journals and books and also information from the internet related to research.

Research Stages

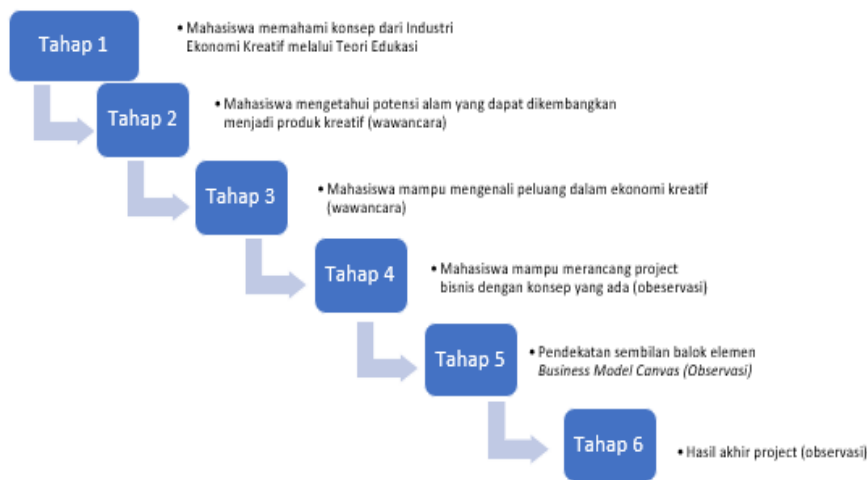


Figure 2.Research Stages

RESULTS AND DISCUSSION

Starting with students being given an understanding of the concepts of Industrial Economics through educational theory. Next, students were interviewed with questions about natural potential that could be developed in the area they live. Several that have similar potential are summarized and presented in table 1.

Table 1. Potential that can be developed from each selected sub-sector

Sub Sektor	Potensi yang bisa dikembangkan
Aplikasi	Memiliki kemampuan Merancang Aplikasi
Desain Produk	Desain Packaging produk-produk karena di Bali banyak produk lokal yang menjanjikan untuk usaha ini
Penerbitan Online	Karena di jaman sekarang orang lebih memilih online atau mencetak stiker,dst bisa dari rumah
Fashion	Fashion juga berperan penting dalam membentuk identitas dan budaya suatu masyarakat, seperti : 1. Tren Mode : Tren yang selalu berubah setiap musim dan selalu dicari oleh banyak orang. 2. Kreativitas : Sub sektor fashion memberikan kebebasan untuk bereksprosi secara kreatif.
Fotografi	Fotografi memegang peranan vital dalam proses pemasaran suatu destinasi wisata. Menampilkan karya fotografi menjadi cara terbaik untuk mempromosikan keunggulan destinasi
Kriya	Karena Banyak diminati Masyarakat Pada Umumnya.Dan dapat digunakan untuk penderitaan kolesterol dll. (VCO)
Kuliner	Bisnis kuliner di Bali sangat menjanjikan karena daerah pariwisata
Seni Rupa	Karena Seni mempunyai nilai produk yang unik segmented dan mempunyai Value Propositions yang tinggi.

Students understand the potential developed in several sub-sectors they choose. This means that at stage 2, respondents totaling 43 students understood the potential that could be developed after receiving information through creative economy education. In stage 3, students are interviewed again to find out whether students recognize opportunities in the creative economy sub-sector. Interview data is presented in Table 2.

Table 2. Recognizing opportunities in the creative economy

Sub Sektor	Peluang
Aplikasi	Saya memilih subsektor tersebut karena menurut saya semakin ke depan penggunaan web akan semakin diperlukan dan meningkat, mulai dari para wirausaha, instansi pemerintah, dan sebagainya
Desain Produk	alasan saya memilih usaha aplikasi pemesanan air galon karena ada beberapa permasalahan yang sering di alami seperti jadi dengan ini saya ingin mengembangkan aplikasi ini karena dengan aplikasi ini akan mempermudah semua orang dalam memesan air galon,tidak perlu membuang waktu pergi di tempat penjualan air galon,tidak membuang waktu.
Penerbitan Online	Ingin percetakan yang instant dan cepat bisa diakses dari mana saja
Fashion	Fashion merupakan industri yang selalu berkembang dan mengalami perubahan sesuai tren yang ada saat ini salah satunya pada penjualan pakaian, permintaan akan pakaian akan terus ada terutama dikalangan konsumen yang selalu ingin tampil modis dan fashionable. Dengan adanya permintaan pakaian ini membuat peluang keuntungan yang lebih besar dibanding dengan sub sektor penjualan lainnya, selain itu dapat meningkatkan potensi segment pasar yang luas seperti penjualan di dalam negeri maupun luar negeri. Alasan lainnya mengapa memilih sub sektor ini karena saya sendiri tertarik dibidang fashion dengan membuka usaha penjualan pakaian saya dapat menungkan ide-ide kreatif yang saya miliki agar dapat di kembangkan dan di ciptakan.
Fotografi	Sebuah foto berperan penting dalam pertimbangan kebutuhan masyarakat akan suatu produk. Terlebih, menjamurnya berbagai platform media sosial berbasis foto menjadi satu alasan mengapa sektor fotografi memiliki potensi yang menjanjikan.
Kriya	Banyak yang menggunakan VCO segmentasi pasarnya luas dan peluangnya besar
Kuliner	Usaha kuliner yang dijalankan tentunya selalu ada memiliki pangsa pasar yang luas, segmen pasar yang beragam bisa mulai dari anak-anak, serta mudah dan praktis. Mudah artinya proses pembuatan dan pengemasan bisa dilakukan oleh siapa saja.
Seni Rupa	Pemilihan sub sektor seni rupa tersebut sudah dipikirkan matang-matang, mengingat pentingnya kilas memori untuk kenangan dihari esok. Terutama bagi ibu hamil yang tentunya ingin mengenang memori masa kehamilan si kecil.

Stage 4 INSTIKI students choose an interest in a sub-sector as a project assignment after receiving Creative Economy education at INSTIKI as follows:

Table 3. Types of Business and Market Segments

No	Business name	Type of business	Market segment of the business
1	WEB WORLD	Application	The market segment for the business that I am developing is small and medium businesses who need a professional website for marketing their business in the digital sector
2	Gallon Water Ordering Application	Application	everyone
3	Our Coffee	Application	Coffee Lovers, Students (Students and College Students), Office Workers
4	Laundry Services Business	Application	1) Students, 2) Boarding house residents, 3) Local people who don't have enough time to wash clothes

No	Business name	Type of business	Market segment of the business
5	One solution	Product Design	Entrepreneurs and some middle-level people
6	Chan The Label	Fashion	Teenage women to old people
7	Shop Label my	Fashion	Teenage women to adult women/old people
8	SMfashion	Fashion	Young people, Teenagers, Adults (18-35 years)
9	"AdLin Beauty Studio"	Fashion	Women who have a hobby of beautifying their nails and eyelashes.
10	Theeta Shop	Fashion	All groups of people, especially women, have a tendency to like fashion
11	Amanda Fashion	Fashion	Students, Children, Housewives, Students, Office Employees
12	Chan The Label	Fashion	The market segment of this business is a niche market with a specific target market ranging from teenage women to adults/parents
13	Putri Ayu Busana	Fashion	Balinese Teenagers, A Group of Banjar Mothers
14	Cok_Glowstyle	Fashion	My market segment is online consumers ranging from teenagers to adults
15	Senyas Fashion Store	Fashion	Men and Women aged 18-35 years with an interest in trendy and quality fashion.
16	Lens Plus Studio	Photography	Teenagers, Adults (weddings, family photos), Travelers, Entrepreneurs Start ups
17	VCO Products	Craft	The market segment that I will develop is all ages from babies, children to adults
18	Packaged Squid Chili Business	Culinary	Consumers who love spicy food
19	Ice Red Beryl	Culinary	Upper middle class tourists, such as domestic tourists, generation z, and students.
20	Crispy Fried Chicken	Culinary	The market segment starts from all groups consisting of children, teenagers, adults, parents and spicy food lovers.
21	Fresh Salad Bar	Culinary	Consumers who care about health and fitness, fruit lovers and vegetarians, and catering companies
22	Taro chips	Culinary	People (children, adults and old people) who live in Denpasar City
23	Healthy Licious	Culinary	The business I created is a healthy food catering business which is intended for people who have problems in their lifestyle, then for people who want to have a healthy body
24	Babylon	Culinary	people who are interested in suckling pig

No	Business name	Type of business	Market segment of the business
	Overturns		
25	Grilled Pork Ribs	Culinary	The market segment for grilled pork ribs is from children to adults, which are specifically consumed by non-Muslims who want to try this food.
26	Maharani's Fried Chicken	Culinary	Teenagers, adults, spicy lovers and chicken lovers
27	Shaved Melon Ice	Culinary	All levels of society from children to adults.
28	Coffee shop	Culinary	Coffee farmer
29	Bajawa Coffee Shop	Culinary	Wide community
30	Jaje Bali Jaen	Culinary	The choice of market segment in this business is the mass market, where this market segment is broad and reaches all groups, considering that this typical Balinese snack can be enjoyed by everyone with different tastes so that it can reach an even wider market.
31	Samoda Restaurant	Culinary	Overseas students, boarding house children, and local communities
32	Daily Health Center	Culinary	All circles, all ages.
33	Archipelago Bowl Base Genep Pork	Culinary	Mass Segments
34	Fried Rice (NGABAG)	Culinary	Local and foreign tourists who consume pork
35	Guavozz	Culinary	all circles
36	MR. MACARONI	Culinary	spicy food lover
37	cake business	Culinary	children to adults
38	Frozen food Jaya	Culinary	Individuals who don't have free time to shop at the market every day. Restaurants that use frozen food as the main ingredient in their food.
39	NaCo, Natural Coffee	Culinary	all people
40	online printing	Publishing	business people, events or events
41	STORESIN	Art	New Mom and the General Public
42	SM BONSAI	Art	Bonsai lovers
43	DULANG Shop	Art	Moms

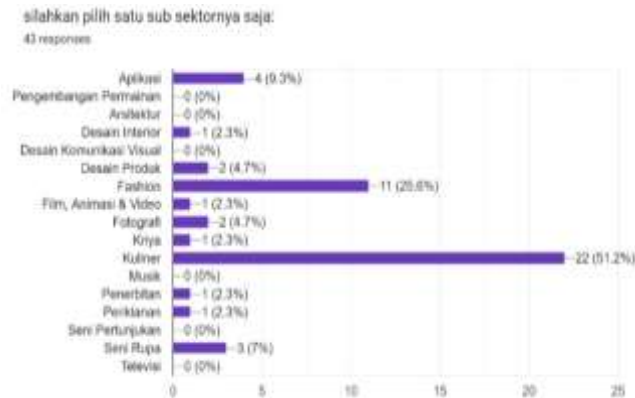


Figure 3. Selection of sub-sectors as project assignments after receiving Creative Economy education at INSTIKI using the Business Model Canvas approach

In this fourth stage, students begin to design a business project with an existing concept. At this stage, they observe and monitor the concept of the design. So you can understand the difficulties students experience at this stage.

After knowing the strengths and weaknesses of using the concepts that exist in students' initial understanding. The 5th stage begins with creative economy education using the Business Model Canvas approach. Students begin to understand the parts of the nine blocks of the Business Model Canva.

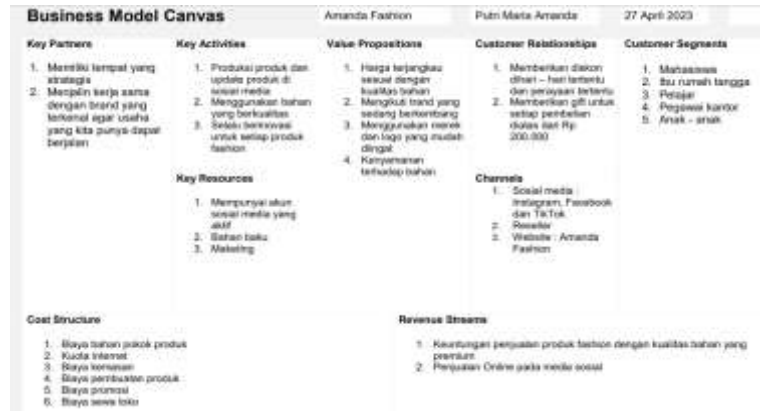


Figure 4. Business Model Canvas Amanda Fashion

In stage 5, students are greatly helped by nine blocks to answer the difficulties that were initially seen before understanding the Business Model Canvas. From the results of observations, 43 students were able to make and develop business strategy ideas well. And also be able to think critically when asking questions between fellow students to find out how students understand their project design.

Stage 6 The final result at this stage is that students begin to explain their business design with an approach Business Model Canvas. Students are interested in becoming potential creative industry entrepreneurs in the sub-sector they have chosen. Students are

mentored again to prepare themselves to take part in idea and startup competitions which give awards to students with the most innovative ideas and the potential to become successful businesses.

Discussion

Stages 1 and 2 are the stages where students understand theory and recognize potential through the creative economics education they receive. At stage 2, students can understand the potential they have if they want to develop the sub-sector they choose.

Stage 3: Students recognize opportunities. Here, 43 student respondents were also able to recognize opportunities in the creative economy sub-sector they chose, which was continued in stage 4, starting to select the creative economy sub-sector, where culinary occupied the highest position, namely 52%, followed by the fashion sub-sector. 25.6%, applications 9.3%, 4.7% Photography and product design, 3% position for fine arts, the lowest figure is in publishers, namely 1.2%. At this stage, observations and monitoring are carried out regarding the difficulties faced by students when designing their business with a concept that is in accordance with their understanding.

In Stage 5 students are again given education using the Business Model Canvas approach and students feel helped by the nine blocks, namely: 1) Customer Segments: 2) Value Propositions: 3) Distribution Channels: 4) Customer Relationships: 5) Revenue (Revenue Streams): 6) Key Resources: 7) Key Activities: 8) Partners (Partnerships): 9) Costs (Cost Structure). With these nine blocks, students feel more familiar with the direction of the business they are designing, they are able to think critically about who their customer segment is and why, as well as the Value Propositions of the product or service business they are designing.

In Stage 6, the mentoring stage returns because universities are a forum for their innovative ideas, so if they pass the mentoring process, they will compete through inter-student level ideation and if they pass again, they will compete at the national level and in higher schemes.

CONCLUSION

From the 6 stages of this research, it can be concluded that students at INSTIKI universities have a good understanding of the creative economy through education, in this case students are introduced more closely to the creative economy ecosystem which can increase their involvement in the learning process. Higher education is a forum for students' innovative ideas which will later be designed and become collaborative projects using the Business Model Canvas (BMC) approach to provide practical experience to students. Students then adapt easily and have experience in understanding local potential, seeing opportunities and choosing creative economy sub-sectors using the Business Model Canvas (BMC) approach in order to be able to answer the challenges of change in the continuously developing business world. Suggestions for further research can be carried out by adding product assessment to value proposition elements such as local wisdom and original design or authentic design. So that prospective entrepreneurs are not only strong in business strategy but also have original or authentic designs based on local wisdom.

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