

## **Development of the Model and Digital Business Insight for Primary and Secondary School Teachers in Indonesia-Thailand**

Syarthini Indrayani\*, Andi Arman, Siti Marhumi, Nurinaya  
*Universitas Muhammadiyah Makassar*  
*Jln. Sultan Alauddin No. 259 Makassar, Sulawesi Selatan, Indonesia*  
\*Email: [syarthini.indrayani@unismuh.ac.id](mailto:syarthini.indrayani@unismuh.ac.id)

### ***Abstract***

Digital business is a business model that uses digital technology. All people can become successful entrepreneurs in this digital era, both home-based people, practitioners, and even academics can plunge into this world. With this, business competition requires that its human resources (HR) must not stutter in incorporating technological elements into the business they run. The main problem of Eakapapsasawich Islamic School Thailand School Teachers lies in the lack of insight related to digital business models that must be run and digital business insights, the absence of a forum that focuses on digital business development and the absence of activities related to the development of digital business models and insights that are present to educate Eakapapsasawich Islamic School Thailand, inspiring the PKM Team to educate Eakapapsasawich Islamic School Teachers Thailand related to understanding digital business insights and introducing several digital business models that can support the improvement of the business it is engaged in. The method used is the provision of material through lectures, motivation, discussion, and practice. The output target of this program is scientific articles published through service journals indexed by Sinta, and increasing teacher empowerment in running a business using a digital-based business model.

### **A. Introduction**

The potential of information technology today has been able to broaden the opportunities for everyone in many ways (Ahmad et al., 2023), not only making long-distance communication swift, allowing the world's information to be accessed more instantly, but also providing a vast business landscape for anyone wanting to sell there (Fahlevi et al., 2023). Operating without having a physical store is an added advantage if the business is digitally based (Gunawan & Hazwardy, 2020). Promoting goods or services is also easily accessible to everyone, even internationally. With this in place, the business competition requires its human resources not to falter in incorporating technological elements into its operations (Maryati & Masriani, 2019). The more creative and diligent someone is in exploring their business through each platform available in this digital age (Juhandi et al., 2020), the more successful and competitive they will be in growing their business (Misnawati & Yusriadi, 2018). Everyone can become a

successful entrepreneur in this digital era, whether homemakers, practitioners, academics, or even teenagers to the elderly; everyone has the same opportunity (Yusuf et al., 2023). Despite this, the current challenge is the lack of insight each group possesses to become a successful entrepreneur in this digital world, not excluding the academics themselves (Fahlevi et al., 2022).

The lack of focus on knowledge related to the development of digital business models and insights in schools means teachers don't have the ability to impart an entrepreneurial spirit to their students. After all, school is not just about mandatory subjects but also about equipping for digital entrepreneurship (Ahmed et al., 2023), among others. Moreover, this effort should allow teachers to have additional income for their family's welfare. If this initiative is scaled up, it is expected to reduce the government's issues concerning unemployment and poverty, which have become global issues. The International Community Service (PKM) focuses on academics, specifically teachers at the Eakapapsasawich Islamic School Thailand. The distance between the university (Universitas Muhammadiyah Makassar), Makassar City, South Sulawesi Province, Indonesia, and the partner location (Eakapapsasawich Islamic School Thailand) is approximately 4,008 km.

The partner's problem in this PKM activity lies in the lack of insight regarding the digital business model to be run and digital business insight itself, the absence of a forum focused on the development of digital business at the Eakapapsasawich Islamic School Thailand, and the fact that there have been no activities related to the development of digital business models and insights educating the Eakapapsasawich Islamic School Thailand, making this PKM activity crucial to be pursued seriously..

<b>Problems</b>
<ul style="list-style-type: none"><li>- Lack of insight related to the digital business model that needs to be run and the digital business insight itself.</li><li>- The absence of a platform focused on the development of digital business at Eakapapsasawich Islamic School Thailand</li><li>- Until now, there haven't been any activities related to the development of digital business models and insights to educate Eakapapsasawich Islamic School Thailand, especially the teachers.</li></ul>

**Figure 1. Partner's Problems**

This Community Service activity (PKM) is specifically carried out by the International Community Service Team of the Faculty of Economics and Business, Universitas Muhammadiyah Makassar. It is one of the significant activities among various other international events, which involves collaborations between Universitas Muhammadiyah

Makassar and campuses in Malaysia, Singapore, and Thailand, both in research collaborations and community service.

This PKM involves lecturers from the Faculty of Economics and Business, Universitas Muhammadiyah Makassar, who are part of the PKM team. In an effort to provide education on the development of digital business models and insights for teachers at Eakapapsasawich Islamic School Thailand, it is hoped that the initiative will be executed well and offer benefits as expected, particularly in assisting the development of Eakapapsasawich Islamic School Thailand and personal businesses that can impact the welfare of the teachers and be passed on to their students. This activity is also expected to enhance the relationships between the service providers and the partners..

## **B. Activity Implementation Method**

This community service activity was carried out in June 2023 by the International Community Service Team (PKM) of the Faculty of Economics and Business, Universitas Muhammadiyah Makassar. The partners in this service are teachers from Eakapapsasawich Islamic School Thailand, totaling 20 individuals. The PKM activity began with a discussion about the conditions and challenges faced by the partners. Strategies were then developed that could provide solutions to these problems, followed by the implementation of these solutions. Based on the issues previously outlined, the PKM team conducted educational activities on the development of digital business models and digital business insights.

The method of PKM activity implementation was the delivery of material previously prepared by the PKM team. The theme of the provided material was "Development of Digital Business Models and Insight for Elementary and Middle School Teachers in Indonesia-Thailand Elementary School". The approach used included lectures, motivation, discussion, and practice..

## **C. Result and Discussion**

Based on the problems faced by the partners, the following actions were taken to address the issues: providing education to the teachers of Eakapapsasawich Islamic School Thailand on understanding digital business insights and introducing several digital business models that can support their efforts to improve digitally-based businesses, assisting the teachers in the development of digital businesses, and adding activities related to the development of digital business models and insights that educate the Eakapapsasawich Islamic School Thailand, especially the teachers. The above solutions were realized in the form of delivering materials introducing current digital business models used by the community, providing an understanding of the importance of conducting digital-based businesses, and a demo on using digital marketing platforms to support their ventures.



**Figure 2. Group photo session during the International PKM activity at Eakapapsasnawich Islamic School Thailand**



**Figure 3. Ongoing International PKM activity at Eakapapsasnawich Islamic School Thailand**

The outcomes of the community service program (PKM) after the completion of the PKM activity include: Teachers of Eakapapsasnawich Islamic School Thailand have been educated in developing digital business models for businesses they will start. Teachers have gained insight or understanding about digital business. They have a platform to initiate a career as a digital-based entrepreneur besides being a teacher, thereby augmenting family income. They can appropriately implement and select suitable digital business models for businesses they will engage in.

**Table 1.** Indicators and Activity Achievements

Issues	Solutions
a. Lack of insight regarding which digital business models should be run and the understanding of digital business itself.	a. Educating the teachers about digital business insight and introducing digital business models to improve their digital-based ventures.
b. No dedicated platform focused on the development of digital business at the school.	b. Assisting the teachers in developing digital business.
c. No previous activities related to the development of digital business models and insights.	c. Adding activities to educate the school, especially the teachers, on digital business models and insights.

PKM International activities for teachers at Eakapapsasawich Islamic School Thailand were well-conducted and smooth, evidenced by the support from the government, higher education institutions, and the enthusiasm of the partners throughout. Good cooperation among all parties also facilitated this. Through this activity, it is hoped that awareness of the importance of digital business model and insight development will be further enhanced and followed up.

This PKM activity is an interesting solution as it was conducted in a neighboring country, representing international social collaboration, thus strengthening bilateral relations. The hope is that these activities can continue, especially in places with urgent issues. Based on evaluations and monitoring, a recommendation is offered: the implementation of combined international PKM requires a clearer agenda and structure for execution and objectives, while upholding unity and cooperation values. This PKM activity also requires more focused collaboration on problem handling and ongoing partner support."

#### **D. Conclusions and Suggestions**

After the implementation of this PKM activity, the partner, which is the teachers of Eakapapsasawich Islamic School Thailand, can be more aware and understand the importance of developing digital business models and digital business insights. The partners can become more conscious of how crucial information technology is and how it offers opportunities to build businesses using digital business models, specifically marketing platforms, which can provide additional beneficial income. The partners can also establish a digital business incubator, which can have a comprehensive reach, not only involving the teachers but also the students they educate, allowing them to learn about business in line with current digital world needs.

This is based on the lack of insights related to which digital business models should be run and the understanding of the digital business itself, the absence of a dedicated platform focused on the development of digital business at Eakapapsasawich Islamic School Thailand, and also because there haven't been any activities related to the development of digital business models and insights that educate the Eakapapsasawich Islamic School Thailand, especially the teachers.

It is hoped that this international PKM activity can continue as a form of cooperation and collaboration in community service at a global level. This can be a way to strengthen

relationships between countries while also providing broader community contributions. The suggestions for this PKM are as follows: Partners can become more conscious of how crucial information technology is and how it offers opportunities to build businesses using digital business models, specifically marketing platforms, which can provide additional beneficial income. The partners can also establish a digital business incubator, which can have a comprehensive reach, not only involving the teachers but also the students they educate, allowing them to learn about business in line with current digital world needs

## References

- [1] Ahmad, M., Kuldasheva, Z., Nasriddinov, F., Balbaa, M. E., & Fahlevi, M. (2023). Is achieving environmental sustainability dependent on information communication technology and globalization? Evidence from selected OECD countries. *Environmental Technology & Innovation*, 31, 103178.
- [2] Ahmed, S., Mushtaq, M., Fahlevi, M., Aljuaid, M., & Saniuk, S. (2023). Decomposed and composed effects of economic freedom on economic growth in south Asia. *Heliyon*, 9(2).
- [3] Fahlevi, M., Vional, V., & Pramesti, R. (2022). Blockchain technology in corporate governance and future potential solution for agency problems in Indonesia. *International Journal of Data and Network Science*, 6(3), 721-726.
- [4] Fahlevi, M., Syafira, A., Fidyanurhuda, K. I., & Nadia, N. (2023, May). The Influence of Social Media and EWOM on Generation Z's Trust and Purchase Intentions at Coffee Shops. In *2023 8th International Conference on Business and Industrial Research (ICBIR)* (pp. 489-494). IEEE.
- [5] Gunawan, A., & Hazwardy, D. (2020). Pelatihan Digital Entrepreneurship untuk Mewujudkan Generasi Milenial Berjiwa Wirausaha. *Abdimas Dewantara*, 3(1), 81. <https://doi.org/10.30738/ad.v3i1.4311>
- [6] Juhandi, N., Zuhri, S., Fahlevi, M., & Noviantoro, R. (2020). Information Technology and Corporate Governance in Fraud Prevention. In *E3S Web of Conferences* (Vol. 202, p. 16003). EDP Sciences.
- [7] Maryati, W., & Masriani, I. (2019). Peluang Bisnis Di Era Digital Bagi Generasi Muda Dalam Berwirausaha: Strategi Menguatkan Perekonomian. *Jurnal MEBIS (Manajemen Dan Bisnis)*, 4(2), 125–130. <https://doi.org/10.33005/mebis.v4i2.62>
- [8] Misnawati, M., & Yusriadi, Y. (2018). Efektifitas Pengelolaan Kewirausahaan Berbasis Kognitif Personal Melalui Penggunaan Infrastruktur Digital (Media Sosial). *Jurnal Mitra Manajemen*, 2(3), 138–145. <https://doi.org/10.52160/ejmm.v2i3.83>
- [9] Yusuf, M., Hakim, L., Hendra, J., Kamar, K., Idawati, W., Winarso, E., ... & Fahlevi, M. (2023). Blockchain technology for corporate governance and IT governance: A financial perspective. *International Journal of Data and Network Science*, 7(2), 927-932.