

## Digital Learning Literacy and Business Education from an Islamic Perspective at High School in Malaysia

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Submission: 2024-07-29

Received: 2024-09-20

Published: 2024-09-31

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**Keywords:** *Digital literacy, Business education, Islam, Schools.*

**Abstract.** *Partners in this program are teachers from the National High School or Bukit Katil State School (SMK) in Ayer Keroh, Melaka, Malaysia. The problem faced by partners is that there is still not optimal knowledge about the use of digital learning and business education from an Islamic studies perspective. Apart from that, several teachers have never attended seminars on developing business education which is very important for increasing their insight as teachers at the vocational school level. The teachers have never held discussion activities related to this topic face to face with lecturers or delegates from international universities. In relation to these problems, the problems are efforts to increase literacy, knowledge and insight of teachers regarding the use of digital learning and development of buying and selling businesses from an Islamic perspective through seminars and joint discussions, and efforts to increase Islamic economic and financial literacy, communication skills within the scope of business education development, for teachers together with lecturers from various universities in Indonesia. This activity purposes to identify partners' knowledge and insight in utilizing digital learning and business education effectively from an Islamic perspective. This activity is very useful for expanding and strengthening relationships between teachers and lecturers in related fields. This activity was carried out using the Forum Group Discussion method. After carrying out this international community service activity, the knowledge, literacy and understanding abilities of the teachers increased. This is demonstrated by their ability to answer various questions in the discussions held. The teachers are also quite enthusiastic in establishing good relationships with lecturers from various disciplines.*

**Kata kunci:** Literasi digital, pendidikan bisnis, Islam, sekolah

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**Abstrak.** Mitra dalam program ini adalah guru-guru dari Sekolah Menengah Kebangsaan atau Sekolah Menengah Kejuruan (SMK) di Ayer Keroh, Melaka, Malaysia. Masalah yang dihadapi oleh para mitra adalah masih kurang optimalnya pengetahuan tentang penggunaan pembelajaran digital dan pendidikan bisnis dari perspektif studi Islam. Selain itu, beberapa guru belum pernah mengikuti seminar mengenai pengembangan pendidikan bisnis yang sangat penting untuk meningkatkan wawasan mereka sebagai guru di tingkat sekolah menengah kejuruan. Para guru juga belum pernah mengadakan kegiatan diskusi langsung terkait topik ini dengan dosen atau delegasi dari universitas internasional. Dalam mengatasi masalah ini, upaya dilakukan untuk meningkatkan literasi, pengetahuan, dan wawasan guru mengenai penggunaan pembelajaran digital dan pengembangan usaha jual beli dari perspektif Islam melalui seminar dan diskusi bersama, serta upaya untuk meningkatkan literasi ekonomi dan keuangan Islam, keterampilan komunikasi dalam lingkup pengembangan pendidikan bisnis, bagi para guru bersama dosen dari berbagai universitas di Indonesia. Tujuan kegiatan ini adalah untuk mengidentifikasi pengetahuan dan wawasan mitra dalam memanfaatkan pembelajaran digital dan pendidikan bisnis secara efektif dari sudut pandang Islam. Kegiatan ini sangat berguna untuk memperluas dan memperkuat hubungan antara guru dan dosen di bidang terkait. Kegiatan ini dilakukan dengan menggunakan metode Diskusi Terpumpun. Setelah menjalankan kegiatan pelayanan masyarakat internasional ini, pengetahuan, literasi, dan kemampuan pemahaman para guru meningkat. Hal ini terbukti dari kemampuan mereka dalam menjawab berbagai pertanyaan dalam diskusi yang diadakan. Para guru juga cukup antusias dalam menjalin hubungan baik dengan dosen dari berbagai disiplin ilmu.

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## 1. Introduction

The global pandemic has posed a significant challenge to the continuity of education, particularly in developing countries such as Pakistan, Indonesia, and Malaysia. In response to the challenges posed by the pandemic, many countries are leveraging technology and implementing unprecedented distance learning programs. Technological progress is something that we cannot avoid in modern times like today, because the more advanced science is, the more advanced technological development will be. In fact, it's not just the pandemic that has caused distance learning problems. There are various main problems related to the development of this program, for example the lack of ICT infrastructure, the lack of telecommunications infrastructure and legal instruments that regulate it as well as the high cost of ICT and the use of ICT facilities (Qazi, Sharif, dan Akhlaq 2024);(Lassoued, Alhendawi, dan Bashitialshaaer 2020).

These programs prioritize social distancing, the sudden closure of educational institutions, and the use of digital solutions as the primary means of ensuring the continuity of educational activities (Hasbullah et al., 2022; (Maqsood dkk. 2021). The latest research on this topic offers a contrasting perspective on the impact of the pandemic on education. The regulatory environment created during the pandemic has effectively nullified the novel circumstances introduced by the pandemic, largely maintaining a status quo that could be perceived as excessive normality (Carugati dkk. 2020). For some educators, however, the pandemic has presented an unexpected opportunity. This results in a sense of concern about the inability to envisage and implement novel ways of being and coexisting with the world (Phelan, D. Vintimilla, dan Pacini-Ketchabaw 2024).

Educational institutions have devised and implemented a range of strategies to ensure effective pedagogical management (PM) and the continuity of learning. Pedagogical management (PM) encompasses actions and decisions aimed at maintaining quality education, with a particular focus on four domains: technological, curricular, methodological, and assessment. Our findings reveal discrepancies among stakeholders belonging to three distinct administrative and financial governance systems with regard to the challenges that PMs encounter. Consequently, publicly funded educational institutions encounter more significant obstacles in nearly all four domains of pedagogical management (PM) when compared to their privately funded counterparts. The primary discrepancies between educational institutions pertain to the technology and assessment domains. The technology domain represents a greater concern for public schools, while the assessment domain presents more significant challenges for private schools. In addition to the administrative and financial governance systems of schools, other significant findings include the minimal emphasis placed on the curriculum as a challenging issue and the disproportionate focus on the methodological domain. This suggests that the prevailing logic of efficiency is being applied to the learning process (Cuéllar dkk. 2021).

Teachers in Malaysia have worked together to collect and produce a resource bank of teaching materials and developments in various educational fields to help all teachers continue to carry out their teaching duties and increase new knowledge for them more easily, effectively and creatively (Izhar, Al-Dheleai, dan Ishak 2021). This study examines the role of digitalization elements, including the adoption of information and communication technology (ICT), the social internet of things (IoT), and

artificial intelligence (AI), in electronic learning systems. Furthermore, this study examines the mediating role of digital literacy (DL) and pedagogical digital competence (PDC), as well as the potential moderating role of technostress (TS) (Khan dkk. 2024). In this context, proficiency in digital literacy represents a crucial competency for the field of education. Nevertheless, it is evident that a considerable number of educators remain uncertain about the potential of digital learning to facilitate innovative instruction for their students. A number of challenges impede the effective integration of digital learning in education. These include limited access to technology and inadequate school facilities that support its use, an insufficient curriculum in certain subjects that addresses digital literacy, and a lack of understanding among teachers regarding the effective use of technology in the classroom (Alexandro dan Basrowi 2024; Basrowi 2024; Basrowi dan Utami 2020). A review of the literature reveals the causes of low digital literacy among teachers and students in schools. These include limited access to technology and the internet, a lack of resources, and a lack of support from existing schools and educational institutions (Dashtestani & Hojatpanah, 2022; Mudra, 2020).

The limited proficiency in digital literacy has constrained the capacity to attain an education of superior quality. This is associated with a lack of comprehension of the subject matter and the current state of educational advancement. Furthermore, poverty is a significant contributing factor to low digital literacy rates (Udeogalanya 2022). Digital literacy equips educators with the ability to utilize pertinent software, applications, and technological tools in the teaching and learning process. Examples of digital literacy activities in an educational setting include communicating with educators and fellow students via social media, sending homework assignments via email and e-learning applications, learning based on e-learning applications, and other trusted sources (Akayoglu dkk. 2020).

Conversely, the advancement of business education, entrepreneurship, and Islamic values is equally crucial and inextricably linked to the lives of Muslim communities, particularly in their various contexts. An education in business based on Islamic principles can prevent individuals from engaging in transactions that are prohibited by Islamic law (Alim dkk. 2023). The development of business education from an Islamic perspective is a distinctive phenomenon, as it entails not only the application of conventional norms but also the performance of religious rituals (Fauziyah, Triyuwono, dan Purwanti 2023). The fundamental objective of business development is to facilitate self-development and economic growth. The advancement of business education will assist individuals in comprehending the intricacies of the business world, in the

management of financial resources, and in the establishment of a business enterprise. It is anticipated that he will achieve success in the field of halal business and contribute to the betterment of society (Bell dan Bell 2020).

Schools in Malaysia, for example the National Middle School, use a digital learning system which is used to make learning activities easier for teachers and students. DELIMa or Digital Educational Learning Initiative Malaysia which is a MOE Digital Learning platform founded by KPM after Frog VLE. Pomegranate. The DELIMa digital learning system is an initiative developed by KPM to offer various applications and digital learning. This system makes it easier for teachers and students to carry out PdPC activities by using one digital platform that has various things. Teachers and students can access the DELIMa platform using the MOE Digital Learning (DL) email that has been provided previously. KPM also collaborates with various parties in providing educational content to further strengthen this virtual learning platform. DELIMa focuses on 6 science subjects, Mathematics, History, Geography, ASK and RBT Form 1, this 2020 edition was initiated by the first generation of the Digital Learning Community Teacher Extension Program (KGDL+). Various materials such as interactive notes, videos, slides, quizzes and assessment materials are provided here for free.

In addition to quality teaching materials produced by KGDL+ teachers, this site also contains useful content from the Internet space, and the copyright is fully owned by the content producers. The Digital Learning Teacher Community Advanced Program or KGDL+ is a special program to ensure the continuity of education in Malaysia. This program consists of teachers who have high initiative, and work together to build a collection of digital teaching materials that is innovative, organized and meaningful.

Based on its profile, Bukit Katil National Secondary School (SMK) is a national secondary school located at Km 9, Jalan Tun Kudu, Bukit Katil. The main vision of Vocational School is to produce people who are innovative, technological and qualified. There are three missions carried out, namely; (1) equipping the School Resource Center (PSS) with high-tech information infrastructure, (2) presenting a collection of the latest and highest quality information treasures; and (3) integrate learning and make it easier with the latest technological media. PSS is a vehicle for the formation of a society that is knowledgeable, likes to read and has skills that are on par with the development of technology and communication as well as 21st century education. This is a new paradigm that is expected to have a positive impact on the PSS community at SMK Bukit Katil and become the basis for education from the Ministry Education Malaysia to improve the

quality of education in the country. So, the hope is to achieve international standard education.

In 2009, this school had 1,729 students with 102 teachers. The school has more male students than female students. The number is 923 male students and 797 female students. One of the best achievements of the students was winning the Football Championship in 2005. The Vocational School teacher's name is Encik Sharar bin Bakar, while the senior assistant is Encik Rahmat Sabri bin Azis.



Figure 1. The International Community Service Team, STEBI Lampung together with 3 Universities Delegations from Indonesia visited SMK Bukit Katil, Melaka, Malaysia

The problem faced by partners is the lack of knowledge about business education from an Islamic studies perspective. Apart from that, several teachers have never attended seminars on developing business education which is very important for increasing their insight as teachers at the SMK level. The teachers have never held discussion activities related to this topic face to face with lecturers or delegates from Indonesian universities.

The objective of this activity is twofold: firstly, to enhance the knowledge and insight of partners with regard to business education from an Islamic perspective; secondly, to augment the digital learning literacy and communication skills of partners. Furthermore, this activity is beneficial for fostering and fortifying connections between educators in related domains, such as digital learning, sharia economics, and finance. In terms of efforts to enhance the achievement of Key Performance Indicators (IKU) for lecturers in activities outside the campus setting, IKU outcomes derived from lecturers' work are utilized by the wider community. The objective of this international community service activity is to foster collaboration between SMK with the aim of developing digital

learning literacy and business education from an Islamic perspective. This will enable the enhancement of competitiveness at the national and international levels.

Based on the background of this problem, it is necessary to make (1) efforts to improve the skills, knowledge and insight of teachers regarding digital learning literacy and buying and selling business education from an Islamic perspective through seminars and joint discussions; (2) efforts to increase Islamic economic and financial literacy, communication skills within the scope of business education development, for teachers together with lecturers from various universities in Indonesia.

## 2. Method

This focus group discussion (FGD) activity involved teachers from Bukit Katil Vocational School, Melaka, Malaysia and also 30 delegates from three universities from Indonesia, namely Nurul Huda University (UNUHA) OKU East Sukaraja, STAI Darussalam Lampung, and Djuanda University Bogor.

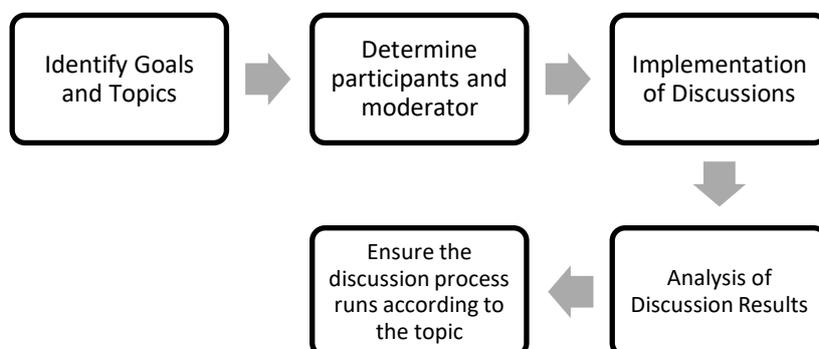


Figure 2. Stages of Focus Group Discussion (FGD)

Source: (Afiyanti 2008)

From Figure 2, step by step conducting FGD in this activity. First, clearly determine the aims and objectives of the FGD. The aim and objective of the FGD was to facilitate teachers and delegates in discussions on the topic of developing business education from an Islamic perspective.

Second, determine the participant criteria. Select participants with criteria of knowledge, experience and perspective that are relevant to the topic of this international community service activity. Consider including teachers from various departments relevant to the topic to gather diverse insights.

Third, plan logistics including date, time, duration and location of activities. The implementation time for this international community service is from 2-7 July 2023 in the multi-purpose building and teacher's room at SMK Bukit Katil, Melaka, Malaysia. The place was provided by the leadership of SMK Bukit Katil. The space in question provides a comfortable and conducive environment for discussion. Apart from that, food and drinks were also provided for the participants.

Fourth, development of a discussion guide that is used to outline key questions and topics discussed during the FGD. Key questions include; legal basis, basic values (ethics) in Islamic business, business education as a form of worship, and business management in Islam. The guide is structured in such a way that it has a logical flow and is able to facilitate focused and in-depth discussions. Open-ended questions were included to encourage participants to share experiences and insights.

Fifth, introduce the goals and objectives to participants. The team also explained discussion rules such as respecting the opinions of other participants, allowing each participant to speak, and maintaining confidentiality. The team encourages participants to participate actively and share their insights about business education in Islamic studies.

In their capacity as facilitators, the team oversees the discussion, ensuring that it adheres to the guidelines that have been prepared. Furthermore, the team encouraged participants to express their thoughts, experiences, and suggestions regarding the business education development topics that had been discussed. All participants are guaranteed the opportunity to speak and contribute to the discussion. Additionally, a series of probing questions was provided to participants to facilitate a more in-depth examination of specific points or to obtain further clarification.

The seventh objective is to cultivate an open and respectful environment through the establishment of an open and non-judgmental atmosphere, wherein participants may express their views with ease. The international community service team encourages active listening and mutual respect among participants. Furthermore, the management of potential conflicts and dominant voices is conducted in order to guarantee the fair participation of all activity participants.

It is imperative that comprehensive notes be taken during the FGD with the assistance of a member of the research team. Notebooks, smartphones for recording discussions, and cameras for documenting

them should be made available. Such records serve as a valuable resource for subsequent analysis and reporting.

In order to facilitate effective communication and ensure the accuracy of the information being conveyed, it is essential that the team periodically summarizes the main points of the discussion and requests confirmation or clarification from the participants regarding the topics being discussed. This guarantees that the international community service team will receive accurate and comprehensive information. The team sought to gain a more comprehensive understanding of the development of business education from an Islamic perspective by soliciting input from a variety of sources. The FGD should be brought to a close by a summary of the salient points discussed and expressions of gratitude for the participants' time and contributions.

Subsequently, the participants are afforded the opportunity to express their opinions or pose questions. Following the conclusion of the FGD, a review and analysis of the notes and insights derived from the participants is conducted.

### 3. Result

The advancement of digital learning literacy and business education is currently receiving heightened attention due to its significant impact on the landscape of educational development. Similarly, SMK Bukit Kantil in Melaka, Malaysia, exemplifies this phenomenon. The education of students in business from an Islamic perspective is distinctive due to its significant contribution to both self-development and economic growth. The education of individuals in the values of Islamic business ethics can assist them in comprehending the intricacies of the business world, in the management of financial resources, and in the establishment of a business enterprise. The application of Sharia economic and financial principles has the potential to facilitate the success of individuals as entrepreneurs, thereby contributing to the future growth of the economy. It is not only students who require training in the development of business education; teachers must also be equipped with the necessary skills to impart this knowledge to their students. A comprehensive understanding of business and relevant Islamic studies will undoubtedly foster a greater enthusiasm for entrepreneurial endeavors. The objective is to identify and implement strategies for the advancement of the business in question, whether it is currently in operation, in its nascent stages, or still in its conceptual phase.

International Community Service activities were carried out to promote activities for developing Islamic-oriented business education at Bukit Katil Vocational School, Melaka. Some of the important material being promoted is about how to utilize social media such as Facebook, YouTube, Instagram, and Twitter for learning and promoting schools. In this activity, the importance of creating an attractive website was also conveyed because the website is the digital face of the school and is a means of business learning. So, the website must be informative. In addition to basic information about the school's curriculum, vision, and mission, include information about school facilities, extracurricular programs, student achievements, and the latest news. Photo and video galleries as effective tools to provide a real picture of school life are also needed. Upload photos of the class atmosphere, student activities, and video interviews with teachers or students who excel will attract more interest. Thus, this activity has produced a product in the form of guidelines for various ways to promote schools by utilizing technology.

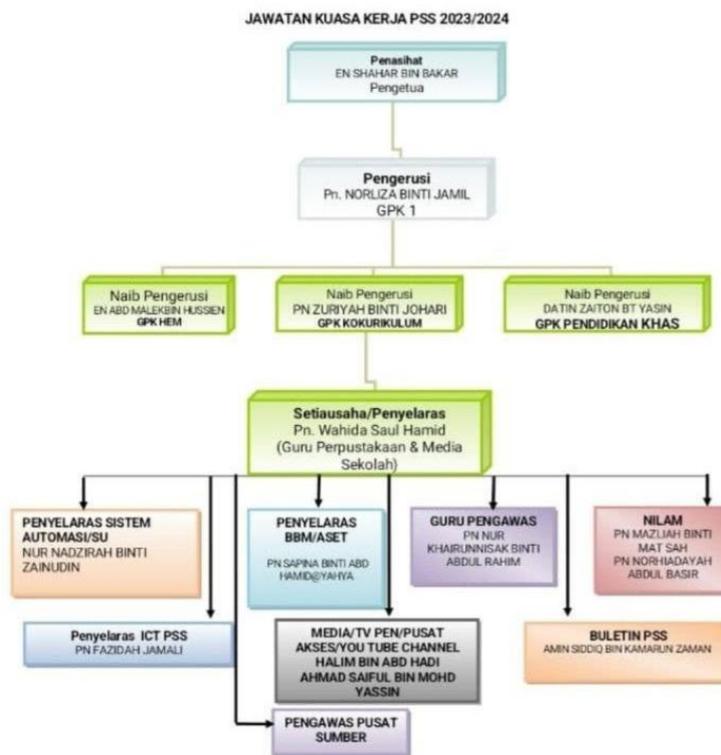


Figure 3. PSS Work Authority Office 2023/2024 SMK Bukit Katil, Melaka

The seminar's activities, which feature a diverse array of resource persons hailing from various Malaysian and Indonesian universities and representing a multitude of scientific disciplines pertinent to the subject matter, imbue the event with a profound sense of significance. Other motivations include the necessity to expand reading materials, research, seminars, training, and mentoring opportunities through community service programs, as well as to cultivate collaborative relationships with various parties. These factors are crucial for enhancing the competitiveness of SMK Bukit Katil Melaka, particularly in terms of teacher and student competence. Such diverse sources can also facilitate the creation of an optimal environment conducive to effective referencing by the academic community and students alike. The advancement of business education founded upon an Islamic perspective has the potential to serve as a conduit for novel insights, thereby motivating educators to engage in lifelong learning.

This enables them to prepare themselves in accordance with the learning process and subsequently compete at the national and international levels.



Figure 3. The International Community Service Team held a Seminar at SMK Bukit Katil

The results of interviews with several teachers conducted during the seminar, followed by class discussions, revealed that digital learning had not been fully utilized. This is attributable to a number of factors, including the relatively low level of digital literacy among teaching staff in educational establishments. Furthermore, the rapid pace of technological advancement necessitates a period of adjustment for educators to fully integrate these evolving tools into their pedagogical practices. A number of teachers indicated that they had never previously participated in a seminar or direct discussion with academics from various Malaysian and Indonesian universities. This activity represents a valuable contribution to the development of business education in schools. They typically participate in a range of training and seminar programs, conducted by both internal and external institutions, in both offline and online formats. The interview with the leadership of SMK Bukit Katil represents a novel

undertaking for the International Community Service team, one that is designed to ensure the long-term viability of this activity. Prior research examining the use of digital literacy as a pedagogical tool for prospective teachers indicated that these educators demonstrated a positive perception of digital literacy as an alternative learning resource. It is evident that the respondents demonstrated proficiency in the fundamental scientific and technological competencies, exhibiting high levels of competence in information literacy, media awareness, and computational thinking (Rusydiyah, Purwati, dan Prabowo 2020).



Figure 4. The International Community Service Team delivered material on Business Education from an Islamic Perspective and Discussion with SMK Bukit Katil Leaders

#### 4. Discussion

In their 2020 study, Kateryna and colleagues examine the influence of digital literacy on professional contexts, demonstrating how it empowers individuals to generate and disseminate digital content. These findings also elucidate the manner in which digital literacy can be employed to facilitate communication and problem-solving, thereby enabling effective and creative self-realization in the domains of education, work, and society. Three digital skills models can be identified that are largely complementary to one another. The 2018 version of DigCompEdu, the EU DigComp, and the 2025 Target Competency Model. These models elucidate the transformations in occupational circumstances and the requisite qualifications for employees in the context of digitalization. The proposal put forth is for the implementation of novel technologies in the pedagogical instruction of digital competencies that are sustainable, social, personalized, and oriented towards the identified needs and interests of the students. Furthermore, the integration of disparate educational technologies, training formats, and technical innovations into a unified educational system has been advocated. The enhancement of digital education quality is attributable to more sophisticated data analysis

and forecasting, as well as the development and deployment of sophisticated educational products utilizing artificial intelligence techniques. Enhanced forecasting instruments facilitate a more comprehensive comprehension of digital transformation across organizational departments, thereby guaranteeing their interconnection.

The process of developing digital literacy does not always yield optimal results on an annual basis. This is due to the numerous challenges that teachers and students must navigate. Previous studies have indicated that, despite the assertion by the majority of school teachers that their digital literacy levels are above average, empirical evidence suggests that over 50% of educational institutions are digitally proactive. This indicates that teachers do not appear to utilize ICT tools and digital resources in their professional practice. The differentiation of school groups is based on the level of digital activity (TDA) carried out on a weekly basis. This study also identifies several significant issues pertaining to the digital development of teachers in the context of technology integration in schools. These findings highlight the need for adaptations in school-based management (SBM) governance to address these challenges effectively (Quicoe dan Pata 2020). In a different opinion expressed by (Sánchez-Cruzado, Santiago Campión, dan Sánchez-Compañía 2021) in his study, it is explained that digital literacy is not a reality that supports the teaching and learning process. It is therefore argued that training programs are urgently needed for teachers to achieve an optimal level of digital skills, so that they can undergo a true paradigm shift, which ultimately combines educational methodologies and strategies.

A systematic literature review offers an overview of the field of digital literacy research in learning and education. The present study employed text mining to review 1,037 research articles published on the topic between 2000 and 2020. The review revealed the existence of numerous terms associated with digital literacy. Furthermore, the research identified six principal factors that define literature, namely information literacy, digital literacy development, digital learning, information and communication technology (ICT), social media, and 21st-century digital skills. These factors can be classified into three principal categories: digital literacy, digital learning, and 21st-century digital skills. These three streams are underpinned by a foundation in information and technology. The findings of this study provide avenues for further research and a framework for digital literacy in education (Audrin dan Audrin 2022). It can be surmised that a number of pivotal factors will influence the future trajectory of digital learning literacy in both learning and education. Moreover, this has the potential to be developed sustainably in the future.

There are several compelling reasons for developing business education based on an Islamic perspective for teachers. Firstly, educators should engage with a range of Islamic business theories in order to establish a robust foundation for both initiating and managing a business. Furthermore, they should disseminate this knowledge to their students. An Islamic business ethos that is free from usury (interest), *gharar* (uncertainty) and *maysir* (gambling) is considered superior on the grounds of its alignment with the values required. It is therefore hoped that an investigation into the values of Islamic economic philosophy as exemplified by the business practices of Muhammad (SAW) may provide a solution to the current deficiencies in business behavior (Uyuni 2021). Second, expanding social networks that enable teachers to socialize with other people who have various backgrounds and experiences. Networking will have a positive influence on the continuity of learning about business (Arquero dan Romero-Frías 2013). Third, hone high leadership to make the best decisions in developing business education and business models in schools. This can be a guide in making wiser decisions (Lorange dan Thomas 2016).

It is recommended that the international community service team provide outreach through seminars and discussions to the teachers at SMK Bukit Katil. Prior literature indicates that a considerable number of educators remain uncertain about the means of developing their competencies with regard to the utilization of digital learning and the creation of business education programs based on Islamic values. It is anticipated that teachers will gain a comprehensive understanding of digital literacy and Islamic business principles, which can then be conveyed to prospective Bukit Katil Vocational School graduates and to themselves. This is particularly relevant for those who face limitations in the business and industrial world. Universities play a pivotal role in equipping educators with the knowledge and skills necessary to optimize their contributions. It is similarly incumbent upon universities to establish collaborative relationships that yield benefits for the schools with which they engage. Through effective collaboration, the university can facilitate outreach and promotion. The school expressed considerable satisfaction with the manner in which the team organized discussions and seminars for teachers. Similarly, the teachers indicated that they gained a deeper comprehension of the procedures that must be undertaken to cultivate digital learning literacy and business education rooted in an Islamic perspective in the future.

## 5. Conclusion

The results of the analysis conducted by the international community service team prior to and following the implementation of the activities allow us to draw two significant conclusions. Firstly, with regard to the objective of enhancing teachers' literacy, knowledge and insight with respect to the utilization of digital learning and business development from an Islamic perspective, this has been achieved through the implementation of seminars and discussions with university lecturers. Secondly, with respect to the objective of enhancing Islamic economic and financial literacy, communication skills within the scope of developing buying and selling business education for teachers in collaboration with lecturers from various universities in Indonesia, this has also been achieved to a considerable extent. It can thus be concluded that the partners' knowledge and insight regarding the effective utilization of digital learning and the imparting of business education from an Islamic perspective has increased. Furthermore, there has been an observable enhancement in the digital literacy and knowledge base of the partners. Prior to the implementation of the activity, the partners encountered several challenges. Primarily, there was a notable lack of familiarity with the utilization of digital learning and business education from an Islamic perspective. Additionally, the majority of teachers had not had the opportunity to participate in seminars on digital learning literacy and the advancement of business education in person with lecturers from international universities. Following the completion of this international community service activity, the participating teachers exhibited enhanced knowledge, literacy, and communication skills. This is evidenced by their capacity to respond to a range of queries posed during the discussions. Furthermore, the teachers evinced enthusiasm in establishing cordial relationships with lecturers from diverse academic disciplines. It can thus be concluded that international community service activities have a positive impact on teachers' knowledge about developing digital learning literacy and business education from an Islamic perspective.

## 6. Acknowledgment

The International Community Service Team would like to thank the Lampung Islamic College of Economics and Business, Chair of STEBI Lampung, Dr. Reza Ronaldo, MM and Universiti Geomatics Malaysia. We would also like to thank Pengetau, Encik Shahr bin Bakar, Senior Assistant for Student Affairs, Encik Rahmat Sabri bin Azis, and the participants from SMK Bukit Katil Melaka, Malaysia who participated in the activity. Thank

you to the Vice Chancellor, Professor Dr Abaidullan Bin Mustaffa, Universiti Geomatics Malaysia who has contributed a lot to the implementation of this International Community Service program. We would like to thank the President of the ASEAN Academic Association/President of AFEBIS/Dean of the Faculty of Islamic Economics and Business, UIN Raden Intan Lampung/Chair of the STEBI Lampung Foundation, Prof. Tulus Suryanto, MM., Akt., CA., CMA., CFA., PIA., ASEAN CPA.

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