



KITA KREATIF
PUSAT RISET KOMUNIKASI PEMASARAN, PARIWISATA
DAN EKONOMI KREATIF UNIVERSITAS SYIAH KUALA

Jurnal Pengabdian Bakti Akademisi

PUSAT RISET KOMUNIKASI PEMASARAN, PARIWISATA DAN EKONOMI KREATIF
UNIVERSITAS SYIAH KUALA

Citation:

Halim, H., *et.al.*, (2025). Digital Transformation Education for Identifying Future Business Opportunities.
Jurnal Pengabdian Bakti Akademisi, 2(2). 61-70.

Digital Transformation Education for Identifying Future Business Opportunities

Hendra Halim^{1*}, Muharman Lubis², Fahdi Saidi Lubis³, Taufiq C. Dawood⁴, M. Shabri
Abd. Majid⁵, Amri⁶, Zulkifli⁷, Ni Made Purnami⁸, Eka Nurlina⁹, Vivi Silvia¹⁰

^{1, 3, 4, 5, 6, 7, 9, 10} Fakultas Ekonomi dan Bisnis, Universitas Syiah Kuala, Indonesia

² Fakultas Rekayasa Industri, Telkom University, Indonesia

³ Computer Science and Information Technology, International Islamic University Malaysia,
Malaysia

⁸ Fakultas Ekonomi dan Bisnis, Universitas Udayana, Indonesia

^{*} Corresponding Author: hendra.halim@usk.ac.id

ARTICLE INFO

Received: 18-04-2025

Revised: 22-05-2025

Accepted: 26-05-2025

Available online: 30-
05-2025

ISSN: 3047-8820

DOI:

[https://doi.org/10.2481/
pba.v2i2.45681](https://doi.org/10.2481/pba.v2i2.45681)

Keyword: Digital

Transformation,

Business

Opportunities, Internet

of Things (IoT), Big

Data

ABSTRACT

The rapid advancement of digital technology has created a pressing need for digital transformation in various sectors, including entrepreneurship. However, many students and academics still lack adequate understanding and skills to identify future business opportunities through digital approaches. This community service activity, titled "Digital Transformation Education for Identifying Future Business Opportunities," was conducted to address this issue. The program involved students and lecturers from Telkom University's Faculty of Industrial Engineering and Syiah Kuala University. Using the Service Learning (SL) approach, the activity was carried out through an online seminar that combined theoretical explanations and interactive discussions with digital business practitioners. Two experts in Islamic economics and information technology served as the resource persons. The activity aimed to increase digital literacy and entrepreneurial awareness among participants. Assessment through pre-test and post-test evaluations revealed a significant improvement in understanding, with the average score increasing from 63.5 to 85.8. The results demonstrate that structured digital transformation education can effectively enhance the capacity of the academic community in identifying and developing digital-based business opportunities. This activity also contributes to the achievement of Sustainable Development Goals (SDGs), particularly in promoting quality education, decent work and economic growth, and fostering innovation.

1. Introduction

The development of digital technology globally has created fundamental changes in various aspects of life, including economics, education, communication, and entrepreneurship. According to the World Economic Forum (2024), digital transformation has created an economic value of \$3.7 trillion worldwide. This phenomenon is driven by rapid advances in artificial intelligence, cloud computing, the Internet of Things (IoT), and big data analytics that revolutionize businesses' operations (McKinsey & Company, 2024). According to Schwab (2015), the fourth industrial revolution has driven the integration of physical, digital, and biological systems, requiring society to be more adaptive in dealing with these dynamics. The World Economic Forum (2024) also emphasizes that digitalization opens up new opportunities while demanding new competencies in society, especially in facing global economic uncertainty post-pandemic. However, significant challenges are still faced by the academic community, especially among students and lecturers at various universities, regarding understanding and skills in strategically utilizing digital transformation to identify future business opportunities. Research by Nambisan et al. (2019) showed that digital transformation requires a fundamental change in entrepreneurial mindset, including using data, algorithms, and digital technology in the value creation.

The main problem faced by the target audience of this activity—namely students and lecturers at the Faculty of Industrial Engineering, Telkom University, and Syiah Kuala University—is the suboptimal literacy and readiness in facing the dynamics of the digital economy, including a lack of understanding of how to analyze digital trends to formulate relevant and sustainable business opportunities. This problem is directly related to the Sustainable Development Goals (SDGs), especially Goal 4 (Quality Education), Goal 8 (Decent Work and Economic Growth), and Goal 9 (Industry, Innovation, and Infrastructure) (UN, 2015).

The literature review shows that various studies have focused on digital transformation and entrepreneurship. Theoretical studies discuss digital business models such as the platform economy and disruptive innovation (Christensen, 2015; Parker et al., 2016). Meanwhile, empirical research reveals the effectiveness of hybrid learning and the role of mentoring in the success of digital startups (Brown et al., 2024; Ghezzi & Cavallo, 2018).

In addition, various literature studies and previous community service activity reports show that digital transformation-based education can improve community readiness in facing the challenges of Industry 4.0 and 5.0 (Lukita et al., 2022; Sudirman et al., 2024; Yacub et al., 2023). The results of the community service that has been carried out previously prove that the digital literacy-based approach, entrepreneurship training, and information technology integration have proven to be able to strengthen the capabilities of partners who receive education (bin Abd Karim et al., 2024; Halim et al., 2023; Halim, Hanidah, et al., 2024; Halim, Novindra, et al., 2024; Hanidah et al., 2024; Hibatullah et al., 2021; Majid et al., 2021; Rivani et al., 2024; Riyaldi, Halim, Firdaus, et al., 2024; Riyaldi, Halim, Nurdin, et al., 2024; Riyaldi, Syahrizal, et al., 2024; Yusrizal et al., 2024). However, gaps are still visible in the context of its implementation in the academic environment, especially in connecting the theory of digitalization with the practice of creating adaptive and data-based business opportunities.

This gap shows that this problem requires an immediate and strategic solution, especially with a conceptual but also practical and applicable approach. In this activity, the new approach offered is interactive webinar-based education that combines the perspectives of Islamic economics, digital marketing communications, and the latest technology trends. This approach

provides a collaborative learning experience across disciplines, strengthening participants' analytical power and creativity in identifying and formulating future business opportunities.

The main objective of this community service activity is to educate and provide students and lecturers with information about digital transformation as a strategic tool for analyzing and identifying business opportunities innovatively and sustainably. The purpose of writing this article is to document the process, approach, and results of the community service activities that have been carried out, as well as to contribute to the development of science and technology, especially in digital transformation and entrepreneurship.

2. Methods

This community service activity targets academic communities of students and lecturers from two higher education institutions, namely the Fakultas Rekayasa Industri, Telkom University, and the Program Studi Ekonomi Islam, Fakultas Ekonomi dan Bisnis, Universitas Syiah Kuala. Students from Telkom University have a background in engineering and systems science but need to strengthen their cross-disciplinary understanding in identifying digital business opportunities.

Meanwhile, Islamic economics students from Universitas Syiah Kuala have a conceptual basis in Islamic economics and entrepreneurship but still have limitations in utilizing technology for business development. Lecturers from both institutions are also involved as companions and participants who need to strengthen their insight into digitalization trends and practical approaches to entrepreneurship. This activity involved more than 100 participants, composed of 90% students and 10% lecturers, who actively participated in discussions, reflections, and preparing business ideas. The parties involved in organizing the activity consisted of: (1) The Academic Service Team, namely lecturers and researchers from both universities with expertise in Islamic economics, digital marketing, entrepreneurship, and information technology, who are tasked with designing materials, implementation, and evaluation; (2) The resource persons consist of Hendra Halim, M.E. (Lecturer in Program Studi Ekonomi Islam, Fakultas Ekonomi dan Bisnis, Universitas Syiah Kuala | Secretary of Pusat Riset Komunikasi pemasaran, Pariwisata, dan Ekonomi Kreatif Universitas Syiah Kuala) and Fahdi Saidi Lubis, M.Kom. (Doctoral Candidate International Islamic University Malaysia). Both resource persons have a background as Islamic entrepreneurship experts and information technology practitioners who provide material based on academic and practical experience; (3) The Technology and IT Support Team, which ensures the smooth technical running of online activities, including Zoom Meeting arrangements, documentation, and participant management; and (4) Participants, namely students and lecturers who act as beneficiaries as well as active contributors in discussions and reflections. This activity uses a Service Learning (SL) approach that integrates academic learning with community service through five main stages (Agus Afandi et al., 2022).

The planning stage includes identifying needs through discussions with student representatives, compiling material modules, and determining resource persons and webinar schemes. The technical preparation stage includes setting up the Zoom platform (including polling and breakout room features), creating presentation materials, and distributing invitations. The implementation stage was carried out on March 17, 2025, via Zoom Meeting with the agenda of presenting material by two speakers (digital transformation from an Islamic economic perspective and identification of digital business opportunities), interactive discussions, and participant reflections via an online form. The reflection and evaluation stage involved

participants filling out a reflective form that included new insights, business ideas, and anticipated challenges. The follow-up stage was conducted by analyzing the reflection results to design a follow-up program, such as more applicable digital entrepreneurship training or workshops.

The primary material presented included four key topics: (1) Digital Transformation in Business, which discusses the concept and practice of digital transformation in creating business opportunities; (2) Entrepreneurial Mindset in the Digital Era, to strengthen the entrepreneurial mindset based on digital trends; (3) Islamic Business Values and Innovation, regarding the integration of Islamic economic values in modern business innovation; and (4) Future Business Trends, which reviews seven business trends due to technological transformation. Supporting tools for activities include Zoom Meeting as the leading platform, interactive presentations and infographics, and Google Forms for collecting reflections.

Evaluation of the success of the activity was carried out using quantitative instruments. Data were collected from pre-activity questionnaires (measuring initial understanding), post-activity questionnaires (assessing increased understanding), written reflections of participants, video documentation, and Zoom chats. Indicators of success include: (1) active attendance of at least 80 participants; (2) an increase in understanding scores of 20% based on the questionnaire; (3) quality of participant reflections that demonstrated conceptual understanding and applicable ideas; (4) the emergence of at least 10 potential business ideas; and (5) participant satisfaction level $\geq 85\%$. Quantitative data analysis used descriptive statistics (mean, median, percentage) to measure increased understanding, while qualitative data from reflections and discussions were analyzed thematically to evaluate the impact of the activity.

3. Result and Discussion

This community service activity was carried out online through the Zoom platform on March 17, 2025, involving more than 100 participants from two institutions: Telkom University and Universitas Syiah Kuala. As explained in the method, this activity aims to improve students' understanding and ability to identify business opportunities through a digital transformation while maintaining Islamic economic values.

Summary of Speaker's Presentation

This community service activity presents Hendra Halim, M.E., an academic and practitioner from Universitas Syiah Kuala, as the main speaker with the theme "Digital Transformation Education for Identifying Future Business Opportunities". This presentation provides a holistic perspective on the use of digital technology in building business resilience, especially for MSME actors, with an approach that integrates Islamic economic principles and technology-based innovation.

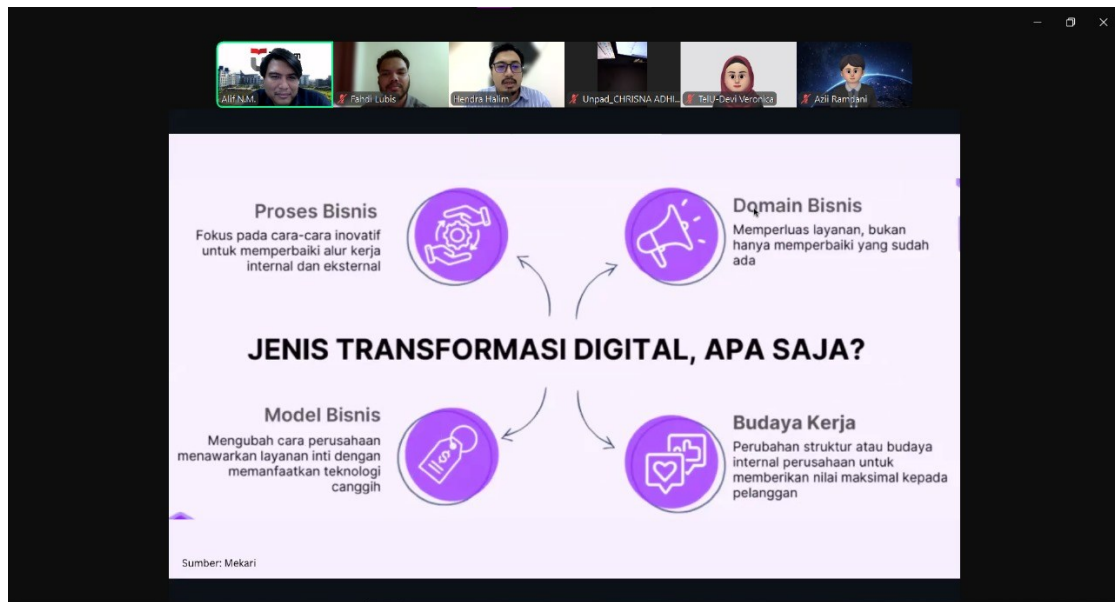


Figure 1. Speaker's Presentation Material

The speaker clearly distinguishes between digitalization and digital transformation. Digitalization is the conversion of manual processes to digital formats, such as document scanning or automation of simple tasks. Digital transformation involves fundamental changes in business models, work culture, and value creation through technology. A real example is given through the case study of Telkomsel, which not only adopted technology but also transformed services with the #PastiAdaSolusi campaign to answer the specific needs of the community. The material highlights seven key trends that are revolutionizing modern business:

- (1) Big Data: Used for predictive analysis, such as the Go-Jek algorithm that processes 120 data signals to optimize food delivery and transportation services.
- (2) Artificial Intelligence (AI): Increasing efficiency in various sectors, from smart homes to health diagnostics. Data shows the growth of the AI market from 0.6 billion (2016) to 37 billion (2025).
- (3) Internet of Things (IoT): Its implementation in smart farming and energy management shows excellent potential for resource efficiency.
- (4) Marketing Automation: CRM and social media analytics help MSMEs effectively manage 5.24 billion social media user identities (We Are Social, 2025).
- (5) Micro-Personalization: Machine learning technology enables businesses to understand individual customer preferences, creating more relevant experiences.
- (6) Experience Economy: A paradigm shift from ownership of goods to experience-based services, such as daily iPhone rental businesses for creative content.
- (7) Analytics-Driven Business Model: The success of platforms such as Halodoc and Netflix demonstrates the importance of data in creating personalized services.

The speakers emphasized the need for collaboration between digital innovation and sharia principles. Some concrete examples discussed included:

- (1) AI-based Zakat Application: Facilitating transparent Zakat calculation and distribution.
- (2) Halal E-commerce Platform: Bringing together producers and consumers of halal products with digital certification features.

-
- (3) Inclusive Financial Services: Adopting blockchain technology to ensure transaction security by Sharia principles.

Participants were invited to understand the concept and apply it through a Service Learning approach. Using simple tools such as Business Model Canvas, the speakers gave examples of how students can develop business ideas, such as a halal tourism marketplace or Sharia content services for MSMEs. Challenges such as the digital divide and limited infrastructure were also discussed, with solutions in the form of ongoing training and multi-party collaboration.

This presentation provided theoretical insights and practical inspiration for participants to become agents of change and encourage MSMEs to transform digitally. By combining technology, entrepreneurship, and local values, innovations that contribute to sustainable economic development are hoped to be born.

Activity Results

To measure the activity's success, an evaluation was carried out using pre-activity and post-activity questionnaire instruments and participant reflections. The following are the results of the evaluation of the indicators that have been set:

Table 1. Summary of Activity Success Indicators Achievements

No	Indicator of Success	Target	Achievement
1	Number of active participants	≥ 80 participants	103 active participants
2	Increased understanding (pre vs post-test)	$\geq 20\%$ increase	35% increase in average
3	Number of business ideas that emerged in reflection	≥ 10 ideas	17 innovative business ideas
4	Participant satisfaction with activities	$\geq 85\%$ satisfied/very satisfied	91,2% stated very satisfied/satisfied

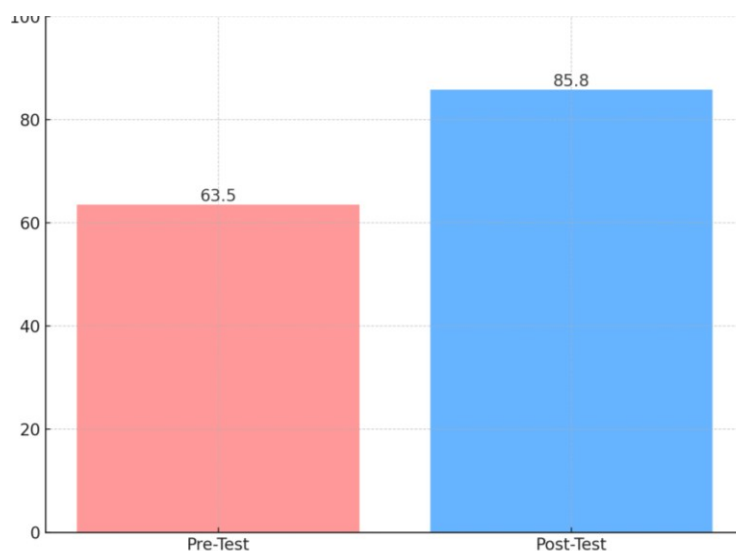


Figure 2. Comparison of Pre-Test and Post-Test Average Scores

The average pre-test score of participants was 63.5 (scale 0-100), while the post-test score increased to 85.8. That indicates a significant increase in understanding digital transformation and identifying business opportunities.

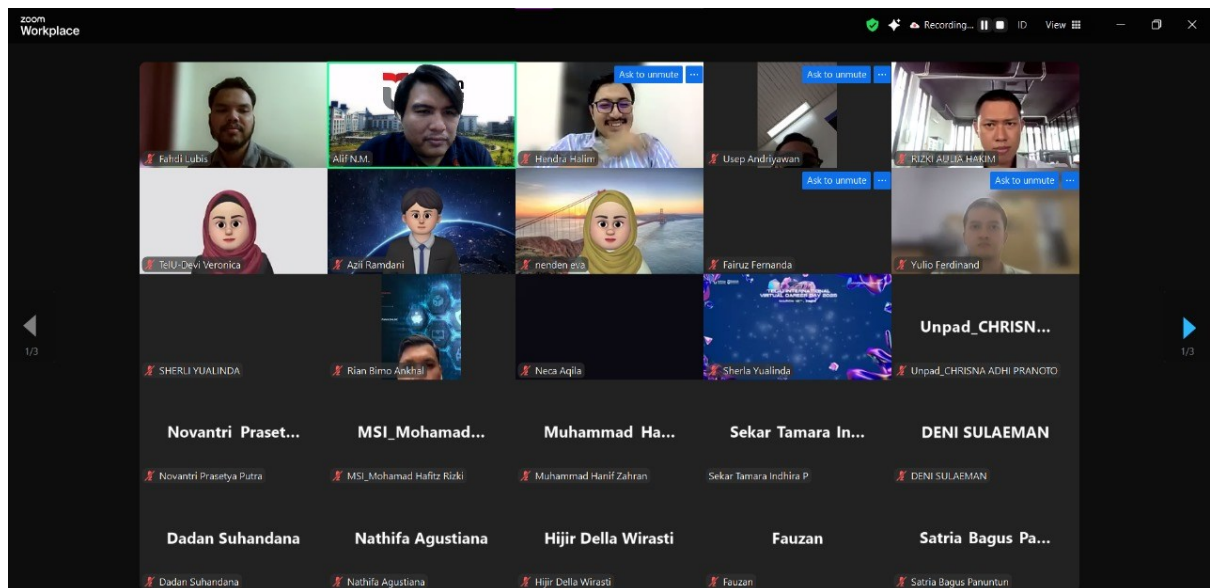


Figure 3. Activity Documentation

Analysis of participant reflections revealed three main insights gained: (1) understanding the urgency of digital transformation in modern business models, (2) mastery of tools such as Google Trends and Business Model Canvas, and (3) the ability to integrate Islamic economic values in digital business development. Some of the innovative business ideas generated include an AI-based zakat consultation application, a local halal product e-commerce platform, sharia content management services for MSMEs, an Aceh halal tourism market aggregator, and an Islamic financial education application for Gen Z. These ideas demonstrate the participants' ability to combine aspects of technology, entrepreneurship, and Islamic values.

Discussion

The results of this activity show that the Service Learning (SL) approach can encourage active participant involvement while increasing digital literacy in entrepreneurship. This finding is in line with research by Bringle & Hatcher (2000) which states that SL is effective in creating real-world problem-based learning experiences that are oriented towards social action.

The increase in participants' understanding scores by 35% from the pre-test to the post-test supports Aithal & Aithal (2016) argument that integrating digital technology in academic and entrepreneurial contexts can encourage student innovation and competitiveness. On the other hand, the emergence of ideas based on Islamic values emphasizes the importance of an ethical approach in digital entrepreneurship, as suggested by Alserhan (2011) within the framework of Islamic branding and marketing ethics. Compared to other community service activities that focus on digital technical training without value integration or reflection (e.g. (Purwanto et al., 2021)), this activity approach offers uniqueness in terms of integrating spiritual and reflective values that enrich participants' learning outcomes.

This activity makes a real contribution to achieving the SDGs, especially (1) Goal 4 through increasing digital literacy, (2) Goal 8 with the development of creative business ideas, and (3) Goal 9 through encouraging technology-based innovation. Some good practices that are worth replicating include (1) reflection-based learning models, (2) cross-institutional and cross-disciplinary collaboration, and (3) inclusive and applicable use of technology. This approach can be a model for developing a digital entrepreneurship curriculum in higher education institutions based on Islamic values.

Although successful, several obstacles were faced. First, the internet connection problems experienced by some participants confirmed Hargreaves (2021) findings regarding the inequality of digital access in Indonesia. Second, differences in participants' knowledge backgrounds were overcome through a two-way communication approach and simple case studies. These obstacles are natural challenges in cross-institutional and multidisciplinary activities but can be minimized through inclusive learning strategies and mature technical anticipation.

4. Conclusion

The community service activity "Education on the Utilization of Digital Transformation to Identify Future Business Opportunities" provided significant understanding to the participants, who consisted of students and lecturers from the Faculty of Industrial Engineering, Telkom University, and Syiah Kuala University. That can be seen from the increase in the average score of participants from 63.5 on the pre-test to 85.8 on the post-test. This achievement proves that the service learning approach applied in this activity effectively integrates theory with real practice.

The implications of this activity are very important in supporting the Sustainable Development Goals (SDGs), especially Goal 4 (Quality Education), Goal 8 (Decent Work and Economic Growth), and Goal 9 (Industry, Innovation and Infrastructure). With increasing digital literacy and participants' understanding of technology-based business opportunities, they hoped to become agents of change in driving digital transformation in their respective environments.

Furthermore, this activity contributes to developing science and technology, especially applying digital technology to entrepreneurship. Therefore, this education model can be used as a best practice replicated in other communities to expand the positive impact of digital transformation in community-based economic development.

Acknowledgment

This service is a result of collaboration between Fakultas Ekonomi dan Bisnis Universitas Syiah Kuala, Fakultas Rekayasa Industri Telkom University, Computer Science and Information Technology, International Islamic University Malaysia, dan Fakultas Ekonomi dan Bisnis, Universitas Udayana. All parties involved contributed to the success of this activity.

References

Agus Afandi, Nabiela Laily, Noor Wahyudi, Muchammad Helmi Umam, Ridwan Andi Kambau, Siti Aisyah Rahman, Mutmainnah Sudirman, Jamilah, Nurhira Abdul Kadir, Syahruni Junaid, Serliah Nur, Rika Dwi Ayu Parmitasari, Nurdiyanah, Jarot Wahyudi, & Marzuki Wahid. (2022). *Metodologi pengabdian masyarakat*. Direktorat Pendidikan Tinggi Keagamaan Islam Direktorat Jenderal Pendidikan

-
- Aithal, P. S., & Aithal, S. (2016). Impact of on-line education on higher education system. *International Journal of Engineering Research and Modern Education (IJERME)*, 1(1), 225–235.
- Alserhan, B. A. (2011). Researching Muslim consumers: Do they represent. *Management*, 18, 34–49.
- bin Abd Karim, M. R., Lada, S., Halim, H., Kesuma, T. M., Siregar, M. R., Riyaldi, M. H., Nizam, A., Abd Majid, M. S., Dawood, T. C., & Priantana, R. D. (2024). Training on Management Control System in Printing Entrepreneurs. *Jurnal Pengabdian Bakti Akademisi*, 1(4).
- Bringle, R. G., & Hatcher, J. A. (2000). *Successful service-learning programs: New models of excellence in higher education*. Taylor & Francis.
- Brown, C., Huber, E., Bone, E., Gribble, L., Lys, I., Dickson-Deane, C., Yu, P., Markauskaite, L., & Campbell, C. (2024). Academic women co-designing education futures in a postdigital world. *Postdigital Science and Education*, 6(1), 300–320.
- Christensen, C. M. (2015). *The innovator's dilemma: when new technologies cause great firms to fail*. Harvard Business Review Press.
- Ghezzi, A., & Cavallo, A. (2018). Agile Business Model Innovation in Digital Entrepreneurship: Lean Startup Approaches. *Journal of Business Research*, 110. <https://doi.org/10.1016/j.jbusres.2018.06.013>
- Halim, H., Hanidah, I. I., Fadhil, R., Ramadhani, E., Rahimi, S. A. El, Khairi, F., Sari, N., Muftahuddin, M., Amri, K., & Raisa Ullya Nisva. (2024). Sharing Session: Successful Student Entrepreneurship Management at the University Level. *Asian Journal of Community Services*, 3(12), 1103–1112. <https://doi.org/10.55927/ajcs.v3i12.12299>
- Halim, H., Kesuma, T. M., Siregar, M. R., Riyaldi, M. H., Sari, N., Sitepu, N. I., Syahrizal, T. M., Umuri, K., Nurlina, E., & Sentosa, D. S. (2023). Workshop and International Company Visit: Export Opportunities for Aceh's Creative Economy Products. *Asian Journal of Community Services*, 2(10), 791–800.
- Halim, H., Novindra, N., Maisaroh, M., Fadhil, R., Miftahuddin, M., Murkhana, M., & Riyaldi, M. H. (2024). Empowering Local Economies: Training on Management and Development of Gampong-Owned Business Entity (BUMG). *Jurnal Pengabdian Bakti Akademisi*, 1(2).
- Hanidah, I.-I., Halim, H., Fadhil, R., Kesuma, T. M., Siregar, M. R., Ramadhani, E., Ginting, L. M., Najla, N., Fakhrurrazi, F., & El Rahimi, S. A. (2024). Training to Build a Creative and Innovative Young Entrepreneur Mindset. *Jurnal Pengabdian Bakti Akademisi*, 1(4).
- Hargreaves, A. (2021). Austerity and inequality; or prosperity for all? Educational policy directions beyond the pandemic. *Educational Research for Policy and Practice*, 20(1), 3–10.
- Hibatullah, M. Z., Aufar, A., Nawari, M. S., Razali, M. I., & Halim, H. (2021). *Community Service: COVID-19 Pandemic and its Impact on Student Entrepreneurs in Indonesia and Malaysia*.
- Lukita, C., Christina, S., Pranata, S., & Supriyadi, A. (2022). Peningkatan kapasitas mahasiswa dalam menghadapi peluang dan tantangan di era transformasi digital society 5.0. *Jurnal Abdi Insani*, 9(3), 955–962.

-
- Majid, I., Syahrizal, T. M., Dawood, T. C., Riyaldi, M. H., Umuri, K., & Halim, H. (2021). *How to Start Business and Maintain its Survival during the COVID-19 Pandemic Crisis?*
- McKinsey & Company. (2024, February 24). *When will we see mass adoption of gen AI?*
- Nambisan, S., Wright, M., & Feldman, M. (2019). The digital transformation of innovation and entrepreneurship: Progress, challenges and key themes. *Research Policy*, 48(8), 103773.
- Parker, G. G., Van Alstyne, M. W., & Choudary, S. P. (2016). *Platform revolution: How networked markets are transforming the economy and how to make them work for you*. WW Norton & Company.
- Purwanto, A., Asbari, M., & Julyanto, O. (2021). Pelatihan Publikasi di Jurnal International Bereputasi Pada Dosen Universitas Faletchan. *Journal of Community Service and Engagement*, 1(01), 18–24.
- Rivani, R., Halim, H., Fadhil, R., Ramadhani, E., Agustina, R., Purnami, N. M., Dinaroe, D., Hanidah, I. I., Maulana, M. R., & Saleha, S. (2024). Training on WhatsApp Business Optimization for Student Entrepreneurs of Universitas Syiah Kuala. *Jurnal Pengabdian Bakti Akademisi*, 1(4).
- Riyaldi, M. H., Halim, H., Firdaus, M., Syahrizal, T. M., Faisal, F., Darwanis, D., Murkhana, M., & Jamal, A. (2024). Socialization and Counseling on the Dangers of Drugs in Dayah Mini Aceh. *Jurnal Pengabdian Bakti Akademisi*, 1(2).
- Riyaldi, M. H., Halim, H., Nurdin, R., Budin, D. S. A., Nizam, A., bin Abd Karim, M. R., & Lada, S. (2024). Socialization of Economic and Islamic Financial Sustainability for Student Entrepreneurs in Kota Kinabalu, Sabah, Malaysia. *Asian Journal of Community Services*, 3(7), 653–662.
- Riyaldi, M. H., Syahrizal, T. M., Halim, H., Susanna, S., & Rani11, D. M. (2024). *Socialization of Cash Waqf Management in Universities in Malaysia*.
- Schwab, K. (2015). World economic forum. *Global Competitiveness Report (2014-2015)*.
- Sudirman, A., Bangun, R., Krisnanik, E., Putro, S. E., Safari, A., Alfinuri, N., Halim, H., Ladjamuddin, S. M., & Awaludin, D. T. (2024). *BISNIS INFORMASI*. Penerbit Widina.
- UN. (2015). *Transforming our world: The 2030 agenda for sustainable development. Resolution adopted by the general assembly on 25 September 2015*.
- World Economic Forum. (2024). *The Future of Growth Report 2024*.
- Yacub, R., Sophan, I., Herlina, H., Mulyeni, S., Susilawati, E., & Anwar, A. (2023). Menumbuhkan minat berwirausaha di era revolusi industri 4.0 dan digital society 5.0 pada siswa/i SMK Multimedia Binkara Cianjur Jawa Barat. *Jurnal Pengabdian Masyarakat*, 1(1), 1–10.
- Yusrizal, Y., Sentosa, D. S., Halim, H., Majid, M. S. A., Mazwan, R., Sasra, S. F., Nasir, M. F., Zulfa, Z., Ridmailis, R., & Maira, H. (2024). Empowering Aceh's SMEs Mentors: A Journey of Excellence in Competence Development for Sustainable Growth. *Jurnal Pengabdian Bakti Akademisi*, 1(2).