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Educational technology sharing platform as social enterprise business model in Indonesia: A case study of Ruang Belajar virtual

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Abstract--The advancement of information technology and the global epidemic of Covid-19 have hastened and fundamentally altered the education sector in Indonesia. The disruption has impacts on the growing demand for knowledge, skills, and attitudes related to the use of educational technology in accordance with global dynamics. Ruang Belajar Virtual (RBV) is a virtual learning environment designed to assist Indonesian educators who wish to upgrade their understanding of cutting-edge technology continually. Additionally, RBV serves as a venue for teacher collaboration and innovation through technology. This study aims to determine the benefits of Ruang Belajar Virtual to teachers and forecast RBV's business prospects as a Social Enterprise business model. This study employed a mixed-method approach, combining qualitative and quantitative techniques. The findings indicate that RBV users agree that this learning platform can help them enhance their knowledge and abilities related to educational technology use. RBV as a Social-Enterprise business model also has bright prospects.

Keywords--educational technology, sharing platform, social enterprise, Ruang Belajar virtual.

Introduction

The epidemic of COVID-19 has altered the course of daily life and wrought profound changes in the area of education. From basic to secondary to postsecondary, almost all educational institutions are forced to use distance learning during this pandemic. Web-based learning through information technology is seen as an innovative breakthrough that deserves to be

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implemented since it enables training participants to access more complete learning resources than those delivered in the classroom by the training facilitators.

At the moment, the use of e-learning technology in the implementation of distance learning is becoming increasingly necessary to support the learning process. Teachers must respond by implementing the appropriate technologies. Teachers must try to boost students' absorption of material delivered both synchronously and asynchronously in the virtual classroom while also increasing students' active involvement, critical thinking abilities, and creativity. As a result, teachers must be self-aware in order to adapt to changing learning needs through the use of cutting-edge technology.

Ruang Belajar Virtual (RBV) is an educational technology knowledge exchange platform based on the internet. RBV operates under the social enterprise business model. Bornstein and Davis (2010) define social entrepreneurs as people who begin and lead change processes that are growth-oriented, impact-oriented, and self-correcting. Meanwhile, Eslahchi and Osman (2021) describe social entrepreneurship as a term that refers to non-profit organizations that use creative approaches to address complicated social challenges. The purpose of this study is to ascertain the benefits of the Ruang Belajar Virtual to its users (teachers and lecturers in Indonesia) and to forecast RBV's financial possibilities as a Social Enterprise business model.

Method

This research employs both qualitative and quantitative methodologies. A population of RBV users is composed of twenty individuals surveyed to accomplish the research objectives. It has users of various ages and genders. A web-based survey was used to administer the questionnaire. The following are the research questions for this study:

- Is RBV's role as an educational learning and sharing platform capable of enhancing teachers' ability to adapt to the new era through technology in the teaching and learning process?
- How will RBV, as a social entrepreneur business model, continue to exist and serve its stakeholders?

Results and Discussion

A social enterprise evolves and develops to achieve specific societal benefits, which can be accomplished by involving as many stakeholders as feasible and the beneficiaries of the social company's existence. Their roles range from financing sources (donors and customers) to value development and delivery partners (volunteers and professionals) (Qastharin, 2016). According to Olofsson, Hoveskog, and Halila (2018), when Social Enterprises expand their economic activities, they are highly impacted by a strong vision. Over time, the focus of Business Model Innovation shifted away from novelty and toward customer locking and efficiency of internal management operation. Additionally, the stage of client locking is crucial during the market penetration and development phases.

Ruang Belajar Virtual, established in August 2021, is still in its novelty stage. The Ruang Belajar Virtual's operating activities are financed independently by the RBV developer. In comparison, some Social Enterprises are funded through a non-profit subsidiary that delivers paid services to corporate clients (Nasruddin and Misaridin, 2014). Salsabila and Hasbi (2021) discovered that the brand image of Kitabisa.com, an Indonesian crowdfunding social enterprise, has a considerable influence on user decisions to donate, as does the users' trust in Kitabisa.com. These data provide a solid platform for projecting the future success of Ruang Belajar Virtual. Additionally, the success of a social enterprise cannot be quantified solely in terms of profit earned. However, it must be contextualized within the framework of the enterprise's primary purpose for being.

As a social enterprise, Ruang Belajar Virtual must evaluate the program that has been implemented. The program is evaluated to determine the advantages or satisfaction of participants with the services provided during training and webinars in the Ruang Belajar Virtual. The following factors are considered when evaluating the Ruang Belajar Virtual: benefits of ICT for learning, satisfaction with the implementation of webinars and training (easy access to material, attractiveness of material presentation, clarity of material), and the benefits obtained by studying with the Ruang Belajar Virtual. The evaluation of participants' satisfaction with the delivery of webinars and training (easy access to material, attractiveness of presentation of material, clarity of material, and benefits obtained) through study with the Ruang Belajar Virtual is summarized in Table 1.

Table 1
User Survey result of RBV Services

| Service Parameters | Average | Description |
|------------------------------------|---------|-------------------|
| Easy to access | 4.7 | very satisfactory |
| The attractiveness of presentation | 4.8 | very satisfactory |
| Material clarity | 4.6 | very satisfactory |
| Post-training benefits | 4.8 | very satisfactory |

The evaluation of the RBV program revealed that the services met customer expectations for ease of access, the attractiveness of presentation, clarity of the material, and benefits after attending training. Additionally, respondents claimed that training and webinars in Ruang Belajar Virtual could help increase participants' knowledge and abilities related to technology-assisted learning. However, based on responses to open-ended questions, there are still numerous proposals for future program development. The inputs are as follows: the need to aid participants in completing assignments asynchronously, the expansion of training materials, the lengthening of training duration, and the need to socialize the program to schools to promote participation. The research findings on the

benefits of attending webinars and training at RBV corroborate Uwes's (2014, 407) observation that in the context of e-learning, the learning experience can be optimized through four standard learning processes: 1) studying; 2) exploring; 3) applying; and 4) measuring learning success. These activities can be facilitated through the effective use of educational technology.

Conclusion

RBV users agree that this learning platform can help them improve their knowledge and skills related to educational technology use. Additionally, RBV serves as a forum for teachers' creativity and innovation in the use of educational technology. RBV as a Social-Enterprise business model offers bright prospects, as the rapid advancement of information technology necessitates teachers' ability to upgrade their competencies. Several factors must be considered by RBV management, including network expansion, organizational strengthening, and the development of business features capable of generating funding for the learning platform's operational management.

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