

# Analysis Of Education Business Opportunities In The Digital Era: Challenges And Solutions

## Analisis Peluang Bisnis Pendidikan Di Era Digital: Tantangan Dan Solusinya

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### ABSTRAK

Penelitian ini bertujuan untuk menganalisis peluang bisnis pendidikan di era digital, serta tantangan dan solusi yang dapat diterapkan di lembaga pendidikan. Penelitian menggunakan pendekatan studi literatur kualitatif untuk menggali pemahaman tentang peluang bisnis, tantangan, dan solusi di sektor pendidikan. Tahapan pengumpulan data melibatkan studi artikel ilmiah, laporan penelitian, dan buku yang relevan yang diterbitkan dalam lima tahun terakhir. Data dianalisis dengan pendekatan deskriptif, menggali faktor-faktor yang berkontribusi terhadap keberhasilan peluang bisnis dalam pendidikan. Hasil penelitian menunjukkan bahwa beberapa peluang bisnis pendidikan seperti usaha agrobisnis, bank sampah, *teaching factory*, koperasi sekolah, dan bisnis pendidikan kreatif di Sekolah Inklusif memiliki potensi besar, namun dihadapkan pada tantangan dalam pengelolaan SDM, stigma negatif, dan kurangnya keterlibatan siswa, serta keterbatasan anggaran dan akses teknologi. Solusi yang diusulkan meliputi penerapan inovasi teknologi, pendidikan kewirausahaan, pengelolaan sumber daya yang lebih baik, serta membangun kolaborasi dan relasi.

### ABSTRACT

*This study aims to analyze business opportunities in education in the digital era, as well as the challenges and solutions that can be applied in educational institutions. The research uses a qualitative literature review approach to explore an understanding of business opportunities, challenges, and solutions in the education sector. Data collection involves studying scientific articles, research reports, and relevant books published in the last five years. The data is analyzed using a descriptive approach, examining factors that contribute to the success of business opportunities in education. The results show that several educational business opportunities, such as agrobusiness, waste bank, teaching factory, school cooperatives, and creative education businesses in inclusive schools, have great potential. However, these opportunities face challenges in human resource management, negative stigma, lack of student involvement, as well as budget constraints and limited access to technology. The proposed solutions include the implementation of technological innovations, entrepreneurship education, better resource management, and building collaboration and relationships.*

## 1. INTRODUCTION

Along with the development of the education sector, many business opportunities have emerged in educational institutions. In addition to being a place to convey knowledge, educational institutions also have the potential to develop various types of businesses that can support the progress and sustainability of this sector (Fantini & Tamba, 2020). These business opportunities can include developing teaching materials, additional services to support the learning process, and using technology to facilitate educational activities (Yuniarti, 2023). By taking advantage of existing opportunities and needs, educational institutions can act as centers of sustainable economic growth, while still carrying out their main objective of improving the lives of the nation.

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Technological developments and changes in societal needs drive innovation in the education business (Manan, 2023). Digitalization trends, such as online learning platforms, education management systems, and the provision of technology-based tutoring services, are increasingly in demand by various groups. Educational institutions can develop partnerships with industry to create training programs that are relevant to the world of work. The education business does not only focus on academic aspects, but also plays a role in creating a more flexible, adaptive, and sustainable learning ecosystem (Luthfiyah et al., 2024).

Based on several sources of research readings, the results of Aleq Dinillah and Muhammad Al-Fatih's research, Attanwir Jember Islamic boarding school has great potential to develop agribusiness. Business opportunities that can be developed from this case study are the maximum utilization of natural and human resources in the Islamic boarding school environment to produce agribusiness products with economic value, such as ground coffee with the brand "Pesantren Kopi", as well as the development of other processed coffee products. Some problems that may arise include curriculum management that is not well organized, human resource management that still depends on internal resources of the Islamic boarding school and the surrounding community in a limited way, and the need for proper planning and allocation of funds to support the smooth operation of the Islamic boarding school and the development of agribusiness units (Dinillah & Al-Fatih, 2024).

Research conducted by Angga Kurniawan et al through a case study at SMKN 6 Malang City, there are business opportunities that can be developed including maximizing the potential of waste banks by increasing environmental awareness and the economic value of waste, developing a business center school as a center for student needs as well as a source of school income, and utilizing car AC repair shops as teaching factories that provide service and also become a place of practice for students. Some of the problems encountered include negative stigma towards waste banks, decreased productivity during holidays and the rainy season, lack of supervision of products sold in the school canteen, and an administration system that has not been running optimally in the newly built car AC repair shop (Kurniawan et al., 2020).

Another study revealed that school cooperatives, such as the SMADA Cooperative at SMAN 2 Palangka Raya, have great business potential in providing entrepreneurial experience for students, increasing awareness of business opportunities, and reporting cooperative activities annually with increased liquidity. However, the main problem faced is the lack of student understanding of cooperative management, where organizational management is carried out more by teachers than students. Therefore, efforts are needed to increase student participation in cooperative management and provide practical training on cooperative management so that this business potential can be utilized optimally as an effective means of cooperative education (Suyati, 2020).

Another form of business opportunity in the education sector that has great prospects is the development of creative industries in inclusive schools. Inclusive educational institutions can function as a place to develop creative skills that are not only oriented towards learning, but also towards creating economic value for students. By providing skills-based and entrepreneurship training, students can be directed to produce high-value products that are competitive in the market. In addition, the use of digital technology in the learning and marketing process can be an important supporting factor in expanding the reach of their creative businesses (Fikriando et al., 2024).

In analyzing these opportunities and challenges, researchers will take several relevant theories, namely:

1. Schumpeter's Theory of Business Opportunities: according to Joseph Schumpeter, innovation is the main factor in the entrepreneurial process that creates business opportunities (Mukhyar & Puspita, 2022). Through innovation, entrepreneurs can open new markets, increase efficiency and create economic value. In the modern context, technological innovations such as AI, big data and automation are key drivers in creating new business opportunities and disrupting existing industries.
2. Social Entrepreneurship Theory: This theory emphasizes that business opportunities are not only oriented towards profit, but also towards the creation of social value. The developing business model combines aspects of sustainability and social responsibility, so that social entrepreneurs can generate profits while providing positive impacts on society, especially in the education, health and environmental sectors (Darwis et al., 2022).
3. Business Opportunity Theory in the Digital Era: according to David J. Teece, the digital era creates new business opportunities through the use of technology, especially in platform businesses, e-commerce, and digital applications. In an ever-changing environment, entrepreneurs need to develop resources dynamically to remain competitive (Carnahan et al., 2020).

4. Theory of Economic Growth and Global Business Opportunities: according to Michael Porter and Clayton Christensen, business opportunities are not only limited to the domestic market, but can also develop globally through globalization and free markets ( Suwastika, et al., 2023).
5. Resource-Based View (RBV): This theory explains that every organization can create opportunities by utilizing the advantages of their internal resources, such as technology and human resources, to gain competitive advantage (Muharam, 2020).

If we look at the problems found above, there is still a mismatch between theory and reality in the field. So this study aims to analyze business opportunities in the education sector in the digital era by considering various challenges and solutions that can be applied. By applying a comprehensive theoretical framework, this study will identify the main factors that contribute to success in business opportunities in educational institutions and provide practical recommendations for industry players and stakeholders in the education sector.

With in-depth analysis, this research is expected to provide significant contributions to business development in the digital era. By utilizing available opportunities and overcoming various challenges, education businesses in the digital era can play an important role in improving the quality of learning and preparing the younger generation to face an increasingly complex and dynamic future.

## 2. METHOD

This study uses a literature study approach to analyze business opportunities in education in the digital era. The type of research used is qualitative, with a focus on an in-depth understanding of issues related to business opportunities in education in the digital era. Data were collected from various scientific articles, research reports, and relevant books published in the last five years. These sources are used to describe the challenges faced and the solutions applied in analyzing business opportunities in education in the digital era. The data obtained were then analyzed by identifying important findings, classifying them into categories of opportunities and challenges, and concluding the results of the analysis based on the classification.

## 3. RESULT AND DISCUSSION

### Education Business Opportunities in the Digital Era

Educational institutions have a great opportunity to develop various types of businesses that not only have an economic impact, but also act as a learning tool for students and Islamic boarding school students (Azhar & Haryanto, 2024). Based on several studies that have been conducted, there are three examples of business opportunities that can be implemented by other institutions, namely agribusiness, waste bank management and teaching factories in vocational schools, school cooperatives, and creative education in Inclusive Schools as a forum for education and entrepreneurship.

#### a. Agribusiness as a Source of School Income

Agribusiness is a sector with great potential to be developed in educational environments, especially in schools that have large areas of land or access to natural resources. Educational institutions can utilize empty land to cultivate plants such as coffee, organic vegetables, or herbs that have high selling value. In addition, small-scale livestock businesses, such as fish farming or laying hens, can also be profitable business opportunities.

The results of this agribusiness can be marketed to the surrounding community, sold online, or used as direct learning materials for students in the fields of agriculture and entrepreneurship. In addition to providing additional sources of income for schools, this business can also hone students' skills in managing businesses from an early age.

#### b. Management of Waste Banks and Teaching Factories in Vocational Schools

A waste bank is a business concept that not only provides economic impact, but also plays a role in environmental conservation. Schools can establish a waste bank managed by students to collect, sort, and recycle waste into products with economic value, such as compost, handicrafts, or raw materials for the recycling industry. This program not only increases environmental awareness among students, but can also be a source of additional income for schools.

In addition, vocational schools can also develop the concept of teaching factories, which are practice-based business units that provide students with the opportunity to gain hands-on work experience. For example, an automotive AC workshop in an automotive engineering school can function as a place of practice while providing repair services to the community. Thus, students not only gain technical skills, but also learn aspects of business management and customer service (Siswandi & Sukoco, 2020).

c. School Cooperatives as a Means of Education and Entrepreneurship

School cooperatives have an important role in teaching students about business management and people's economy. However, many cooperatives are still managed by teachers, with limited student involvement. This reduces the potential of cooperatives as a means of entrepreneurship education. Therefore, school cooperatives need to be developed more professionally by involving students in operations and management directly. This involvement will provide valuable experience for students in running a business, as well as teach them various important aspects such as financial management, marketing, and customer service (Indriyani & Maulidah, 2024).

With a better management system, school cooperatives can become effective learning places and become models of entrepreneurial activities that are beneficial for students in the future. Cooperatives can provide various student needs, such as stationery, uniforms, healthy food, to additional services such as photocopying or storage of goods. With the implementation of a good bookkeeping and management system, school cooperatives are not only places to shop, but also function as entrepreneurship laboratories that teach students about financial management, marketing, and customer service.

d. Creative Education Business Model in Inclusive Schools

Creative industries in inclusive schools have great potential to develop skills-based training programs that can be combined with educational business models. One of the main opportunities is to establish a creative training center that focuses on developing entrepreneurial skills. This program not only functions as a place to learn, but can also be a business unit that produces creative products with high sales value, such as handicrafts, paintings, and graphic designs that have aesthetic value. With support from the government, private sector, and community, this training center can become a sustainable social business model, connecting graduates with the job market or independent business opportunities.

Digitalization in education provides a great opportunity to develop an e-learning platform that can support creative and entrepreneurial skills. Through this platform, learners can access structured training materials, ranging from creative skills such as art and design, to business skills development and digital marketing. This allows learners to learn independently, anytime and anywhere, and opens up opportunities for them to develop businesses digitally. With the implementation of the right marketing strategy and collaboration with various educational institutions, this platform can reach more learners, provide a wider positive impact, and facilitate the development of more inclusive creativity-based businesses (Maulana Rifqi Muzakky et al., 2023).

## Challenges and Solutions

a. Limitations of Human Resource Management (HR)

Human resources (HR) are an important factor in business management and development, including in the education sector. Good quality HR will increase efficiency and productivity in various operational aspects. However, many educational institutions still face obstacles in HR management, both in terms of the number of workers, competence, and management systems used. These limitations can hinder the development of sustainable and competitive businesses (Stit et al., 2020).

At the Attanwir Jember Islamic Boarding School, one of the main challenges is the management of human resources (HR) which still relies on internal personnel from the Islamic boarding school and the surrounding community to a limited extent. This hinders the development of a wider agribusiness. Schumpeter's Business Opportunity Theory can be a solution in this case, because innovation is an important factor in creating business opportunities. By adopting new technologies, such as management applications or online platforms, HR management can be done more efficiently. Innovation in recruitment, training, and workforce management will create new opportunities to increase HR capacity to the maximum. Through this innovative approach, Islamic boarding schools can develop new markets in the agribusiness sector and maximize existing potential (Istiyanti, 2020).

b. Negative Stigma and Declining Productivity

Socially based businesses, such as environmental management and sustainability-oriented businesses, often face challenges in the form of negative stigma (Bintara & Artikel, 2025). Many people still have the view that businesses such as waste banks, recycling, or community-based businesses do not have high economic value. In addition, external factors, such as changes in seasons or holiday periods, can also cause a decrease in productivity. These challenges need to be overcome so that social-based education businesses continue to run optimally and attract public interest.

At SMKN 6 Malang City, waste banks and other businesses face the challenge of negative stigma that causes reduced student and community participation. In addition, decreased productivity during holidays or the rainy season is also an obstacle. Social Entrepreneurship Theory can be applied to overcome this problem, because this theory emphasizes that business opportunities are not only aimed at gaining financial profit, but also providing positive social impacts. To overcome negative stigma, schools can increase understanding through educational programs about the benefits of waste banks and the importance of environmental management. By connecting these activities to social values such as sustainability and social responsibility, the perception of the community and students will change. This approach will help maintain productivity, even when facing seasonal challenges or holidays (Wina Maryuni, 2024).

c. Lack of Student Involvement in Cooperative Management

School cooperatives have an important role in fostering an entrepreneurial spirit among students. Through cooperatives, students can learn to manage a business, understand marketing strategies, and improve managerial skills. However, many school cooperatives experience obstacles in attracting students to actively participate. One factor that is often the cause is the lack of understanding of students regarding the benefits and mechanisms of cooperatives, so that their involvement is still minimal in managing cooperative businesses (Laviani et al., 2020).

SMADA Cooperative at SMAN 2 Palangka Raya faces challenges related to the lack of understanding and involvement of students in managing the cooperative. One solution to this problem is to apply the Resource-Based View (RBV) Theory. This theory explains that organizations can create business opportunities by utilizing the advantages of internal resources, such as technology and human resources. In the context of school cooperatives, this means maximizing the potential of students as the main resource. By providing more in-depth entrepreneurship training and utilizing digital technology for cooperative management, students will be more involved in operations and decision-making. In addition, the development of students' managerial and entrepreneurial skills will make cooperatives a more effective educational tool, as well as increase the liquidity of the cooperative itself (Karsim, Ikram Yakin, Pramana Saputra, 2023).

d. Limited Access to Capital and Technology

One of the main challenges in developing creative industry-based education businesses in inclusive schools is limited access to capital and technology. Many graduates with creative skills face difficulties in starting a business, especially due to limited financial support and access to adequate production equipment. In addition, obstacles in utilizing digital technology for product marketing and distribution also hinder the development of creative businesses run by students in inclusive environments (Bangsawan, 2023).

The solution that can be applied to overcome this challenge is through the Triple Helix Model approach, which emphasizes collaboration between government, academia, and industry. The government can provide capital assistance and regulations that support creative businesses in inclusive schools, while educational institutions play a role in providing entrepreneurship training that focuses on the use of digital technology. Industry can contribute through partnerships in marketing and distributing creative products. With this approach, educational business opportunities can create a positive economic impact while helping to build a more inclusive and sustainable learning system (Angraini et al., 2024).

#### 4. CONCLUSION

Business opportunities in the education sector continue to grow rapidly, especially in the digital era that encourages innovation and collaboration. Educational institutions not only function as places to learn, but can also transform into centers of educational, productive, and competitive business activities. Initiatives such as agribusiness, waste bank management, teaching factories in vocational schools, school cooperatives, and the development of creative industry-based education in an inclusive education environment are real examples of how education can be combined with entrepreneurial activities, providing economic benefits as well as direct learning experiences for students.

Each of these business models has great potential if managed well and actively involves students in every stage of operation. The development of this business must be accompanied by increasing human resource capacity, strengthening management, and utilizing technology appropriately to support efficiency and effectiveness. In practice, challenges such as limited workforce, negative stigma towards social-based businesses, minimal student involvement, and limited access to capital and technology must still be faced. However, with the right strategy such as an innovation-based approach, cross-sector collaboration, and utilizing the internal strengths of schools, educational businesses can grow into inclusive, independent, and

sustainable learning platforms. Thus, educational institutions not only play a role in producing skilled and knowledgeable generations, but also as a driving force for the local economy that contributes to the development of society as a whole.

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