

Development of a Digital Business Laboratory Model for the Faculty of Islamic Economics and Business at the State Islamic Universities: The Experience at the State Islamic University of Sunan Gunung Djati Bandung

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Abstract

Currently, digital business laboratories are one of the most important tools for student skills in university business. However, based on initial searches, a digital business laboratory has yet to be found within the State Islamic Universities (PTKIN). This research aims to analyze the digital business laboratory development model at PTKIN. This research uses research and development methods with a qualitative-comparative approach. This research concludes that this digital business laboratory plays a role in forming Bachelor of Economics who are adaptive, creative, and have strong digital business skills. Not only that, but digital business laboratories must uphold the function of higher education. The development and management of such a complex laboratory ultimately produces output and outcomes for students and the community, government, and stakeholders involved in laboratory operations. Mono-disciplinary, interdisciplinary, and multi-disciplinary approaches are alternative development patterns to equip students with excellent knowledge and skills. Through this strategy, a digital business laboratory development model was created by carrying out three programs, namely the internship program, partnership program, and empowerment program. Thus, this research is expected to contribute fully to advancing students, universities, government, and society.

Keywords: *Development, Model, Digital Business, Laboratory.*

Introduction

This research was conducted based on initial findings, where no digital business laboratory was found within the State Islamic Universities (PTKIN). The paradigm of higher education functions must be aligned with the Industrial Era 4.0, even now that the era of Industrial Revolution 5.0 has begun. Universities must anticipate the rapid development of market needs by adapting curricula that link and match with the Business World of Industry (DUDI). Fulfilling the skill needs that college graduates must have regarding digital business has become homework and the responsibility of universities (Satria et al., 2023). Technical skills cannot be obtained in class; therefore, laboratories are needed to accommodate students' abilities to develop digital businesses (Khan, 2022).

The laboratory should be a supporting facility for carrying out the functions of higher education. Education and teaching, research and development, and community service are integrated into the laboratory (Hasibuan, Baskoro and Nura, 2023). However, in reality, in higher education, laboratories only support the learning function rather than carrying out research and development, as well as community service (Gozali et al., 2015).

In this case, all universities are required to be able to answer the challenges of the world of education in this era of digitalization, one of which is preparing students who have abilities in the field of digital business and the use of digitalization itself (Bican and Brem, 2020; Trenerry et al., 2021; Chae, 2022; Nasiri et al., 2023). In this context, universities are also required to provide human resources that are innovative and adaptive to increasingly sophisticated technology (Kasimbara et al., 2024).

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Apart from that, universities are required to produce graduates who are adaptive to change. Other supporting abilities include the ability to solve increasingly complex problems, think critically, be creative, be a good manager, and have good coordination skills. College graduates are also expected to have good emotional intelligence, the ability to assess and make decisions correctly, be service-oriented, be good at negotiating, and have flexible cognitive abilities (Bist, 2023).

Procuring and developing digital business laboratories in universities is an important and absolute matter. This is because, in creating innovative and adaptive resources to technology, it is necessary to adapt learning facilities and infrastructure in terms of information technology, internet, big data analysis, and computerization (Aagaard, 2018; Vaska et al., 2021; Vaz, de Carvalho and Teixeira, 2023). Universities that provide learning infrastructure are expected to be able to produce graduates who are skilled in aspects of data literacy, technological literacy, and human literacy (Yusup, Sobana and Yulandri, 2022). Breakthrough innovation will lead to increased industrial productivity and the birth of technology-based start-up companies, such as many that are emerging in Indonesia today (Trischler, 2022).

This will also help the community, in this case, Micro, Small and Medium Enterprises (MSMEs). According to data from the Central Statistics Agency, only a few Indonesians run online businesses. The results of the e-commerce survey, which was carried out with a sample of 3,504 Census Blocks spread across 101 districts/cities in all provinces in Indonesia in 2019, showed that of all the businesses that collected data, only 15.08 percent were e-commerce businesses. This shows that the number of businesses that operate via the Internet in Indonesia still needs to increase. Business in Indonesia is still dominated by conventional types of business (BPS, 2021).

Of the 84.92 percent of businesses that do not carry out e-commerce transactions, the most common reason why companies do not carry out e-commerce is because they are more comfortable selling directly (offline), namely 70.89 percent. The second most common reason was not being interested in selling online, at as much as 42.52 percent. Moreover, the third most common reason for businesses not doing e-commerce is a need for more knowledge or expertise in e-commerce, namely 21.78 percent (BPS, 2021).

Data from the Central Statistics Agency (BPS) can be a reference for universities that currently use digital business represented by e-commerce, which is still less popular in Indonesia. The reasons that show the Indonesian people's disinterest in using e-commerce should be a reference for universities to strengthen further research and development, as well as community service so that these reasons can become strengths and opportunities for Indonesia to advance creative business and digital business (Septiani et al., 2022).

The crucial problem facing universities today is preparing and producing graduates who are competent in this era of digitalization and the needs of the current labor market. The use of information technology that encourages digitalization has only recently been applied by students to small things in everyday life (Fleisch, Weinberger and Wortmann, 2014; Bentzen et al., 2020; Comeaga, 2022; Madanaguli et al., 2023). There has yet to be any significant development. In part, some students take advantage of digitization in digital businesses to shop at marketplaces or sell their goods at marketplaces. However, it is time for universities to encourage their students to develop their digital technology towards more contemporary businesses and not just at the level of buying and selling goods online (Pujiwati et al., 2022). By developing digital capabilities for business, we can strengthen the nation's independence and increase student competitiveness.

To do this, universities cannot do it only in the classroom. Business cannot just talk about theory, especially regarding digital business or what is known as electronic commerce (e-commerce) (Omol, 2023). People, in general, only know digital business as a business mechanism where transactions are made via the Internet and accommodated by marketplaces such as Shopee, Lazada, Tokopedia, Zalora, and so on.

More than that, digital business does not only provide meaning limited to virtual business transactions. However, digital business presents in-depth discussions regarding Artificial Intelligence, Big Data, Data Base Management, E-Marketing, E-CRM, and digital data analysis (Arif, Shah and Khan, 2023). This discussion will not be thoroughly understood if it is only carried out using the lecture method in class. To go deeper, it needs to be done through direct practice at the Digital Business Laboratory.

Current objective conditions show that first, there is no Digital Business Laboratory within the State Islamic Universities; secondly, the existence of the Business Laboratory, which is currently established, is integrated in its management with other scientific fields so that it is deemed less than optimal. Third, existing business laboratories have their concepts, learning models, obstacles, and strategies for implementation, so their optimality needs to be studied for further analysis to find the ideal model for the Digital Business Laboratory of the Faculty of Islamic Economics and Business (FEBI) in the State Islamic Universities.

Based on the research problems above, the State Islamic Universities (PTKIN) certainly must make innovations and breakthroughs to improve the quality of its graduates and be able to contribute to research and community service. One step that can be taken is to procure and develop a digital business laboratory. This can be achieved by establishing various collaborations with the government, private companies, non-profit community organizations, and internal higher education institutions as needed. Universities can form symbiotic, mutualistic cooperation between these parties, thereby creating students who are superior, adaptive, competitive, and competent in the field of digital business. In other words, the existence of a digital business laboratory in a university can contribute to the acceleration of the government program. Namely, MSMEs Go Digital.

Methodology

This research uses the Research and Development (R&D) method and a qualitative-comparative approach. The research objective is focused on analyzing digital business development models at the State Islamic Universities. Data collection sources and techniques refer to the results of interviews with informants from four universities such as the University of Indonesia, Gadjah Mada University, Airlangga University, Indonesian Education University, and the State Islamic University of Sunan Gunung Djati Bandung, including referring to various literature and other sources. It is related to the research objectives. The data analysis technique is carried out through three steps: classification, reduction, and presentation of data, and a deductive approach to formulating conclusions.

Results and Discussion

Concept for Developing a Digital Business Laboratory Model at the State Islamic Universities

The digital business laboratory at the Islamic State Universities is a forum for lecturers and students to develop skills and competencies in the field of digital business. Apart from that, it can also be used for research and community service to solve problems faced by society, in this case, MSMEs that have yet to go digital. This digital business laboratory is under the auspices of the Faculty of Islamic Economics and Business at the State Islamic University of Sunan Gunung Djati. It will later become a facility for the four study programs, namely Sharia Financial Management, Sharia Economics, and Sharia Accounting.

Apart from the procurement and management of digital business laboratories, learning is also aimed at developing and assisting MSMEs in going digital. MSME Go Digital is a government program related to several ministries. In this way, MSMEs can play a role in increasing West Java's income. This Digital Business Laboratory will have a big impact on the entire academic community because, in the laboratory, they get practices that are not learned in the classroom. According to the results of the research, digital business laboratories were only found within the State Islamic Universities (PTKIN). One step further, the Indonesian University of Education (UPI) and Padjadjaran University already have a Digital Business study program, so they have a Digital Business Laboratory or, at UPI, an Internet of Things (IoT) laboratory.

Researchers conducted a comparative study at four universities related to laboratory management, namely the Management and Business Development Laboratory (LPMB) Airlangga University, Research and Development in Economics and Business (P2EB) Faculty of Economics and Business, Gadjah Mada University (FEB UGM), Computer Laboratory, Faculty of Economics and Business (FEB) and the Economic and Business Data Center (PDEB) of the University of Indonesia, as well as the Internet of

Things (IoT) laboratory of the Digital Business Study Program of the Indonesian University of Education (UPI). The management and development concepts carried out by the four laboratories include:

Unair Management and Business Development Laboratory (LPMB) has a laboratory development concept that carries out community service through management studies and development in Indonesia to face the era of globalization. Not only that, there are also areas of recruitment, training and human resource development;

Research and Development in Economics and Business (P2EB) The Faculty of Economics and Business, Gadjah Mada University (FEB UGM) has a development concept in organizing excellent training and research for developing knowledge in the fields of economics and business as well as organizing activities related to community services. Apart from P2EB UGM, the research team also interviewed the development of departmental laboratories at FEB UGM. This laboratory provides a forum for science and teaching as well as research;

Computer Laboratory, Faculty of Economics and Business (FEB) and Center for Economic and Business Data (PDEB) University of Indonesia. The Economic and Business Data Center (PDEB) functions as a support system for storing and managing economic and business data at FEB, University of Indonesia. The computer laboratory at FEB University of Indonesia is mainly for the internal learning process and research of the academic community, both lecturers and students;

Internet of Things (IoT) laboratory, Digital Business Study Program, Indonesian Education University (UPI). The development concept is to support learning, research, and community service in the Digital Business Study Program and produce innovation in the business sector.

Meanwhile, the Digital Business Laboratory of the Faculty of Economics and Islamic Business, the State Islamic University of Sunan Gunung Djati Bandung (one of the State Islamic Universities), carries the concept as a place to develop student competence and knowledge in the field of digital business. This Digital Business Laboratory will uphold the function of higher education, which means it is not only for education and teaching, only used for research, or only for community service.

The Digital Business Laboratory of the State Islamic University of Sunan Gunung Djati Bandung will establish partnerships and collaborate both internally and externally with the State Islamic University of Sunan Gunung Djati Bandung. Partnerships will be established with several related ministries to support the implementation of ministry programs related to the aim of developing a digital business laboratory at the Faculty of Islamic Economics and Business, the State Islamic University of Sunan Gunung Djati Bandung. These ministries include the Ministry of Cooperatives and SMEs, the Ministry of Tourism and Creative Economy, and the Ministry of Communication and Information. Then, apart from ministries, do not remember also professional practitioners who are under the auspices of non-formal digital technology or digital business schools, technology or digital business agencies, and non-government organizations that are engaged in digital business development and have a focus on developing MSMEs. Meanwhile, collaboration can be established with several internal institutions at the State Islamic University of Sunan Gunung Djati Bandung, namely the Business Incubator of the State Islamic University of Sunan Gunung Djati Bandung, the Integrated Laboratory of the Faculty of Science and Technology, the Public Relations Laboratory at the Faculty of Da'wah and Communication.

After education and teaching are carried out in the digital business laboratory, the second concept is research and community service (PkM). Both can be carried out simultaneously, with the focus of community service being MSMEs to create a Digital MSME climate following the objectives of several related ministries in partnership with the Digital Business Laboratory of the Faculty of Islamic Economics and Business. Meanwhile, research is not limited to MSMEs only; if a lecturer has research ideas outside of MSMEs and would like to contribute to the development of the digital business laboratory of the Faculty of Islamic Economics and Business, then it is highly recommended that they be researched.

The output of the entire program is for students to obtain a Diploma Assistance Certificate (SKPI) and training certificate. Then, lecturers with research and community service produce research articles and obtain Intellectual Property Rights (IPR) and patents. Meanwhile, stakeholders will receive business supervision, branding and promotion of themselves and the company, getting potential consumers or clients, and marketing strategy training. Furthermore, the community gets empowerment that will improve their living standards from the community service program. Then, the government, in this case, the ministry, can quickly realize their program's output that promotes Digital MSMEs. Then their employees can become mentors and supervisors in the Digital Business Laboratory.

Operational Design of the Digital Business Laboratory Model

Operational design for the development of a digital business laboratory in improving competency standards related to Islamic higher education management and laboratory management. Islamic higher education management is a process of managing Islamic higher education institutions in an Islamic manner by managing learning resources and other related matters to achieve the goals of Islamic education effectively and efficiently. Meanwhile, laboratory management is an effort to manage a laboratory (Jovičić and Vitkus, 2023)

Laboratory management is part of Islamic higher education management because laboratories are under the auspices and management of higher education. Digital business laboratories that can increase efficiency and effectiveness as well as graduate competency standards, laboratories must be managed and utilized well (Le Dinh, 2018). No matter how good and complete a laboratory is, it will only mean something if it is supported by good management (Santarsiero et al., 2022). So, it is necessary to design operational management and develop a digital business laboratory to increase competency standards (Johansson and Ullsten-Granlund, 2022).

The main aim of implementing a digital business laboratory is to equip students with practical, theoretical knowledge they obtain in classes related to digital business (Bist, 2023). Then, to measure the extent to which students can master learning or theory in class, and also to see to what extent the course lecturer is in accordance or not with the program plans, goals, and objectives, as well as the policies and SOPs that have been formulated. Therefore, as an educational institution, a digital business laboratory (Satria et al., 2023).

The preparation of these programs or activities is based on the FEBI curriculum of the State Islamic University of Sunan Gunung Djati Bandung. Each Department/Study Program carries out curriculum preparation based on the State Islamic University of Sunan Gunung Djati Bandung curriculum preparation guidelines containing attitudes, knowledge, general skills, and special skills, then reduced to a curriculum structure that includes Basic Competencies, Main Competencies, Supporting Competencies, and Other Competencies. The curriculum of the Faculty of Islamic Economics and Business (FEBI) of the State Islamic University of Sunan Gunung Djati Bandung aims to produce graduates who have the profile of scientists who are superior, competitive, ready to use, and have a noble character, as well as problem-solving.

In general, practicum implementation in this digital business laboratory includes various practical activities that have been determined according to any courses related to digital business. Apart from that, sharing section activities and introductory materials were also carried out for mentors by inviting professional practitioners in their fields. This is done so that we know what is needed by the world of work today, whether the competency standards outlined in the practicum are following the demands of the world of work or not. To support the smooth implementation of digital business laboratory practicum activities, the following activity design has been prepared:

Table 1. Design of Business Clinic Implementation Activities

Type of Practicum	Forms of activity	Execution time	Target	Practical Director
Introduction to Digital Business	Stadium General	Lesson I	Student	Practitioner
Basics of information technology and databases	Introductory material	Lesson II	Student	Data Analyst Practitioner
	Practice	Lesson III	Student	Mentors
	Practice	Lesson IV	Student	Mentors
Digital Entrepreneurship	Material	Lesson V	Student	Business Development Practitioner
	Practice	Lesson VI	Student	Mentors
	Practice	Lesson VII	Student	Mentors
Digital Marketing	Material	Lesson VIII	Student	Digital Marketing Practitioner
	Practice	Lesson IX	Student	Mentors
	Practice	Lesson X	Student	Mentors
	Practice	Lesson XI	Student	Mentors
Final Exam	Material dan Practice	Lesson XII	Student	Lecturer/ Mentors

In a more complex sense, the process of implementing the digital business laboratory practicum above is carried out by combining the tri dharma of higher education, which is more actual. This shows that all implementation is structured based on the implementation of the tri dharma of higher education, which is taken from the curriculum and the distribution of courses that require practicum. In this way, the implementation of this digital business laboratory practicum should increase students' understanding and skills and also help develop and empower the community, especially MSMEs.

Challenges of Digital Business Laboratory Practices

A digital business laboratory that can be managed well is determined by several interrelated factors. Therefore, it is necessary to design operational management and develop a digital business laboratory to increase competency standards (Pujiwati et al., 2022). To explain operational design, it includes at least four main elements that must be considered, namely planning, organizing, implementing, and monitoring evaluation.

Planning

Everything needs to be planned, namely the sources of information needed regarding laboratory operations, human resources who will play a role in developing this digital business laboratory, design of the laboratory operational cost budget, and most importantly, the preparation of programs or activities for the digital business laboratory which is equipped with goals, objectives, implementation steps, and implementation schedule.

Organizing

The laboratory organization consists of the laboratory head of the Faculty of Islamic Economics and Business, the digital business laboratory coordinator, digital business laboratory staff, technicians and supervisors, and professional practitioners from private companies and non-profit institutions related to digital business.

Implementing

Practicum implementation in the digital business laboratory includes various practicum activities that have been determined following each course related to digital business. Apart from that, a sharing section was also held for supervisors by inviting professional practitioners in their fields. Practicum implementation is structured based on the implementation of the university's tri dharma, which is taken from the curriculum and distribution of courses that require practicum.

Monitoring and Evaluation

Supervision activities carried out by laboratory managers include carrying out daily inspections, monitoring the arrangement of laboratory items, as well as maintaining and monitoring the functional integrity of laboratory items, checking the acceptance of research participants in the laboratory, and monitoring the results of research, practice, or experiments carried out in the laboratory; and conducting counseling with fellow laboratory managers.

To run and develop a digital business laboratory at the State Islamic Universities, lecturers face various obstacles, namely internal obstacles in developing a mini bank laboratory, lack of human resources, difficulty in arranging practicum schedules, and lack of facilities and infrastructure. Meanwhile, external obstacles are that there are no policies that can accommodate the rapid growth of the digital economy, the digital literacy and inclusion index is still low, causing people's skills in utilizing technology to be less than optimal and handling security from cybercrime is still not optimal. There needs to be internalization of ICT-based education. Since elementary school, inequality in telecommunications infrastructure development outside Java and Sumatra.

Digital Business Laboratory Practice Strategy

The strategy for developing mini banks and business clinical laboratories is seen from three approaches such as monodisciplinary, interdisciplinary, and multidisciplinary approaches. The digital business laboratory strategy from this monodisciplinary approach is to optimize the role of the digital business laboratory both formally by increasing students' competence in the field of digital business so that after graduating, they are equipped with the experience of becoming a digital business consultant who can map the business problems of a company or MSME. So you can find solutions in terms of digital marketing and product development. Then, the non-formal role, either directly or indirectly, in providing business development and digital marketing assistance services for MSMEs to improve MSMEs and increase the role of students. Thus, the development strategy that can be carried out and is a distinction from other universities is to create the first digital business laboratory within the State Islamic Universities that carries out comprehensive digital business practicums. Plays a real role in assisting MSMEs and Collaborating with the Business Incubator of the State Islamic University of Sunan Gunung Djati Bandung.

Then, with an interdisciplinary approach, the Digital Business Laboratory maps courses that are appropriate and relevant to the needs of the world of work. The diversification of knowledge in the Study Program at the Faculty of Economics and Islamic Business has given rise to several similarities in several courses which are distinctive and intersect with each other, namely entrepreneurship courses, Entrepreneurship and MSMEs, Business Feasibility Studies, Business Communication/Sharia Business Communication, Sharia Marketing Management, Marketing Management 1 and 2, Sharia Business Management, Retail Business Management, Sharia Banking Accounting and Management Information Systems, Strategic Management, Business Computer Applications, Digital Business Management or Digital Business Financial Management,

Creative Economy. Finally, with a multidisciplinary approach, the Digital Business Laboratory of the Faculty of Islamic Economics and Business, the State Islamic University of Sunan Gunung Djati Bandung, in practice, the Digital Business Laboratory is run by combining several scientific fields to improve graduate competency standards more comprehensively. Where there is an opportunity to combine business efforts and services, IT services, communication services, and public speaking at the State Islamic University of Sunan Gunung Djati Bandung itself. The core knowledge that can be integrated is informatics engineering and public relations communication science.

Ideal Digital Business Laboratory Model for the Faculty of Economics and Islamic Business at the State Islamic Universities

The Digital Business Laboratory development model in increasing the competency standards of graduates at the State Islamic Universities is created in three programs, namely the internship program, partnership program, and empowerment program:

In the internship program development model, the direction of development is the concept of learning in a digital business laboratory by looking at the scope of digital business and then its relevance to the courses at the Faculty of Islamic Economics and Business so that it is made into a program and produces an output in the form of students getting a Diploma Accompanying Certificate (SKPI) and training certificate. Lecturers with research and community service produce research articles to obtain Intellectual Property Rights (IPR) and patents. Meanwhile, stakeholders will receive business supervision, branding and promotion of themselves and the company, getting potential consumers or clients, and marketing strategy training. The community gets empowerment that will improve their standard of living from the community service program carried out. The government, in this case, the ministry, can realize the output of its program that promotes Digital MSMEs quickly. Then, their employees can become mentors and supervisors in the Digital Business Laboratory. The output that can be obtained from this program is in the form of accompanying reports in the form of journals or books that can be patented. Then, what is more important than that, the MSMEs who have been coached can accelerate their business and develop their abilities in the field of digital marketing. Of course, it continues; the mentoring program must continue; if the research team's term has finished, then the research team in the next period must continue until the MSMEs are independent and no longer need assistance. In this way, the Digital Business Laboratory not only creates students who play a role in society but also helps the government in improving people's living standards, as well as increasing scientific publications in the form of community service;

The Digital Business Laboratory partnership model refers to the triple helix image. Where strengthening cooperation and partnerships through a triple helix between government, universities, and industry. Strengthening cooperation through the triple helix will help the government implement programs, help the industry to gain a name, channel CSR funds, and also help universities, in this case, digital business, to develop student competencies and increase the role of students and lecturers in implementing the functions of higher education. In this case, the partnership formed with the Ministry of Cooperatives and SMEs, the Ministry of Tourism and Creative Economy, and the Ministry of Communication and Information is to accelerate the MSME Go Digital program. Meanwhile, with the Digital Business Industry, which consists of E-Commerce, Marketplaces, Non-Formal Digital Technology Schools, and Digital Business Agencies, partnerships can be carried out by making practitioners in these agencies become teaching staff in digital business laboratories. Lastly, with the Business Incubator of the State Islamic University of Sunan Gunung Djati Bandung, partnerships that can be forged are working together to develop and provide assistance to existing assisted MSMEs. The Digital Business Laboratory will be involved in developing Digital MSMEs;

The empowerment development model for the Digital Business Laboratory, Faculty of Economics and Islamic Business, Sunan Gunung Djati State Islamic University, Bandung, with social community services. Where this empowerment model aims to improve the performance of MSMEs and make them Digital MSMEs. This empowerment program involves sharing costs and programs with agencies that partner with the digital business laboratory. The form of partnership in terms of cost sharing and this program in universities is distributed to students in the concept of the tri dharma of higher education, namely education, research, and community service. Then, the program with the function of higher education can increase

student competency in the digital business field because before assisting, students receive education and training from relevant ministries, non-formal digital technology schools, and digital business agency companies, which include digital marketing, data analysis, and business development. The expected output and outcome of this empowerment development model is the success of the MSME digitalization program. Then, from the student side, student competence in the digital business sector is increased, and faculty goals, graduate standards, practicum goals, and study program goals are achieved.

This Digital Business Laboratory will be a concrete step for the Faculty of Islamic Economics and Business at the State Islamic University of Sunan Gunung Djati Bandung to play an active role in developing Digital MSMEs and forming young digital entrepreneurs in West Java, especially Bandung City because universities must participate in advancing MSMEs in their regions for the sake of the progress and welfare of the nation. Apart from that, this is also a form of realization of the tri dharma of higher education, namely education and teaching, research and development, and community service.

The existence of a digital business laboratory at the Islamic Economics and Business Faculty of the State Islamic University of Sunan Gunung Djati Bandung has a very urgent function to provide various academic and non-academic activity programs, which can provide many benefits to students through education and training on how the business cycle works. Digital is currently developing. At the very least, students can learn simply about data analysis, business development, and digital marketing, at least starting from small-scale business activities. Through the digital business laboratory, students gain new knowledge and practices related to digital business. They can develop MSMEs, which can be fostered according to direction and collaboration with the Business Incubator, and receive professional training and education supported by various facilities.

The development model for the Digital Business Laboratory of the Faculty of Islamic Economics and Business is a pioneer at the State Islamic Universities. There is no digital business laboratory at the State Islamic Universities. Therefore, the Faculty of Islamic Economics and Business at the State Islamic Universities can adopt this model if necessary and modify it according to the objectives of the study program and faculty, then according to the Graduate Learning Outcomes (CPL) of each university.

Conclusion

This digital business laboratory has a concept to develop skills and competencies in the digital business field. Apart from that, it is also for research and community service to solve problems faced by the community, in this case, MSMEs that still need to go digital. The existence of a digital business laboratory at the Islamic Economics and Business Faculty of the State Islamic University of Sunan Gunung Djati Bandung has a very urgent function to provide various academic and non-academic activity programs, which can provide many benefits to students through education and training on how the business cycle works. Digital, in particular, understands data analysis, business development, and digital marketing, at least starting from small-scale business activities. This research concludes that there are differences in laboratory management models at the University of Indonesia, Gajah Mada University, Airlangga University, and the Indonesian Education University. The similarity is that laboratories are practical learning facilities at a university, while the differences also include differences in systems in the learning process, methods, approaches, practicums, and evaluation. In the end, this model is very likely to be developed by the Faculty of Economics and Islamic Business at the State Islamic Universities throughout Indonesia, considering its function, which can increase students' knowledge and skills to equip themselves in the future to become professionals, educators, researchers, practitioners or consultants—business in the digital business sector. Moreover, do not forget that implementing this model will help the government program accelerate the MSME Go Digital program.

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