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Utilization of Smartphones for Online Business and E-Commerce Among Housewives in Situsari Village, Cileungsi

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ABSTRACT

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The development of digital technology and the internet has created new opportunities to improve the community's economy through online business and e-commerce. However, the utilization of smartphones for productive activities is still not optimal, especially among rural communities. This Community Service Program (PkM) aimed to improve the knowledge, skills, and motivation of housewives in utilizing smartphones as tools for online business and e-commerce activities. The program was conducted in Situsari Village, Cileungsi, involving 28 housewives as participants. The implementation methods included counseling, material presentations, interactive discussions, demonstrations, and evaluations using a Likert-scale questionnaire. The materials covered the introduction to e-commerce, online business opportunities, simple digital marketing strategies, and the use of marketplaces and social media. The evaluation results showed that the majority of participants gave positive responses to both the materials and the benefits of the training. As many as 92.9% of participants stated that the materials were easy to understand and relevant to their needs, while 96.4% felt more confident to start an online business after attending the training. This activity proved effective in increasing participants' knowledge, motivation, and interest in utilizing smartphones as a medium for digital-based online business.

I. INTRODUCTION

Digital transformation has influenced various aspects of society, including the trade and entrepreneurship sectors. The utilization of information technology through smartphones enables people to conduct business more easily, quickly, and efficiently (Kotler & Keller, 2016). The emergence of e-commerce platforms and social media has provided opportunities for individuals to market their products without the need for a physical store (Chaffey & Ellis-Chadwick, 2019; Situmorang, 2020).

According to data from the Ministry of Communication and Information Technology of Indonesia (2023), internet penetration in Indonesia continues to increase; however, the gap in digital literacy remains significant, particularly in rural areas. Many people, especially housewives in rural communities, still use smartphones primarily for communication and entertainment purposes. In fact, smartphones can serve as productive tools to increase household income through online business activities (Turban, 2018).

Situsari Village, Cileungsi, is one of the areas with considerable potential for the development of digitally based micro-enterprises (Rahayu & Day, 2015). The majority of residents, particularly housewives, already own smartphones but have not yet utilized them optimally for productive economic activities. Based on these conditions, a team of lecturers and students considered it necessary to conduct a Community Service Program (PkM) in the form of training on the utilization of smartphones for online business and e-commerce.

Previous studies have shown that digital technology-based training programs for housewives in rural areas are effective in enhancing entrepreneurial motivation and digital skills (Laudon & Traver, 2021; Wardani & Sari, 2022). Therefore, this Community Service Program was designed as a practical effort to bridge the existing digital literacy gap.

This program aims to: (1) improve participants' understanding of e-commerce and online business; (2) provide basic skills in utilizing smartphones for business activities; and (3) enhance participants' motivation to independently start and manage online businesses.

II. METHODS

This Community Service Program (PkM) was conducted on May 13, 2026, at the Situsari Village Hall, Cileungsi District, Bogor Regency. The participants consisted of 28 housewives from the local community of Situsari Village. The program was carried out over one full day using a participatory and interactive approach. The implementation method consisted of the following stages:

2.1 Preparation Stage

The preparation stage involved the development of training materials tailored to the participants' needs and level of understanding. In addition, coordination was conducted with the village government authorities, training facilities and equipment were prepared, and an evaluation instrument in the form of a Likert-scale questionnaire (1–5) was designed.

2.2 Training Implementation Stage

The training was conducted using a mixed-method approach, which included:

- Presentation of training materials using visual media (PowerPoint);
- Interactive discussions and question-and-answer sessions;
- Live demonstrations of smartphone utilization for online business activities; and
- Guided hands-on practice facilitated by the training team.

The training materials covered: (1) the definition and basic concepts of e-commerce; (2) identification of online business opportunities; (3) introduction to popular online marketplaces (such as Tokopedia, Shopee, and others); (4) utilization of social media for product promotion; and (5) simple smartphone-based digital marketing strategies.

2.3 Evaluation Stage

The evaluation was conducted using a questionnaire designed to measure two main aspects: the quality of the training materials and the perceived benefits of the training program. The evaluation instrument consisted of 10 statements assessed using a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The evaluation data were analyzed descriptively to illustrate the participants' levels of understanding, satisfaction, and perceived benefits resulting from the training program.

III. RESULTS AND DISCUSSION

The training program was conducted in a conducive environment and was met with a high level of enthusiasm from the participants. Throughout the sessions, participants demonstrated active engagement, particularly during the discussion and marketplace demonstration segments. Many participants raised questions regarding how to start an online business, create seller accounts on marketplace platforms, and implement effective promotional strategies through social media.

Participants showed strong interest in learning practical methods for utilizing smartphones as tools for income-generating activities. During the hands-on practice sessions, most participants were able to follow the instructions successfully, including accessing marketplace applications, creating user accounts, uploading product photos, and understanding the basic features available for online selling. This finding indicates that smartphone ownership among participants can serve as a valuable foundation for the development of digital entrepreneurial skills.

The interactive approach adopted during the training encouraged participants to share their experiences, challenges, and expectations related to online business activities. Such interactions enriched the learning process and enabled facilitators to provide solutions tailored to the participants' needs and local context. Overall, the implementation of the training demonstrated that housewives in rural areas possess considerable potential to adopt digital technologies and engage in online business activities when provided with appropriate guidance and support.



Figure 1. The training session was delivered by a speaker (a lecturer from Perbanas Institute) and assisted by facilitators (students from Perbanas Institute)



Figure 2. The speaker, a lecturer from Perbanas Institute, delivered the training materials to the participants



Figure 3. The speaker (a lecturer from Perbanas Institute) together with the participants

3.1 Evaluation of Training Materials

The results of the evaluation of the training materials conducted among the 28 participants are presented in Table 1.

Table 1. Evaluation Results of the Training Materials Aspect (n = 28)

No	Pernyataan	SS (5)	S (4)	CS (3)	TS (2)	STS (1)
1	Materi pelatihan mudah dipahami	9	17	2	0	0
2	Materi sesuai dengan kebutuhan peserta	8	18	2	0	0
3	Materi menambah wawasan tentang bisnis online	10	16	2	0	0
4	Materi memberikan ide usaha baru	9	17	2	0	0
5	Contoh yang diberikan mudah diterapkan	8	16	4	0	0

Note: SA = Strongly Agree, A = Agree, MA = Moderately Agree, D = Disagree, SD = Strongly Disagree

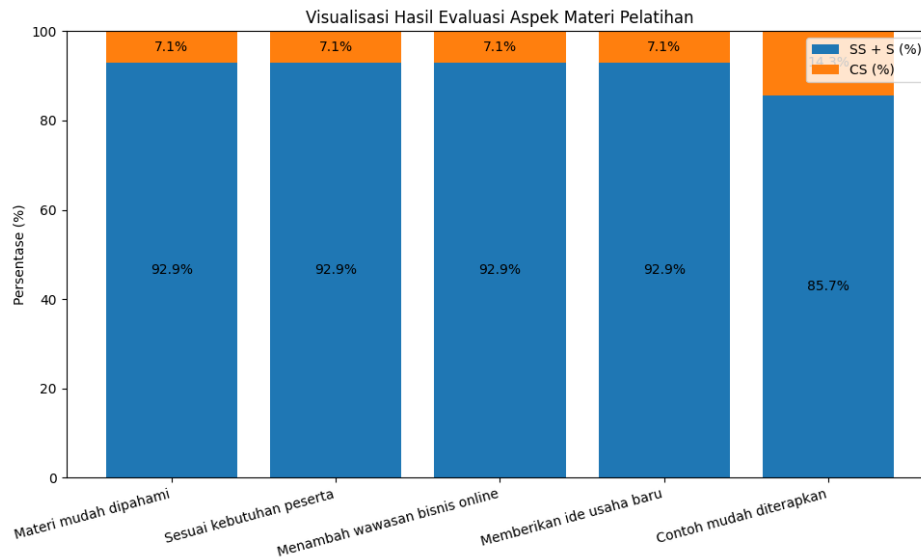


Figure 4. Visualization of the Training Materials Evaluation Results

Based on the evaluation results shown in Table 1 and Figure 4, the majority of participants provided highly positive responses to all aspects of the training materials. When the categories **Strongly Agree (SA)** and **Agree (A)** are combined, the level of agreement exceeds 85% for every statement. This finding indicates that the training materials were perceived as relevant, easy to understand, and capable of meeting the participants' needs.

Regarding the statement that the training materials were easy to understand, 92.9% of participants provided positive responses, while only 7.1% selected **Moderately Agree (MA)**. Similar results were found for the statement that the materials were relevant to participants' needs, with 92.9% of participants expressing agreement or strong agreement. These findings suggest that the training materials were appropriately designed according to the conditions and needs of housewives in Sitisari Village.

Furthermore, the training materials were considered successful in broadening participants' knowledge of online business. A total of 92.9% of participants gave positive responses to the statement that the materials increased their understanding of online business, while the remaining 7.1% selected Moderately Agree. This indicates that the training provided new insights into digital business opportunities and the productive use of smartphones.

For the statement that the training materials provided new business ideas, the positive response rate also reached 92.9%. This result suggests that the training not only delivered theoretical knowledge but also inspired participants to explore new business opportunities. Meanwhile, regarding the statement that the examples provided were easy to apply, 85.7% of participants gave positive responses, while 14.3% selected Moderately Agree. This percentage demonstrates that the practical examples presented during the training were sufficiently applicable and relevant to everyday life.

Overall, the evaluation results for the training materials indicate that the smartphone utilization training for online business and e-commerce was successfully implemented and received positive feedback from participants. The relevance, clarity, and practical applicability of the materials were important factors in enhancing participants' interest and readiness to utilize digital technology as a business opportunity.

3.2 Evaluation of the Benefits of the Training Program

The results of the evaluation of the training benefits conducted among the 28 participants are presented in Table 2.

Table 2. Evaluation Results of the Training Benefits Aspect (n = 28)

No	Pernyataan	SS (5)	S (4)	CS (3)	TS (2)	STS (1)
6	Pelatihan meningkatkan motivasi berwirausaha	8	18	2	0	0
7	Peserta menjadi lebih percaya diri memulai bisnis online	6	21	1	0	0
8	Peserta memahami cara memanfaatkan smartphone untuk menghasilkan uang	7	19	2	0	0
9	Peserta tertarik mencoba bisnis online setelah pelatihan	6	19	3	0	0
10	Pelatihan bermanfaat bagi kehidupan sehari-hari	8	18	2	0	0

Note: SA = Strongly Agree, A = Agree, MA = Moderately Agree, D = Disagree, SD = Strongly Disagree

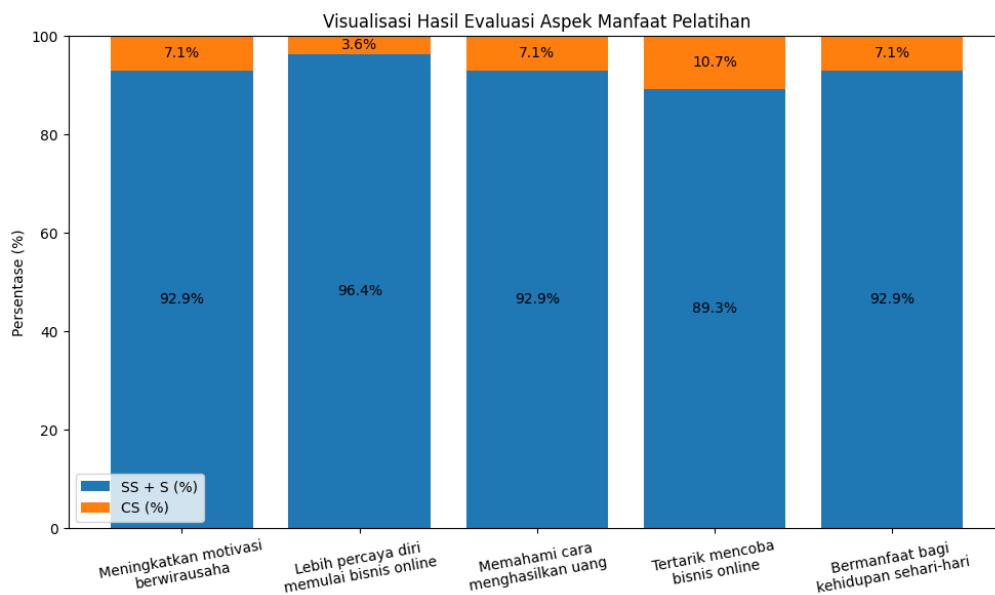


Figure 5. Visualization of the Training Benefits Evaluation Results

Based on the evaluation results shown in Table 2 and Figure 5, the benefits of the training program received highly positive responses from the participants. The combined percentage of **Strongly Agree (SA)** and **Agree (A)** exceeded 89% for all statements. These results indicate that the training successfully enhanced participants' motivation, self-confidence, and interest in utilizing smartphones for online business activities.

The statement that participants became more confident in starting an online business achieved the highest positive response rate, at 96.4%, while the statement that participants were interested in trying

online business after the training received a positive response rate of 89.3%. In addition, 92.9% of participants stated that the training increased their entrepreneurial motivation, helped them understand how to generate income through smartphones, and provided benefits that could be applied in their daily lives.

Overall, the training was considered successful in delivering tangible and relevant benefits to the participants. The findings demonstrate that digital literacy and entrepreneurship training can serve as an effective strategy for empowering rural housewives and encouraging the adoption of digital technology for income-generating activities.

3.3 Discussion

Overall, this Community Service Program (PkM) had a significant positive impact on the participants. The evaluation results showed that all participants provided positive assessments of both the training materials and the benefits of the program, with no negative responses recorded in the Disagree (D) or Strongly Disagree (SD) categories. Regarding the training materials, 92.9% of participants stated that the materials were easy to understand, relevant to their needs, capable of enhancing their knowledge of online business, and able to generate new business ideas. In addition, 85.7% of participants considered the examples provided during the training to be practical and easy to apply in their daily lives.

In terms of training benefits, 92.9% of participants reported that the program increased their entrepreneurial motivation, helped them understand how smartphones can be utilized to generate income, and provided benefits applicable to everyday life. The highest percentage was obtained for the statement that participants became more confident in starting an online business, reaching 96.4%, while 89.3% expressed interest in trying online business activities after attending the training. These findings indicate that the Community Service Program contributed not only to cognitive development in terms of knowledge and digital skills but also to affective development by enhancing participants' motivation and self-confidence in entrepreneurship.

These findings are consistent with the study of Laudon and Traver (2021), which suggests that digital literacy training tailored to community needs and implemented through a participatory approach is more effective in improving participants' understanding. Furthermore, the use of live demonstrations involving participants' own smartphones proved effective in increasing engagement and comprehension of the training materials (Turban, 2018). The hands-on approach enabled participants to better understand the use of online marketplaces, social media platforms, and simple digital marketing strategies in their daily activities.

The high percentage of participants who reported increased confidence in starting an online business indicates that the training successfully enhanced their psychological readiness to engage in digital entrepreneurship. According to Susanto and Wijaya (2021), self-confidence is one of the key factors that encourage individuals to initiate entrepreneurial activities, particularly among housewives who may have little or no previous experience in formal business ventures.

In addition to benefiting the participants, this program also supports government initiatives aimed at improving digital literacy, as outlined in the Indonesia Digital Transformation Roadmap and the policies of the Ministry of Communication and Information Technology (2023). As Indonesia's e-commerce transaction value continues to increase annually, as reported by Statistics Indonesia (BPS, 2024), the ability to utilize digital technology has become increasingly important. Therefore, empowering housewives through digital literacy and online business training can serve as an effective strategy for promoting more inclusive economic growth within rural communities.

IV. CONCLUSION

The Community Service Program on the utilization of smartphones for online business and e-commerce in Sitisari Village, Cileungsi, was successfully implemented and generated positive impacts on the participants. Based on the evaluation results of 28 housewives who participated in the program, several conclusions can be drawn.

First, the training materials were considered easy to understand, relevant to participants' needs, and effective in expanding their knowledge of online business opportunities. Second, the training successfully increased participants' entrepreneurial motivation and self-confidence, as reflected by the fact that 75% of participants reported feeling more confident about starting an online business. Third, participants gained a better understanding of how smartphones can be utilized as productive tools for generating income.

It is recommended that similar programs be conducted on a continuous basis with more advanced topics, such as hands-on training in creating online stores, managing customer orders, product packaging, and developing promotional content strategies through social media platforms. Furthermore, collaboration with relevant institutions, such as the Office of Cooperatives and Micro, Small, and Medium Enterprises (MSMEs), should be strengthened to provide long-term mentoring and support for participants.

THANK-YOU NOTE

The community service team would like to express its sincere gratitude to the Head of Sitisari Village and all village officials for granting permission and providing the facilities necessary for the implementation of this program. Appreciation is also extended to all participants for their active involvement throughout the activity, as well as to the students and all parties who contributed to the successful implementation of this Community Service Program (PkM).

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