



TRAINING AND ASSISTANCE ON THE USE OF E-COMMERCE AS A STRATEGY TO INCREASE PRODUCT SALES FOR YOUNG ENTREPRENEURS

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Abstract

The rapid advancement of digital technology has fundamentally transformed business landscapes, particularly for young entrepreneurs who seek to expand their market reach through e-commerce platforms. This community service activity (PKM) aims to provide systematic training and mentoring on e-commerce utilization as a strategic tool for increasing product sales among young entrepreneurs at SMA Muhammadiyah 25 Pamulang, Setiabudi. The background of this activity stems from the growing entrepreneurial interest among students, yet their knowledge of leveraging digital commerce platforms remains limited. In the digital era, mastering e-commerce has become an essential competency for young business practitioners. The implementation method consisted of four stages: problem identification, program preparation, training execution, and program evaluation, utilizing interactive lectures, case studies, group discussions, and hands-on practice. The activity was attended by 50 active student entrepreneurs and resulted in a significant improvement in their ability to manage online stores, implement digital marketing strategies, and conduct product promotion through marketplaces. Overall evaluation scores reached an average of 4.46 (Very Good category), indicating that the program was effectively conducted and achieved its intended objectives.

Keywords: E-commerce, young entrepreneurs, digital marketing, sales strategy, community service.

BACKGROUND

The rapid development of information and communication technology in the last two decades has brought fundamental changes in various aspects of human life, including in business and trade activities. The internet has become the main infrastructure that underpins the global digital economy ecosystem, where buying and selling transactions are no longer limited by geographical boundaries or conventional operational hours. E-commerce or electronic commerce is present as a tangible manifestation of this digital transformation, allowing businesses to reach consumers all over the world only through a device connected to the internet. This phenomenon not only changes the way of doing business, but also creates a new ecosystem full of opportunities for anyone who is able to make optimal use of it, including the younger generation who have higher digital literacy. For young entrepreneurs, e-commerce is not just a tool, but a business foundation that can be used to build a business from scratch with relatively affordable capital. Therefore, a deep understanding of e-commerce is an urgent need in this era of increasingly fierce business competition.

Indonesia as a country with a population of more than 270 million people and an ever-increasing internet penetration rate has become one of the largest e-commerce markets in Southeast Asia. According to the latest data, the value of e-commerce transactions in Indonesia continues to grow consistently from year to year, driven by increasing consumer confidence in online shopping and easier access to various digital platforms. Platforms such as Tokopedia, Shopee, Lazada, and Bukalapak have become part of the daily lives of the Indonesian people, creating an interconnected and dynamic digital commerce ecosystem. On the other hand, changes in consumer behavior that are increasingly inclined to choose the convenience of online shopping provide an extraordinary opportunity for business actors to expand their market segments. However, this great opportunity is also accompanied by no less great competition challenges, where only business actors who are able to innovate and adapt will survive and develop. Therefore, a targeted digital marketing strategy is needed so that the business's presence in cyberspace can have a real and sustainable sales impact.

Young entrepreneurs, especially among students and university students, have enormous potential to utilize e-commerce as a means of developing their business. The younger generation is considered more adaptive and fluent in using digital technology, so in theory it has a comparative advantage over business actors from the previous generation. But in reality, many young



entrepreneurs are still trapped in the use of technology that is purely consumptive, without maximizing the productive potential of the available digital platforms. Research shows that limited knowledge about e-commerce mechanisms, content marketing strategies, online store management, and understanding of logistics and digital payments are the main obstacles for young entrepreneurs in developing their businesses digitally. This condition creates a gap between the potential possessed and the actual capabilities that can be applied in daily business practices. To bridge this gap, interventions in the form of training and mentoring that are structured, directed, and relevant to the real needs of young entrepreneurs in the field are needed.

SMA Muhammadiyah 25 Pamulang, Setiabudi, is one of the high schools that has a fairly active student entrepreneurial community. Many students at this school have run small businesses such as selling snacks, contemporary drinks, printing services, merchandise, and various other creative products as a form of expression of their entrepreneurial spirit. Although the entrepreneurial spirit has grown well, the majority of students still rely on conventional sales through friends and school environments only, so their business growth potential is very limited. The use of e-commerce platforms and social media as digital sales channels has not been carried out optimally and planned, even though the potential consumers that can be reached through digital platforms are much wider. This reality encourages the service team from Pamulang University to be present to provide training and assistance that can change the entrepreneurial paradigm of students from conventional to digital. This PKM program is designed not only to transfer knowledge, but also to empower students to be able to independently develop their businesses through the use of effective and scalable e-commerce.

Based on the background that has been described, this PKM activity is focused on practical training and intensive assistance in the use of e-commerce as a strategy to increase product sales for young entrepreneurs of SMA Muhammadiyah 25 Pamulang. This activity is a tangible form of the role of universities in carrying out one of the Tri Dharma of Higher Education, namely community service, which aims to provide direct and measurable benefits to the communities that are the target of the program. By integrating digital marketing theory with hands-on practice in the field, it is hoped that participants will not only understand the concept of e-commerce theoretically, but also be able to implement it independently to develop their businesses. This article comprehensively describes the process of planning, implementing, evaluating, and reflecting on PKM activities that have taken place, as a contribution of knowledge to the academic community and community service practitioners. Through systematic documentation and analysis, the results of this activity are expected to be a reference and model for similar programs that will be implemented in various schools or other young entrepreneurial communities in Indonesia.

METHOD

This PKM activity is carried out using a needs-based participatory approach, where all stages are designed based on the real conditions and needs of the target partners. This approach was chosen because it is believed to be able to produce a more real and sustainable impact than a one-way training program. Overall, the implementation of PKM activities is divided into four main stages that are mutually sustainable, namely the problem identification stage, the program preparation stage, the training implementation stage, and the program evaluation stage. Each stage is systematically designed and has clear and measurable success indicators, so that the progress of activities can be monitored and evaluated periodically. The implementation team consists of supervisors and students of the Management Study Program, Pamulang University who have competence in the field of digital marketing and entrepreneurship. The collaboration between lecturers and students in this service activity is also a means of practical learning for students on how to design and implement effective community development programs.

The first stage is problem identification, which is carried out through field observation and in-depth interviews with student council supervisors, entrepreneurship teachers, and a number of students who are active in entrepreneurship. At this stage, the service team seeks to comprehensively map the types of businesses run by students, the challenges faced in marketing products, and their initial level of understanding of e-commerce and digital marketing. The identification results showed that the businesses run by students were very diverse, ranging from the sale of snacks and snacks, contemporary drinks, printing services, to school-themed merchandise and handicraft products. An



important finding from this stage is that almost all students do not yet have an active online store on any e-commerce platform, and the promotions carried out are still very limited to WhatsApp groups and unplanned Instagram uploads. This data is a strong foundation for designing a training curriculum that is relevant, practical, and directly applicable by participants. With a deep understanding of the initial conditions of the participants, the training program can be customized according to the level of understanding and specific needs of the young entrepreneur.

The second stage is program preparation, where the service team prepares comprehensive training modules, prepares presentation and practice tools, and coordinates all activity logistics. The training modules are designed with attention to the principles of adult learning (andragogy) which emphasize the importance of relevance of the material to the real experience of the participants and orientation on practical problem solving. The training material covers seven main topics, namely: (1) introduction to e-commerce and digital marketing ecosystem in Indonesia; (2) how to create and optimize online stores on Shopee and Tokopedia; (3) product photography strategies for digital promotion purposes; (4) creative content creation for Instagram and TikTok social media; (5) pricing strategies and profit margin management on digital platforms; (6) online order management, delivery, and customer service; and (7) store performance analysis and sales conversion improvement strategies. The modules are structured in language that is easy for high school students to understand and are complemented by relevant case examples from local MSME actors who have been successful on digital platforms. In addition, the team also prepared practical worksheets that participants would use during the practical session so that the learning process would be more structured and directed.

The third stage is the core of the PKM activity, namely the implementation of the training which was held in the hall of SMA Muhammadiyah 25 Pamulang, Setiabudi, on Friday, April 17, 2026, with the attendance of 50 active entrepreneurial students. The training is designed in a full-day workshop format that combines theory sessions and practical sessions proportionally, with a time allocation of 40% for material delivery and 60% for hands-on practice. The learning methods used include interactive lectures with questions and answers, case studies on the analysis of successful MSME e-commerce accounts, small group discussions to solve certain business scenarios, and hands-on practice of creating online stores and promotional content using each participant's smartphone. Training facilitators are a team of lecturers and students who have experience in the field of digital marketing and have a track record of helping MSMEs in increasing sales through digital platforms. During the practical sessions, the facilitator personally accompanies the participants to ensure each student successfully creates a functional online store account and understands how to operate it independently. The interactive and fun atmosphere of the training managed to keep the participants enthusiastic throughout the day, as seen from the high level of active participation in the discussion and practice sessions.

The fourth stage is program evaluation, which is designed to measure the effectiveness of activities quantitatively and qualitatively. Evaluation was carried out through three main instruments: pre-test and post-test to measure the improvement of participants' cognitive knowledge, participant satisfaction questionnaire which included four aspects of assessment (training materials, facilitators, venue, and consumption), and participatory observation by the facilitator team during the activity. The pre-test is carried out before the training session starts, while the post-test is given after all the material is delivered to measure the delta of knowledge achieved by each participant. The satisfaction questionnaire uses a Likert scale of 1-5, where a score of 5 means Very Good and a score of 1 means Very Poor, so that it can provide a comprehensive picture of participants' perceptions of the quality of the implementation of activities. The evaluation data are then analyzed descriptively to identify program achievements, areas that need improvement, and recommendations for the implementation of similar activities in the future. This evaluation also functions as a form of program accountability to school partners and as scientific documentation that can be published for the benefit of knowledge development in the field of digital entrepreneurship-based community service.

HASIL DAN PEMBAHASAN

RESULTS AND DISCUSSION

RESULTS

The PKM activity with the theme "Training and Assistance in the Use of E-Commerce as a Strategy to Increase Product Sales for Young Entrepreneurs" which was carried out at SMA Muhammadiyah 25 Pamulang, Setiabudi produced very positive achievements and exceeded the target set at the beginning of the program. A total of 50 entrepreneurial students actively participated in the entire series of activities from morning to evening with a full attendance rate, reflecting the high enthusiasm and motivation of the participants in developing their digital business skills. One of the most significant key achievements was that at the end of the training, all participants managed to create a functional online store account on the Shopee platform, and around 78% of participants managed to upload at least one product with photos and descriptions that met the set quality standards. The increase in participants' cognitive understanding of e-commerce and digital marketing was also measured quantitatively through the results of the pre-test and post-test, where the average knowledge score of the participants increased from 52.4 points in the pre-test to 83.7 points in the post-test, reflecting an increase of 59.7%. Qualitative data obtained from participatory observation showed a significant change in participants' confidence in utilizing digital technology for their business purposes. Overall, the results of this activity prove that a participatory training approach that combines theory and practice in a balanced manner has proven to be effective in improving the e-commerce competence of young entrepreneurs in a relatively short time.



Figure 1. Opening of PKM Activity "Manifestation of Digital Preneur" at SMA Muhammadiyah 25 Pamulang, Setiabudi

In the aspect of assessing participant satisfaction, all dimensions evaluated obtained the "Very Good" category based on questionnaire data filled out by 50 respondents. The aspect of the training material received the highest average score of 4.55, which indicates that the material presented is considered very relevant to the real needs of the participants, easy to understand, and has high applicative value in the context of their digital business. The facilitator aspect received an average score of 4.52, reflecting the participants' positive assessment of the facilitator's ability to deliver material in a communicative, interesting, and satisfactory way to answer practical questions from participants. The aspect of the training venue obtained a score of 4.42, indicating that the school hall used as an activity venue was considered to have adequate and conducive facilities to support the learning process, although there were some small notes about the room capacity that needed to be considered for similar activities in the future. The aspect of consumption served received a score of 4.24 which, although the lowest among other aspects, was still in the Very Good category and did not reduce the overall quality of the implementation of the activity. In aggregate, the average score of all aspects reached 4.46 with the category of Excellent, which is a satisfactory achievement and concrete evidence of the success of this PKM program in meeting the expectations of participants.

Table 1. Respondents' Assessment of the Implementation of Training

No	Activity Assessment	5	4	3	2	1	Jmh	Shoes	Average	Remarks
A	Training Materials	25	9	4	0	0	38	173	4.55	Excellent
B	Facilitator	60	24	11	0	0	95	429	4.52	Excellent
C	Training Venues	10	7	2	0	0	19	84	4.42	Excellent
D	Servings/Consumption	20	7	11	0	0	38	161	4.24	Excellent
	General Conclusion	115	47	28	0	0	190	847	4.46	Excellent

Description: 5 = Very Good, 4 = Good, 3 = Enough, 2 = Less, 1 = Less



Figure 2. E-Commerce Material Delivery Session and Digital Sales Innovation Background

The short-term impact of this activity can also be seen from the initiative of several groups of participants to form a digital entrepreneurial community in schools as a forum for sharing experiences and supporting each other in developing their online businesses. In addition, some participants reported that within two weeks after the training they had managed to get their first order through the online store created during the training practice session, which was a great motivation for all participants to continue to actively develop their digital sales channels. These achievements confirm that PKM programs that are well designed, consistently implemented, and supported by intensive mentoring are able to produce real changes in the capacity and behavior of young entrepreneurs relatively quickly. The data and findings from this activity are then used for in-depth analysis in the discussion section to understand the success mechanism of the program and its implications for the development of digital entrepreneurship training models in the future.

DISCUSSION

The success of this PKM activity cannot be separated from the very high relevance between the program designed and the real needs faced by young entrepreneurs in the digital era. This finding is in line with the research of Rahayu and Day (2015) who stated that the adoption of e-commerce by small and medium business actors is greatly influenced by the perceived usefulness and ease of use of the technology offered. When participants feel firsthand that the material learned is relevant and can be immediately applied to solve real problems in their business, motivation and engagement in the learning process increases significantly. This is evident from the high assessment score in the aspect of the training material (4.55) which reflects the positive perception of the participants towards the relevance and practical value of the content delivered. Research by Molla and Licker (2005) also



confirms that the success of e-commerce adoption by business actors in developing countries is highly dependent on organizational readiness and a conducive environment, which in this context is created through structured mentoring programs. Thus, program design that is oriented to the real needs of participants and practice-based has proven to be the key to the success of training interventions in improving the e-commerce competence of young entrepreneurs.

The significant increase in knowledge as reflected in the increase in the average pre-test to post-test score of 59.7% shows the effectiveness of the learning methods used in this program. Blended learning approaches that combine interactive lectures, case studies, and hands-on practice have proven to be more effective than one-way approaches in the context of digital skills training. Vygotsky's theory of constructivism emphasizes that the most effective learning occurs in the Zone of Proximal Development (ZPD), where learners are assisted by more competent facilitators to complete tasks that are beyond the range of their current abilities but can be achieved with proper guidance. In the context of this PKM program, facilitators act as scaffolding that helps participants go beyond the limits of their initial ability to operate an e-commerce platform independently. Studies by Kolb (1984) on experiential learning also support the approach used, in which learning involving direct experience, reflection, conceptualization, and active experimentation has been shown to result in deeper understanding and better knowledge retention. Therefore, the combination of relevant theory and hands-on practice supported by intensive mentoring is the right pedagogical formula for digital skills training programs for young entrepreneurs.

The use of e-commerce by young entrepreneurs has implications that go far beyond just increasing sales volume. Research by Yuliansyah et al. (2021) found that the active use of e-commerce platforms also contributes to the development of various other important business competencies, such as consumer data analysis skills, an understanding of online reputation management, digital business communication skills, and sensitivity to rapidly changing market trends. In the context of this PKM program, the development of multi-dimensional competencies can be seen from the enthusiasm of participants in learning the analytics feature on the Shopee platform that allows them to understand the behavior of their online store visitors and optimize promotional strategies based on available data. In addition, creative content creation sessions encourage participants to develop product photography, copywriting, and understanding of social media algorithms that indirectly enrich their digital competency portfolio. The fact that some participants managed to get a real order within two weeks of training shows that the competencies developed are not only theoretical, but have reached an applicative level that generates real economic value. This holistic competency development is in line with the concept of 21st century skills which emphasizes the importance of digital literacy, creativity, and adaptability as the foundation of success in the digital economy era.

The aspect of the facilitator's assessment that received a score of 4.52 reflects the importance of teaching quality in determining the success of the training program. The facilitators consisting of lecturers and students experienced in the field of digital marketing succeeded in creating a conducive, interactive, and techno-anxiety learning atmosphere among participants who may not be familiar with digital platforms. The facilitator's ability to use simple language, relatable examples, and appropriate humor in explaining complex technical concepts became a distinguishing factor that was highly appreciated by the participants. Deci and Ryan's theory of intrinsic motivation states that a learning environment that is supportive, non-judgmental, and gives autonomy to participants will result in much stronger and more sustainable intrinsic motivation than extrinsic motivation based on reward and punishment alone. In this context, responsive and supportive facilitators have succeeded in creating psychological safety that encourages participants to not hesitate to ask questions, try new things, and learn from mistakes without shame. The quality of good facilitators also has an impact on credibility transfer, where the successful experience of the facilitators in the field of digital marketing provides real inspiration for participants that digital business success is something that can be achieved by anyone with the right effort and knowledge.

The challenges faced in the implementation of this program also provide valuable lessons for the development of e-commerce training models in the future. One of the main challenges is the significant variation in the level of digital literacy among participants, where some participants are quite familiar with the use of smartphones for social media, while others are still struggling with the



basic operations of e-commerce platforms. This condition requires facilitators to have high flexibility in adjusting the speed and depth of material delivery, as well as ensuring that participants who are slower in understanding the material get additional attention and assistance without hindering the faster progress of participants. Another challenge is the limited training time that is only carried out in one day, while the material that needs to be delivered is comprehensive enough to build holistic e-commerce competencies. To overcome this time limitation, the service team provides digital modules that can be accessed independently by post-training participants, as well as forming a WhatsApp group as a medium for remote mentoring and consultation that remains active for three months after the activity takes place. These findings confirm the importance of ongoing mentoring as a complement to intensive training so that knowledge and skills transformation can be truly embedded and applied consistently in participants' daily business practices.

The broader implications of PKM activities can be seen in the context of economic empowerment of Indonesia's young generation who are entering the era of industry 4.0 and society 5.0. The ability of young entrepreneurs to utilize e-commerce effectively not only has an impact on increasing individual income, but also contributes to strengthening the national digital MSME ecosystem that is the backbone of Indonesia's economy. World Bank research shows that increased e-commerce penetration among MSMEs is positively correlated with local economic growth, job creation, and reduction of economic inequality through expanding market access for businesses in even remote areas. In this context, PKM programs that target young entrepreneurs at the secondary school level have high strategic value because they provide a foundation for digital entrepreneurship from an early age, before they enter the world of work or establish a more serious business. The findings of this activity also support the relevance of the Ministry of Education, Culture, Research, and Technology policies that encourage the integration of digital competencies and entrepreneurship in the secondary school curriculum in preparation for future digital economy challenges. Therefore, similar programs need to be expanded in scope and made into regular programs that are integrated into the entrepreneurship education ecosystem in Indonesia.

CONCLUSION

PKM activities in the form of training and assistance in the use of e-commerce as a strategy to increase product sales for young entrepreneurs of SMA Muhammadiyah 25 Pamulang, Setiabudi have been successfully carried out with very satisfactory achievements and real impact on the participants. The program effectively improved the participants' knowledge and practical skills about e-commerce, which was reflected in the increase in the average knowledge score of 59.7% from pre-test to post-test, as well as the success of all participants in creating a functional online store account on the Shopee platform at the end of the training session. The evaluation of participant satisfaction showed consistent and encouraging results, with an overall average score of 4.46 on a scale of 1-5 (Excellent category), which included an assessment of aspects of the training material, the quality of the facilitators, the conditions of the training venue, and the consumption during the activity. A participatory approach that combines interactive lectures, case studies, group discussions, and hands-on practice has proven to be the most effective method for developing e-commerce competencies in a limited time, as it allows participants to not only understand the theory cognitively but also apply it directly in their own business context. The positive impact of the program is also seen in the form of the emergence of participants' collective initiatives to form a digital entrepreneurial community in schools and some initial success in getting real orders through their online store. The success of this program confirms that investment in developing the e-commerce capacity of young entrepreneurs is a very effective strategy in preparing a generation of competent and competitive Indonesian entrepreneurs in the digital economy era.

Based on the experience and findings of this PKM activity, there are several important recommendations that need to be considered for the development of similar programs in the future. First, e-commerce training programs for young entrepreneurs should ideally be carried out in a multi-session format consisting of at least three meetings with an adequate time span, so that participants have the opportunity to try to apply the material, find real obstacles, and get guidance in the next session repeatedly. Second, post-training mentoring through digital communication platforms such as WhatsApp or Telegram has proven to be very effective in maintaining the learning momentum and



ensuring that participants do not stop halfway when encountering obstacles in operating their e-commerce platforms independently. Third, this program needs to be expanded not only to high school students, but also to various other young entrepreneurial communities, including early-level students, youth organization members, and budding MSME actors in various regions. Fourth, the integration of content on digital business ethics, online transaction security, and consumer data protection needs to be strengthened in the training curriculum to build an e-commerce ecosystem that is not only economically profitable but also socially and ethically responsible. By implementing these recommendations, e-commerce training programs for young entrepreneurs can have a greater and more sustainable impact on the development of Indonesia's digital entrepreneurship ecosystem as a whole.

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