A Conceptual Masjidcast Business Model: Enhancing Digital Skills of Masjid Community and Nurturing B40s as Balanced Digital-preneurs

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Abstract

The objective of this paper is to conceptualise the business model of MasjidCast which aims to redefine and maximise the mosque's functions revolving sharing of knowledge, skills and values including building and enhancing digital competencies among B40s (referring to the community of low-income category in Malaysia) and masjid community to nurture them becoming digitally competent content creators and entrepreneurs. In this new era of the Great Reset, post-Covid19 and digital, there has been low interest in the pursuit of knowledge due to digital distractions. Also, the spread of knowledge skills in the mosque in the form of lectures and practical workshops are not archived and often reach only a small fraction of the community. There are also challenges especially for the older demographic of people who are physically unable to attend lectures hosted in mosques. This paper adapts the design thinking methodology which encompasses empathising and defining the problem; as well as ideating, prototyping and testing the viable solution. To tackle these problems, MasjidCast will challenge the status quo of social media in order to provide interactive forms of knowledge and skills. MasjidCast will be a free product for users to ensure knowledge is always accessible for all customer segments. Business models of products will be benchmarked - like Google Classroom, Edpuzzle and Netflix, in terms of providing structured lectures and hands-on courses streams. Conceptually, MasjidCast will provide: (a) open access video-on- demand (VOD) and live streaming lectures and hands-on courses, (b) lectures that consist knowledge of individual obligation (fardu ayn) and communal obligation (*fardu kifayah*), (c) interactive discussions through forums among the Muslim community, and (d) acts as a smart education hub to be integrated with educators' classrooms syllabus. MasjidCast will reach out to learners and educators that are in the pursuit of knowledge, the B40 group that are looking for re-&up-skilling lectures, and advertisers that will be able to promote Muslim products. MasjidCast will also implement revenue sharing and waqf-fund to benefit the mosques in Malaysia.

Keywords: Online Islamic Knowledge, Video-On-Demand, Digital Skills, B40, Mosque, Digital-preneurs, Business Model

1. Introduction

The mosque is an important and sacred place for the Muslim community. It is a place typically used for strengthening their faith. Although mainly used for worshipping purposes, the mosque is also used as a place to carry out other beneficial activities such as lectures, religious instruction, food distribution, marriage agreements, and others (Esposito, 2004; Saleh et al.,

2013; Dahlan et al., 2021). The aspect of Education provided by mosques need to be highlighted. Therefore, the roles played by them must be amplified, possibly by the means of a digital platform to allow it to reach a wider range of people.

The challenges faced when venturing into this business concept is communication and cooperation between various institutions such as religious institutions, Islamic Non-Governmental Offices, Higher Level Education institutions, and such. Businesses with this concept rely heavily on the collaboration between certain key partners, especially the different masjid institutions in Malaysia as the business concept is centered around these institutions as previously mentioned. Other key challenges include the upskilling and reskilling of the B40 community to properly train them to work with the masjid communities in transforming them from zakat receivers to zakat payers. Challenges that arise during the initial development of our application due to limited staff and resources should also not be ignored.

2. Problem Statement

The job-to-do is to expand the existing ecosystem created between mosques and the Malaysian community. Adapting this ecosystem to fit in the modern world and society is important in preserving the culture of Islam and the minds of our future generations, in a general sense, implementing the digitalization of activities conducted in mosques. A conducive platform where individuals can access content produced by educators, advertisers are able to promote their own products and services, educators are able to produce content, special privileges are provided for the B40 community, and teachers or lecturers are able to conduct asynchronous online classes carries potential in contributing to an information and knowledge-based Muslim society.

To name a few of the extreme pains experienced by our customer segment, we noted that due to the busy lifestyle of people in modern society, there is less flexibility in the Muslim community to participate and attend religious activities in mosques. A study carried out by Maliepaard et al. (2012) suggests that there has been a significant decline in mosque attendance in the periods 1998-2002 and 2002-2004 (p. 362). The concept of "learning anywhere, anytime" can be considered for implementation by mosques where the Muslim community will be able to use an online platform to their advantage and gain benefits such as watching videos on demand and gain additional knowledge or skills they initially would have missed.

3. Objectives

The main objective of this paper is to develop a conceptual business model which propose a holistic approach on leveraging and harnessing mosques as centres and network of knowledge and virtues. By improving the accessibility and sharing of Islamic knowledge and practical skills through digital platform & apps. The Islamic knowledge is in the of video on demand (VOD) lectures & workshop, and community forums in mosques. The proposed digital platform aims to provide educators with tools to build modular and structured courses to enhance knowledge/skills transfer to students. Additionally, the proposed plan will benefit B40 group by offering opportunities on developing digital skills through training and hands-on experience. MasjidCast aims to create a network of knowledge centres that promotes the pursuit of relevant knowledge. It rewards educators with high learner reach and seeks to increase engagement in mosque attendance by showcasing the talents of mosque educators and mentors online.

By achieving these objectives, MasjidCast contributes to the achievement of Sustainable Development Goal number 4, providing quality education for all people. Overall, MasjidCast's mission is to democratise access to Islamic education by providing accessible, affordable, and quality education to all, regardless of socio-economic status. Through collaborations with learner, professionals and instructors as educators, mosques, and sponsors, MasjidCast seeks to create a sustainable and impactful educational platform. Malaysia's education and religious systems, along with the workforce, face significant challenges due to declining academic performance, limited mosque-based knowledge sharing, and inadequate digital skills training for the B40 community. Innovative solutions leveraging technology and digital platforms can promote structured learning, increase access, and improve knowledge retention. These solutions are crucial to address the low interest in learning, limited access to mosques, low knowledge retention, and high unemployment rates faced by Malaysians.

4. Methodology

The Design Thinking (DT) methodology is used to show how MasjidCast business model will be able to operate by emphasising with customer insights, defining interpretations, ideation, building prototypes and finally evolution testing [Ester Han, 2023]. The following methodology is used in developing this conceptual business model:

a. Empathise: Conduct customers research and gather feedback from current and new users of MasjidCast, including all the customer segments such as learners, educators and advertisers. This is to understand each segment's motivation, expectations and the current extreme pain they are going through.

b. Define: Gather insights from the previous phase and create a point of view statement that summarises the core problem.

c. Ideate: Brainstorm the potential ideas and solutions to the problems found. The MasjidCast team should be consisting of diverse hires to include people from different backgrounds and perspectives.

d. Prototype: Create low-fidelity prototypes to refine ideas before we execute into high fidelity prototypes and development itself. The prototype should cater all the customer segments in order to make it accessible for everyone to use.

e. Testing: Test the prototype with customer segments and collect the user feedback to ensure the prototype meets the user requirements. Iteration of the software will be developed to meet expectations of the customers in terms of user interface design, responsiveness, and performance itself.

f. Environmental Map: Helps us to analyse the external factors that could impact our business both directly and indirectly such as political, economic, social and technological factors. This helps us to adapt our strategies accordingly to improve competitiveness in the market.

g. Business Model Canvas: BMC visualises our business into 9 different blocks namely value proposition, customer segment, channel, customer relationship, cost structure, revenue stream, key activities, key partners and key resources.

h. Value Proposition Canvas: Tests the company's value proposition. It has two maps which are Value map that consists of product and services, gain creator, and pain reliever, and customer profile which consist of extreme pains, gains and customer jobs.

5.   Literature Review
5.1 Gaps in Educational Platforms in Malaysia

1BestariNet is an application that was endorsed by the Ministry of Education Malaysia (MOE). According to Kamarudin (2014), it was an initiative to integrate the use of information technology and multimedia in teaching and learning. This was to achieve the goal of achieving Vision 2020. However, 1BestariNet programme was focused on the teachers and not on the learners themselves and had a downfall only to be replaced with another application. Moving forward, the Frog Virtual Learning Environment (VLE) was developed to allow teaching methods that utilizes the expanding internet technology, which evolved from 1BestariNet Project (Kaur, 2014). The main foundation of its service is that it utilizes the high-speed internet bandwidth provided by Yes 4G. According to Kaur (2014), there are over 215 schools in Malaysia who has participated in the usage of Frog VLE. However, according to the Technology Acceptance Model that was created to comprehend the acceptance of computer technology utilization, it appears that the Frog VLE project did not impact the teacher's skills to utilize the program fully. Moreover, it was prevalent that there were many schools and parties who are simply lacking in the readiness and have inadequate skills to access Frog VLE. These two projects had the opportunity to re-organize and re-structure the educational landscape in Malaysia but appears to be discontinued by MOE in the present day of Malaysia's education.

5.2 Post COVID-19 Education in Malaysia

There has been a significant impact and change on the educational sector of Malaysia post-COVID, with institutions such as schools and universities has shifted into partially online teaching and learning methods. This raises questions about the future of education, where online education becomes a new norm in Malaysia. Abdullah et al. (2020) introduced the Higher Education Resilience Index (HERI) where there are ten hypotheses to be tested when implementing new education syllabus reform. This framework will benefit planning of educational reform in aspects such as knowledge- based coping, acceptance, and adaptation. The redesign of lessons with the supplement of diverse teaching materials can certainly be beneficial for Malaysian students. There has been tested conceptual frameworks on how the Higher Education Institutions (HEIs) can adapt the new norm. A study in Sarawak has shown that students have a moderate to high acceptance of these online learning methods where an increase in language enhancement and enthusiasm was found with the new methods (Sim, 2020). Bujang (2020) conducted case studies of polytechnics in Malaysia that benefited from using e-learning platforms. The study concluded that there was highest demand from the students for digital learning methods. The author also mentioned the need for a guideline to assist the lecturers to use digital platforms to enable Education 4.0 in the future.

5.3. Benchmarking of Business Models
5.3.1.   Spotify Business Model

Spotify is a widely known audio streaming application for leading the audio streaming segments in Malaysia since they came to Malaysia in 2013 and based on statistics from Statista until January 2023, Spotify has over 188 million premium subscribers worldwide (Götting, 2023). According to Daniel Pereira (2023), Spotify has 3 main customer segments which consist of users, content creators, and advertisers which all of them have their own real pain and Spotify provides pain killers to all of them. Spotify brings value to their company by providing content to the user digitally unlike traditionally users need to buy tape or disc to enjoy the audio content.

For record label creators, Spotify provides the digital platform for them to release their audio or music to reach the audience easily with the help of the internet.
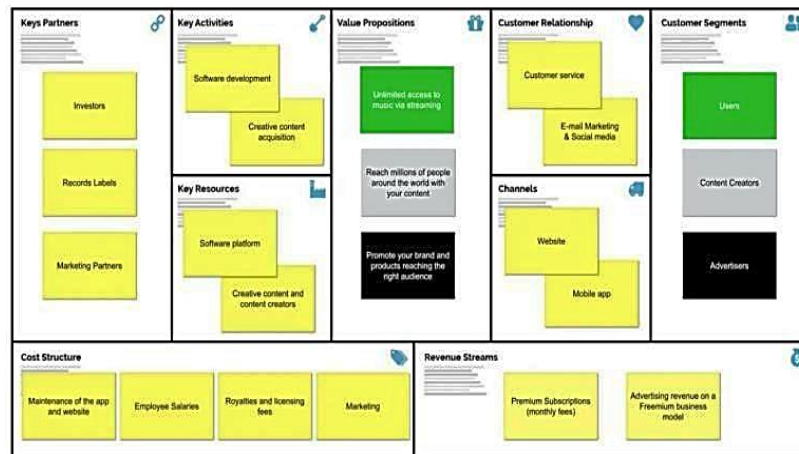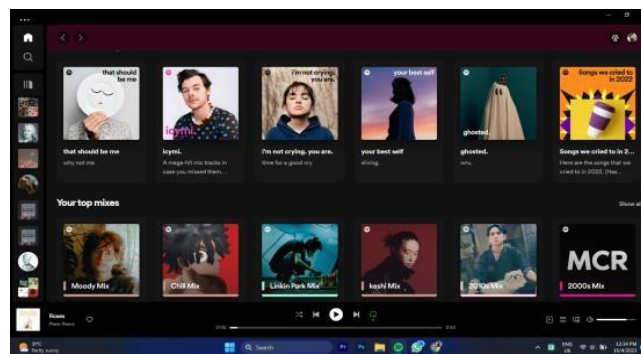

Figure 1. Spotify Business Model Canvas (https://businessmodelanalyst.com)

Figure 2. Spotify User interface (https://open.spotify.com)

5.3.2 YouTube

YouTube is an online video streaming platform that was founded in 2005 by Steve Chen. Its main value proposition for its customer segment is providing the digital platform for users to watch videos on demand for free. According to Para (n.d.), "YouTube is used as a platform to stardom from the comfort of any user's room. It can also be used as an educational tool if the user is creating or viewing tutorials or how-to videos". YouTube has become a content sharing platform where users can upload their videos for others to watch. They have also partnered with various advertisers to display their ads on YouTube. The revenue gained by these advertisements are divided among content creators and YouTube. Furthermore, YouTube offers a freemium model in which paid users will get additional features such as no ads before watching videos.
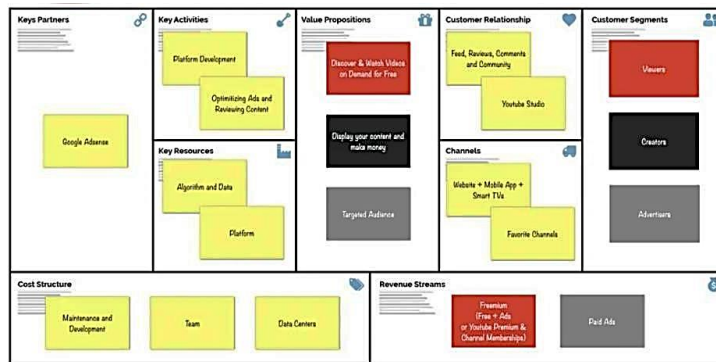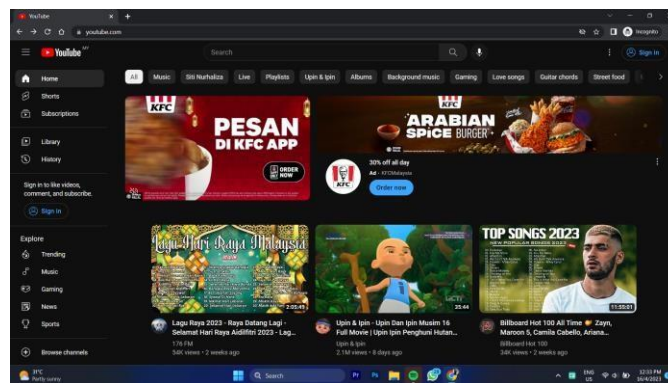
Figure 3. YouTube Business Model Canvas (https://businessmodelanalyst.com)

Figure 4. YouTube user interface (https://www.youtube.com/)

5.3.3 Netflix

Founded in 1997 in Scotts Valley, Netflix is an American Video On Demand streaming service that grew in popularity in 2006. It has become an alternative for cable television as it offers the ability to watch a variety of movies and programs to satisfy consumer demands. This convenience is what causes many people to prefer to subscribe to Netflix compared to cable television. Citing from various sources, Budzinski et al. (2021) stated that Netflix and similar services can be seen as a replacement for TV, offering the advantages of traditional TV with the added benefit of non-linear viewing, allowing users to select content at their convenience rather than being tied to a fixed schedule. Netflix offers a paid service which has different plans according to user needs namely mobile, basic, standard and premium. Unlike traditional television, Netflix has many advantages that make it more appealing to audiences such as the recommendation algorithm that accurately suggests users what to watch next for a more personalised viewing experience.
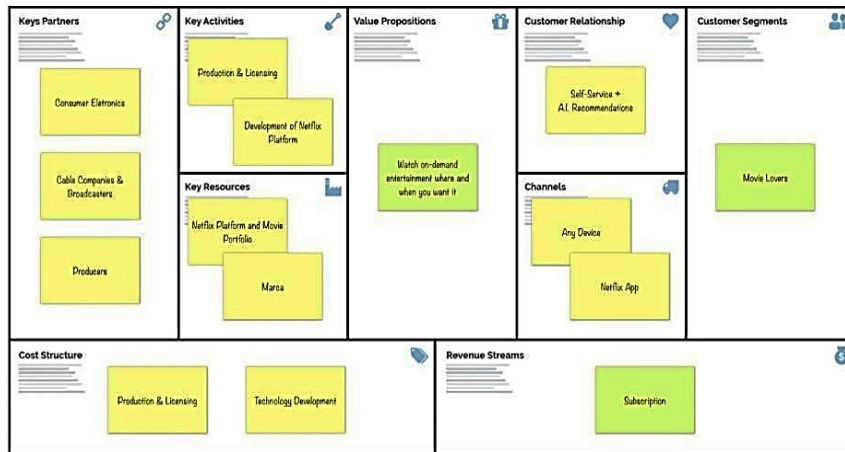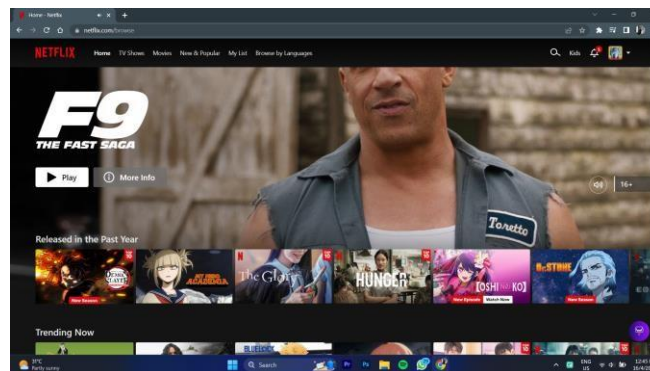
Figure 5. Netflix Business Model Canvas (https://businessmodelanalyst.com)

Figure 6. Netflix user interface (https://www.netflix.com)

5.4 The Rise of Freelance and GIG Economy in Malaysia

As the economy dips due to COVID-19, many individuals have taken the path of being self-employed by offering short-term freelance jobs to the public to gain extra income (Abdul Rahman et al., 2020). Ramesh et al. (2016) stated in a study that Malaysia is ready to adopt an online freelance portal in order to promote these services as the perceived usefulness drives the behavioural intention in engaging in online freelancing. As the workforce for tomorrow is becoming sparser, this has also led efforts to embed the gig economy into Malaysia's Higher Education. Ramesh et al. (2016) elaborated that in institutions such as UiTM, students have been exposed to the gig economy by creating programs to educate students on communication skills, networking, time management and interpersonal skills. Another strong reason to support this can be seen with the preferred types of work by students, young workers and job seekers, which shows a high interest in starting their own businesses.

5.5 Waqf for Financial Sustainability of Higher Education in Malaysia

There is high importance of waqf as an Islamic financial instrument to be promoting education and contributing to the social and economic development of poor communities (Mujani et al., 2018). The author suggests that Muslims need to revive the distribution of waqf to education institutions in order to provide for poor students. These findings can also support future educational projects, providing scholarships and grants and can also improve architectural changes in higher institutions. Mujani et al. (2018) elaborated that there should be a creation of a waqf bank for each institution to create cash flow of waqf funds to help students' developments in housing, healthcare and job opportunities.

The first ever educational institution with the objective of nurturing a community was the Quba mosque, which was constructed in 622.A.D through the endowment by the Prophet (PBUH) (Mujani et al., 2018). In recent years, there has been a lack of funds for higher learning institutions (HEIs) in Malaysia. Johan (2018) stated that every state has been poorly funded, which caused the institutions to find ways in order to generate revenues in order to be sustainable. The endowment fund is created in universities in order to solve this issue. This waqf or endowment fund is set up to help those less fortunate students in higher education. Johan (2018) expressed that University of Al- Azhar, Egypt has funded students with waqf funds for almost 800 years in order to share the spirit of pursuit of knowledge, without burdening the students financially.

International Islamic University Malaysia (IIUM) has introduced an endowment fund that has been established since 1999 in order to help students' financial issues, especially those among local and international students. Other examples include University Putra Malaysia (UPM) and University Kembangan Malaysia (UKM) where the fund acts as a bridge in order to improve services and development inside the university and funding postgraduate development and research.

5.6 Reskilling & Upskilling programmes and incentives provided by government
When it comes to providing career chances for B40, reskilling and upskilling becomes an important point in ensuring proper preparation of the people in doing their assigned tasks (Muzdar et al., 2021). In MasjidCast, the people responsible for providing content to be uploaded or streamed inside the application must be skilled in production. Therefore, their skills must include filming, video editing, sound production, and other relevant skills. These skills mostly fall under digital skills which according to The Economist Group (2023), 30% of their survey respondents in Asia Pacific (APAC) countries including Malaysia complained about digital illiteracy due to internet issues. Apart from the B40 population, reskilling and upskilling also shows its importance when it comes to graduates from higher education institutions. Post-graduates are not guaranteed to be working in their desired fields immediately after graduation. It is also probable that their future employers require them to have additional skills on top of what the students are capable of. Both of these scenarios show the need for upskilling and reskilling among these students (Sivalingam & Mansori, 2020).

The Malaysian government provides incentives to encourage reskilling and upskilling. For companies that adopt the usage of new technologies in Malaysia's manufacturing sector, grants are provided for purchase of such technologies and are also provided for training and upskilling of staff to use them (Gen et al., 2022). The government acknowledges shortage in talents in Malaysia and thus, collaborates with training institutions to produce skilled individuals. For example, the contribution to recruitment of engineers is credited to the Penang Skill Development Centre (PSDC), along with the Selangor-based worker training in the Selangor Human Resource Development Centre (SHRDC) (Gen et al., 2022). The importance of digital skills in the modern world is undeniable, as Shakina et al. (2021) concludes that "Public authorities should take into account the need to increase and improve workers' training and education, as a means of taking advantage of the potential benefits of digital innovations".

6.   Initial Business Model (BM) – Using the BMC & VPC Framework
6.1 Initial Business Model Canvas (BMC)

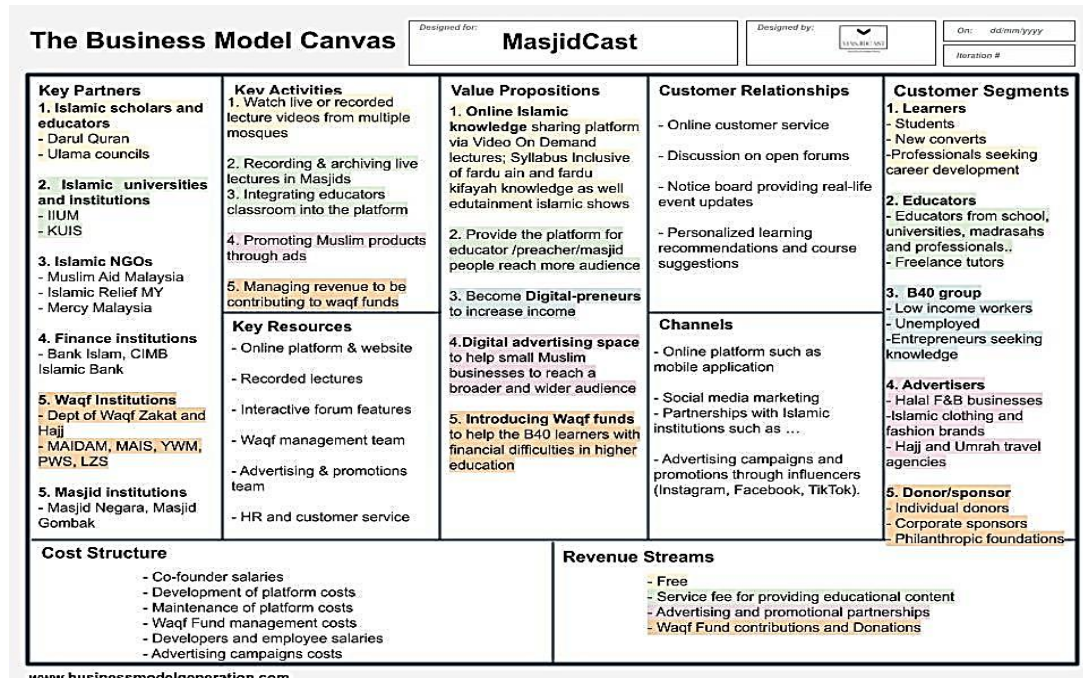Based on the literature review conducted, the initial business model of MasjidCast is shown in Figure 7.

Figure 1. Initial MasjidCast Business Model Canvas

6.2 Initial Value Proposition Canvas (VPC)

Table 1: MasjidCast VPC

Customer Segment	Product & Services	Gain Creators	Pain Relievers	Gains	Pains	Customer Jobs
Learner	Online Islamic knowledge sharing platform Personalised learning with the help of an AI- b a s e d system. Usrah system embedded into MasjidCast in order to encourage networking with learners.	Access a wide range of Islamic knowledge including Fardu Ain and Kifayah. Save commuting time to lecture rooms. Usrah system embedded into MasjidCast in order to encourage	Elimination the need to travel and attend Masjid lectures Convenience and flexibility to learn at your own pace without the need to rush. Big network of other Muslim learners online that learners can	Improved understanding and knowledge on Islamic teachings Opportunity to enhance faith and spirituality anywhere, anytime. Opportunity to connect with learners in order to have discussions online.	Limited access to quality islamic education in the area Time constraints due to other commitments. Limited networking opportunities with educators	To gain deeper understandin g of Islamic teachings To enhance faith and spirituality To connect with other learners and expand their network .

		networking with learners.	connect with			
Educator	Access to a platform to upload their own educational content to reach wider audience

A user-friendly platform to create courses, quiz and exams that can be monetized.

Analytics/ metrics to track course performance & learner engagement | Ability to share knowledge to reach a wider audience

Opportunity to increase income by selling their courses

Access to a community of educators and learners to share ideas with. | Elimination of the need of physical classroom constraint and time constraints,

Assistance with technical aspects of creating & uploading educational content.

Assistance in detecting trending topics in the Muslim community in the forums. | Increased visibility and reputation as respected educator in Muslim community

Additional income stream from selling courses

Opportunity to connect with other educators on a platform, in order to discuss current trends. | Lack of resources or technical skills to create and upload online courses

Difficulty in reaching a wider audience.

Hard to stay on trend with the latest issues and problems in the current world. | Create and organise educational content for learners.

Reach a wider audience & expand their reputation as an educator

Stay up-to-date on relevant topics & trends within the Muslim community. |
| B40s | MasjidCast platform

DIgital skills hands-on learning experience

Waqf fund contribution to support learners with financial difficulties | Financial assistance through Waqf Fund

Improved digital skills and ICT literacy

Nature as digital-preneuers

Affordable & accessible learning options | Assistance with access to higher education through Waqf funds generated by MasjidCast

Access to MasjidCast content and lectures online

Decent job opportunities | Better reach to Islamic knowledge teachings

Improved career prospects

Generate income

Access to a Muslim community full of other learners. | Financial difficulties in accessing higher education

Underemployment

Inability to pay for premium educational content | Access affordable and high-quality Islamic education

Overcome financial barriers to learning

Upskilling and Reskilling on digital skills and content creator |
| Advertiser | Access to large & diverse Muslim consumer market

Digital advertising space on the platform in terms of text | Reach a wider audience for products and services

Increase brand visibility and recognition among | Data-oriented system that allows reaching out to Muslim consumer market

Affordable advertising packages | Increased sales and revenue for their products and services

Increased brand recognition and loyalty among Muslim consumers | Difficulty in reaching and connecting with Muslim consumers due to language and cultural barriers

Limited budget & resources to invest in | Reach & engage with Muslim consumer market

Build brand awareness and recognition among |

|	and graphics.\nOpportunity for targeted advertising based on customer demographics	Muslim consumers\nAccess to advertising metrics and statistics to measure effectiveness of adverts.	with each budget segment\nData-oriented system that allows advertisers to make targeted adverts to suit demographics of users.	Opportunities for collaborations with other halal brands	targeted advertising\nLack of understanding of the Muslim consumer market & their preferences	muslim consumers\nIncrease sales & revenue through effective advertising strategies
Donor/ Sponsor	Donors and sponsors can select either one-time/recurring donations\nSponsors can get recognition & branding opportunities for supporting the platform.	Donors contribute to something that the company is passionate about, without any hidden charges\nPositive social image by associating themselves with socially responsible cause	Transparent and clear information on how funds are being utilised\nHassle-free donation process as using the FPX gateway	Satisfaction from supporting a cause that aligns with their values.\nPositive branding and reputation for the company and brand.	Donors and sponsors may be worried of how their contributions will be misused or mismanaged\nDifficult to donate because offline channels are hard to reach	Support a clause on Islamic educational reform that aligns with their values and beliefs\nMake a positive impact on society by supporting Islamic programs that benefits the Muslim community

6.3 Low Fidelity MasjidCast Prototype
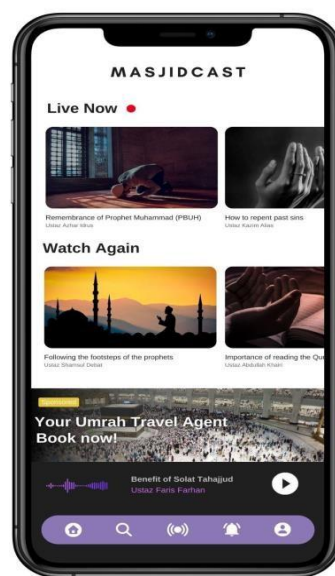
Figure 8. MasjidCast low fidelity prototype

7. Conduct Validation of Initial Business Model and Key Findings

To validate the value of our business model, MasjidCast had performed a short survey to customer segments to observe their opinions towards our business concept. It was carried out with the use of Google Forms with the link to answer the survey being shared with potential customers inside different groups and communities within Malaysia. The survey consists of 11 questions, keeping it short to retain the attention of respondents who wish to answer the survey. It received response from 40 different respondents including learners consist of high school and university students, educators from multiple schools and universities, and B40 people to understand their extreme pains. Based on the results, 32.5% is working, 15% not working and 51.5% are students. Most of the respondent very rarely go to mosque which 47.5%, followed by 35.5% of respondent go to mosque 1-3 times per week, 15% of respondent went to mosque 4-7 times per week and only 2.5% went to mosque every day. In term of participation in event in mosque, majority did not attend/participate the events due to most of them didn't get news and announcement of the events and multiple reasons which stated by respondent. 35 out of 40 respondents agreed that all Kulliyyah and lectures in mosque should be made available online and 33 out of 40 respondents willing to pay for premium plan. Finally, 72.5% agree to become donor to support developing the apps and the rest 27.5% are not. See Figure 9.
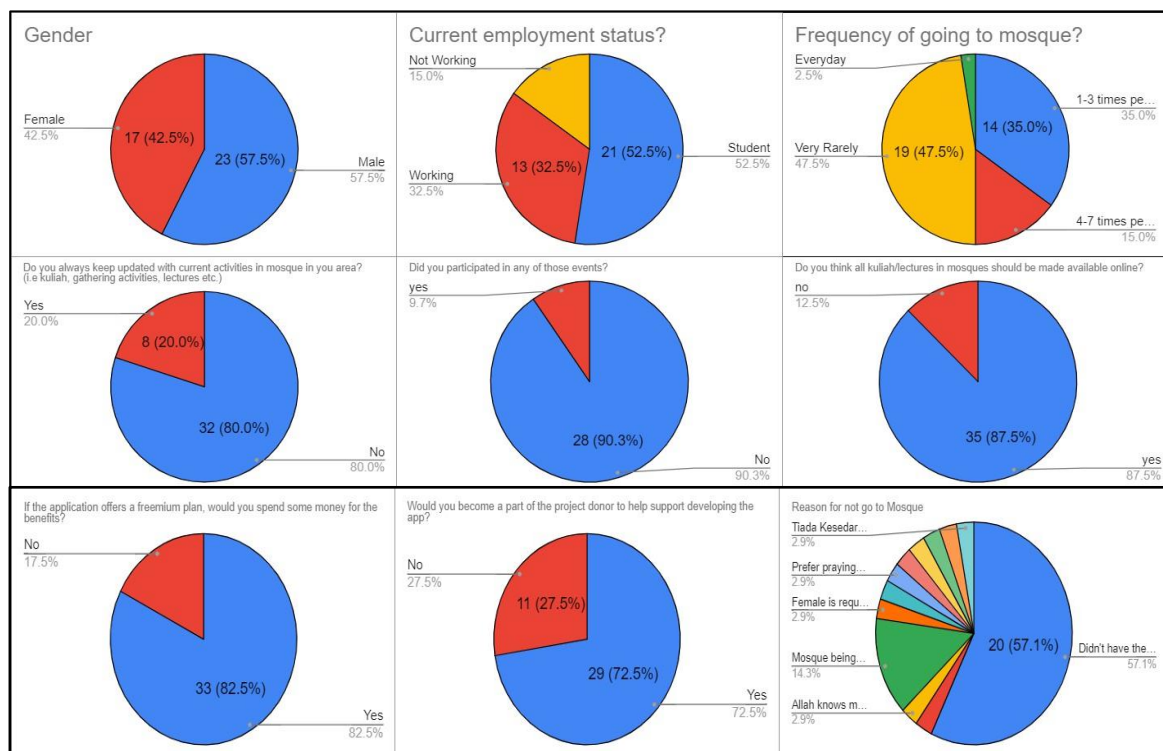

Figure 9. MasjidCast survey findings

8. Validated Business Model – Business Model Canvas Framework
8.1 VALIDATED BUSINESS MODEL CANVAS (BMC)

| The Business Model Canvas | Designed for: MasjidCast | | Designed by: | On: dd/mm/yyyy Iteration # |

Key Partners
1. Islamic scholars and educators
- Darul Quran
- Ulama councils

2. Islamic universities and institutions
- IIUM
- KUIS
- IKIM

3. Islamic NGOs
- Muslim Aid Malaysia
- Islamic Relief MY
- Mercy Malaysia

4. Finance institutions
- Bank Islam, CIMB Islamic Bank

5. Waqf Institutions
- Dept of Waqf Zakat and Hajj
- MAIDAM, MAIS, YWM, PWS, LZS

5. Masjid institutions
- Masjid Negara, Masjid Gombak

Key Activities
1. Watch live or recorded lecture videos from multiple mosques and integrating an announcement section for activities carried out in a local mosque
2. Recording & archiving live lectures in Masjids
3. Integrating educators classroom into the platform
4. Promoting Muslim products through ads
5. Managing revenue to be contributing to waqf funds

Key Resources
- Online platform & website
- Recorded lectures
- Interactive forum features
- Waqf management team
- Advertising & promotions team
- HR and customer service

Value Propositions
1. Online Islamic knowledge sharing platform via Video/Audio On Demand lectures; Syllabus Inclusive of fardu ain and fardu kifayah knowledge as well edutainment islamic shows

2. Provide the platform for educator /preacher/masjid people reach more audience with the option to select previous topics

3. Become **Digital-preneurs** to increase income

4. Digital advertising space to help small Muslim businesses to reach a broader and wider audience

5. Introducing Waqf funds and scholarships to help the B40 learners with financial difficulties in higher education

Customer Relationships
- Online customer service
- Discussion on open forums
- Notice board providing real-life event updates
- Personalized learning recommendations and course suggestions determined by Artificial Intelligence

Channels
- Online platform such as mobile application
- Social media marketing
- Partnerships with Islamic institutions such as IKIM
- Advertising campaigns and promotions through influencers (Instagram, Facebook, TikTok).

Customer Segments
1. Learners
- Students
- New converts
- Professionals seeking career development

2. Educators
- Educators from school, universities, madrasahs and professionals..
- Freelance tutors

3. B40 group
- Low income workers
- Unemployed
- Entrepreneurs seeking knowledge

4. Advertisers
- Halal F&B businesses
- Islamic clothing and fashion brands
- Hajj and Umrah travel agencies

5. Donor/sponsor
- Individual donors
- Corporate sponsors
- Philanthropic foundations

Cost Structure
- Co-founder salaries
- Development and Maintenance of platform costs
- Waqf Fund management costs
- Developers and employee salaries
- Advertising campaigns costs

Revenue Streams
- Free
- Service fee for providing educational content
- Advertising and promotional partnerships
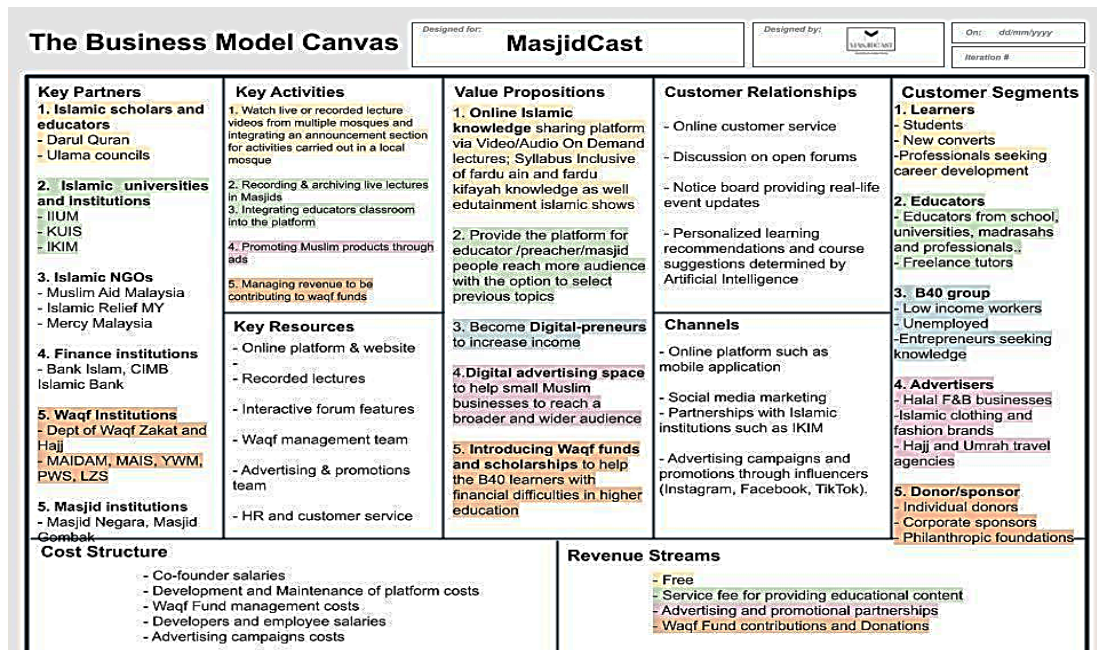- Waqf Fund contributions and Donations

Figure 10. Validated MasjidCast Business Model

Based on the above survey conducted, 80% of the respondents do not stay updated with current activities in the mosque of their area. Therefore, it can be inferred that an announcement system is required to assist customers in keeping track with activities carried out in the mosque in their local area. This has been added to the first key activity inside the business model canvas. Many suggestions have been given for the value propositions section of our BMC. This includes suggestions to add audio lectures to MasjidCast's VOD implementation, to add options to select different topics, and to add more features for our *Waqf* funds. From these suggestions. MasjidCast's VOD feature inside the first value proposition will also include audio recordings which uses less bandwidth in comparison to videos. This benefits customer segments with limited data plans on their mobile phones or slow internet connection. The product will also implement topic selection features to organise the educational content providing a more intuitive browsing and searching experience for customer segments. Regarding the suggestion for adding more features to the Waqf funds to help B40 learners, partnerships with organizations inside the key partners block of our business model canvas, specifically the finance institutions and waqf institutions, will be created to provide scholarships to selected learners with financial difficulties. These selected learners will be determined through simply applying for the scholarship and interviewing.

No improvements have been made for the customer segments as it is not needed. Therefore, our customer segments remain the same which includes learners, educators, B40 group, advertisers, and donors or sponsors. Learners include students who wish to learn from the lectures and workshops, newly Islamic converts, and professionals that are seeking career development.

The validated Masjidcast business model shown in Figure 10 above is described as follows:

8.1.1 Customer Segment (CS)

MasjidCast's customer segments are the groups who will be involved in the education-learner scheme and operations of MasjidCast. This includes learners such as students, new converts, and professionals seeking career development. Educators are also a segment, including those from schools, universities, madrasahs, and professional freelance tutors. The B40 group, consisting of low- income workers, the unemployed, and entrepreneurs seeking knowledge, is also a target customer. Advertisers are another segment, including halal F&B businesses, Islamic clothing and fashion brands, and Hajj and Umrah travel agencies. Finally, the donor/ sponsor segment includes individual donors, corporate sponsors, and philanthropic foundations.

8.1.2 Value Proposition (VP)

MasjidCast's value proposition will outline the list of benefits that can be achieved by our customer segments. This includes offering a comprehensive online Islamic knowledge-sharing platform that includes video/audio on-demand lectures, syllabus inclusive of fardhu 'ain and fardhu kifayah knowledge, and edutainment Islamic shows. It also provides a platform for educators/preachers/masjid people to reach a broader audience with the option to select previous topics, empowering them to become digital-preneurs to increase income. The platform also offers digital advertising space to help small Muslim businesses reach a wider audience. Additionally, it introduces Waqf funds and scholarships to help B40 learners with financial difficulties.

8.1.3 Channels (CH)

Having proper channels are essential in building customer trust. The channels through which MasjidCast reaches its customers include its online platform, which includes a mobile MasjidCast AI-based application, as well as social media marketing and partnerships with Islamic institutions such as IKIM. MasjidCast also uses advertising campaigns and promotions through influencers on platforms such as Instagram, Facebook, and TikTok to reach a wider audience.

8.1.4 Customer Relationship (CR)

MasjidCast prioritizes relationship with customers as it is essential in order to make a collaborative platform. The customer relationship for MasjidCast involves providing various communication channels for users to interact with the platform and receive support such as online customer service and open forums. The platform also offers a notice board to inform users of real-life event updates. In addition, personalized learning recommendations and course suggestions determined by artificial intelligence help to build a more engaging relationship with the user.

8.1.5 Revenue Streams (RS)

To keep MasjidCast running, revenue streams are defined in order to ensure stability of project operations in terms of cost. MasjidCast has multiple revenue streams. Firstly, the platform is free to access, but it charges a service fee for providing premium educational content. Secondly, MasjidCast generates revenue through advertising and promotional partnerships with Muslim products and services. Finally, the platform also receives revenue through waqf fund contributions and donations, which are managed by the waqf management team.

8.1.6 Key Resources (KR)

MasjidCast's key resources will help to facilitate and bridge the customer segments to their key activities. The key resources of MasjidCast include online platform and website that allows users to access live or recorded lectures from multiple mosques, interactive forum features, and advertising and promotions team to promote Muslim products. Recorded lectures are also a key resource, as they are archived and can be accessed at any time. Additionally, the platform has a dedicated *Waqf* management team that manages revenue to contribute to Waqf funds, and an HR and customer service team to provide support and assistance to users.

8.1.7 Key Activities (KA)

MasjidCast have multiple key activities that are needed to be executed to achieve our vision of connecting and linking local Masjids for enhancing education. The key activities of MasjidCast include allowing users to watch live or recorded lecture videos from multiple mosques and integrating an announcement section for activities carried out in a local mosque. The platform also records and archives live lectures in Masjids, integrates educators' classrooms to achieve higher attentive retention. MasjidCast also will be promoting Muslim products through ads that are filtered manually by web administrators. Additionally, MasjidCast manages revenue to be contributed to *waqf* funds, ensuring that the platform has a positive impact on the community.

8.1.8 Key Partners (KP)

MasjidCast collaborates with key partners to promote the application and getting key resources that may help improve the business. Key partners for MasjidCast include Islamic scholars and educators such as Darul Quran and Ulama councils, Islamic universities, and institutions such as IIUM, Islamic NGOs such as Muslim Aid Malaysia, Islamic Relief MY, and Mercy Malaysia, finance institutions such as Bank Islam, waqf institutions including the Department of Waqf Zakat and Hajj, MAIDAM, and LZS, and Masjid institutions such as Masjid Negara and Masjid Gombak. These partners provide MasjidCast with expertise, funding, and access to a wider audience, helping to enhance the platform's reach and impact.

8.1.9 Cost Structure

MasjidCast's cost structure outlines where the funds collected, including from waqf fund will be spent on. The cost structure for MasjidCast includes expenses such as co-founder salaries, development, and maintenance of the platform, waqf fund management costs, developer and employee salaries, and advertising campaign costs. These expenses are essential for the smooth functioning of the platform and to ensure that the needs of customers are met.

8.2 Business Environment Map (EM)

EM Factors	Description
Key trends and foresight	**Technology** - Increase use of digital platforms and mobile devices for learning (Bujang, 2020) - High resilience among students in the use of digital education methods. (Abdullah et al, 2020) **Socioeconomic** - Demand of affordable and accessible education for low-income

|	learners (Muzdar, 2022) Access to multi-domain knowledge for learners from all demographics (Parra, 2018)
Market Forces	**Needs and Demands** - The need for digitally competent workers (The Star, 2019) - Demand for more interactive digital platforms by students (Bujang, 2020) - Digital platforms that are easily configured and setup by educators (Parra, 2018)
Macroeconomics	**Global Market Condition** - Growing adoption of digital technology in Malaysia - Increasing demand for online services **Economic Infrastructure** -6830 mosques in Malaysia (JAKIM, 2023) -reliable telecommunication networks in Malaysia and high-speed internet (MCMC, 2023) -expertise in Islamic matters and developing applications (MOHR, 2021)
Competitive Analysis	**Competitors / Market Players** - Universities that are implementing online courses through the Moodle framework i.e., University of Aveiro (Costa et.al, 2012) - Streaming platform market players such as Spotify and YouTube (Budzinski et al., 2021) **Substitute Products and Services** - Educational platforms that offer non-religious certification, and skilled-based courses - Traditional classroom-based curriculum classes (Abd Rahman, 2020)

8.3 Strategy Canvas
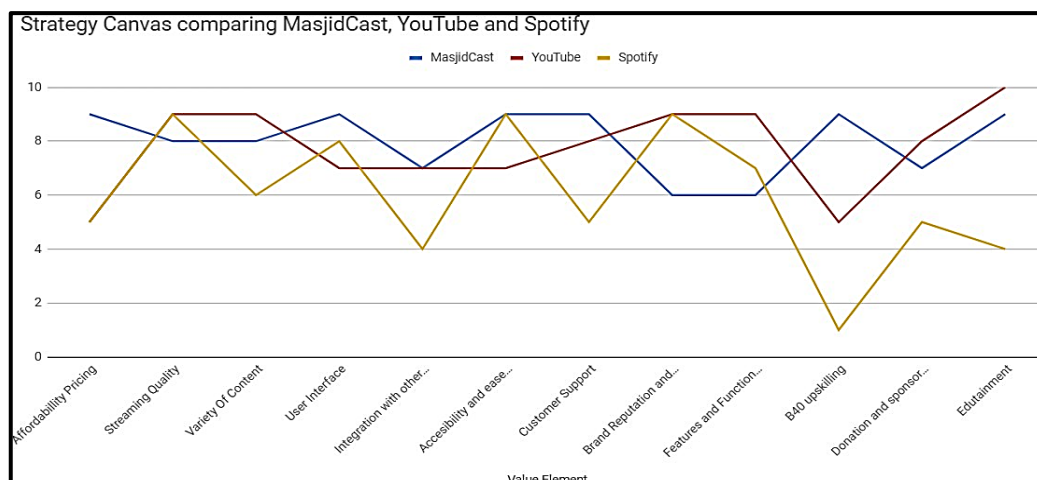
Figure 11. MasjidCast survey findings

Comparing with 2 other competitors (see Figure 11); YouTube (YT) and Spotify (SP), MasjidCast have some value which are not being offered by either one of the competitor or both. MasjidCast offer Islamic content validate by Islamic Institution, which both SP and YT does not have validation on the content which being posted to their site. MasjidCast provide variety of content and high accessibility to the users as we have content in many forms such as audio, Video on Demand in article/forums, allowing users to choose any of the forms that suits the user. MasjidCast helping B40 group to become Digital-preneurs and gain income by providing a platform for them to re-skill and up-skill on digital competencies on creating digital content and managing hybrid events. MasjidCast provides channel for donors/sponsor to donate through Waqf Funds and scholarship, to reach the B40 family including students.

9. Conclusion and Future Works

All in all, MasjidCast is still a conceptual business model that aims to become an Islamic VOD streaming platform that allows customers to learn and educate. Objectively, MasjidCast proposed value propositions are in coherent with SDG4 and SDG8, as well as Maqasid Shariah to preserve the faith, intellect and wealth. To ensure the sustainability and relevancy of MasjidCast, the key challenges, job-to-do, extreme pains, and essential gains of the various customer segments are analysed and validated. By making use of the BMC and VPC as well as extensive research, it is able to deliver impactful benefits to all of its customer segments especially the B40's. Apart from offering convenience of watching videos on demand in enhancing their knowledge and skills, MasjidCast also provides opportunity to masjid community including B40 to improve their quality of life by becoming digital-preneurs. For future work, the MasjidCast team will continue with the development and establishing the detailed business plan including adding new features to the business model and digital platform and application

Acknowledgement

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