

IMPACT OF DIGITAL TRAINING ON BEGINNING ENTREPRENEURS: A CASE STUDY OF GRADUATES FROM BUNDA PRODUKTIF INSTITUT IBU PROFESIONAL

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Abstract. *Beginning entrepreneurs face various challenges when building a business. An effective approach is to equip them with the necessary mindset, knowledge, and skills through training programs. Bunda Produktif is a digital training program aimed at fostering emerging entrepreneurs. Although digital training has grown rapidly, there have been no systematic studies evaluating the relationship between training programs and start-up entrepreneurial success, particularly regarding housewives participating in the program. This study aims to assess the impact of digital training on start-up entrepreneurial success one year after completing the training. The study employed a descriptive qualitative approach that combined data from observations, in-depth interviews, training documentation, survey results, and content analysis to explore the program's impact on participants. The findings indicate that the digital training significantly contributed to building entrepreneurial courage, increasing self-confidence, and encouraging housewives' participation in entrepreneurial activities, resulting in an improved family economy. However, the results also suggest that the training program needs to be tailored to the specific needs of the participants, particularly in mastering knowledge related to production, digital marketing, and financial management to enhance their business success. Overall, the training effectively improved the mothers' digital skills, time management, social engagement, and leadership abilities, contributing to women's overall empowerment. This research provides valuable insights for developing more effective digital-based entrepreneurship training programs to support the growth of beginning entrepreneurs among women.*

Keywords: *Beginning Entrepreneurs, Digital Training, Entrepreneurship, Family Economy, Women's Empowerment.*

1. INTRODUCTION

In this digital era, the development of information and communication technology has brought significant changes in various sectors of life, including in the world of entrepreneurship. Digitalization opens up a variety of new opportunities, not only to facilitate market access, but also to improve the operational efficiency of small and medium enterprises (SMEs). Digital transformation is an urgent need for SMEs to remain relevant, competitive, and sustainable. Despite facing considerable challenges, SMEs that successfully carry out digital transformation will have a competitive advantage and be able to take advantage of new opportunities in the digital era Sari, E.C (2024). This opportunity is also felt by women as part of society. In practice, empowering women, especially housewives, has socio-economic challenges that need special attention. Although many women's empowerment programs have been implemented, there are still barriers in accessing opportunities that support their personal, social, and economic growth, especially for mothers who are limited by domestic roles and geographical limitations.

Women's empowerment is an effort made by the Indonesian government to improve the lives of Indonesian people. Referring to data from the Ministry of Cooperatives and SMEs (2022), the number of women entrepreneurs continues to increase, but women

still face various challenges, such as confidence in starting a business, limited access to capital, training, and business networks. One of the solutions in terms of overcoming the various limitations of women becoming novice entrepreneurs, especially in order to have an entrepreneurial mindset, attitude and skills, among others, is by attending training. Training programs designed specifically for women can increase self-confidence and managerial skills, thus having a positive impact on the courage to start a business and business sustainability Manolova et al. (2020). Then, the practice of empowering women in achieving sustainable development goals is still lacking in most organizations.

One of the initiatives undertaken to contribute to entrepreneurial empowerment especially in women entrepreneurs is the Bunda Produktif - Institut Ibu Profesional. The program is designed to help housewives or women who want to start a business by providing training in various aspects of digital-based entrepreneurship. By utilizing digital technology, trainees are trained on mindset, knowledge, and skills in producing work. Trainees are also trained to have a business strategy that utilizes digital platforms to market products, manage finances, and increase business productivity. In this case, Productive Moms created Hexagon City gamification as an innovative digital platform that can support the Professional Moms Institute program by providing a virtual space for mothers to learn, collaborate and innovate.

Hexagon City as a digital platform has great potential to overcome barriers to digital collaboration, distance learning, and virtual entrepreneurship. However, despite its great potential, there is still no clear understanding of the digital training model that can be developed and support the success of Productive Motherhood - Professional Motherhood Institute graduates as budding entrepreneurs. There is also currently no research and study on the effectiveness of the digital training platform model that has been used by Bunda Produktif - Institut Ibu Profesional, so that it can be assessed for its impact on empowering housewives, increasing their socio-economic engagement, and supporting skills development in the digital world.

This research aims to assess the impact of Bunda Produktif as a digital training on the development of budding entrepreneurs, with focus and locus on graduates of Bunda Produktif Institut Ibu Profesional Batch #3 implemented in 2023 - 2024. As a group that has great potential in developing businesses through technology support, this training impact research can provide valuable insights into how digital training programs can accelerate business growth and create broader economic impact, especially among women. This research will investigate how Bunda Produktif - Professional Mothers Institute as a digital training, creates positive social, economic and environmental impacts for women in Indonesia.

Through this case study, it is expected to make a real contribution in the form of an effective digital training model on improving entrepreneurial skills, the adoption of digital technology in business, and its impact on the success of the business run by the graduates of Bunda Produktif. In addition, this research also seeks to provide recommendations regarding the development of a more effective digital training program for novice entrepreneurs that can be implemented by Bunda Produktif in the future.

Specifically, this research will focus on three research questions:

RQ1. What is the impact of Bunda Produktif's digital training on improving participants' entrepreneurial skills, especially in terms of business management, marketing, and the use of technology for business productivity?

RQ2. What are the main challenges faced by Bunda Produktif graduates in applying the skills gained from the digital training to grow their businesses, and how do they overcome them?

RQ3. How does Bunda Produktif's digital training affect women's mindset, entrepreneurial attitude, and confidence in starting and managing their businesses amidst increasingly fierce market competition?

2. LITERATURE REVIEW

The researcher attributed the impact of the digital training conducted in Bunda Produktif - Institut Ibu Profesional to the Theory of Planned Behavior (TPB). Theory of Planned Behavior (TPB) is one of the models that can be used to understand behavior change Ajzen (1991). In entrepreneurship TPB is used to assess entrepreneurial interest. Researchers used this theory to explore the behavior that is planned to change through this digital training. Based on this theory, the training model is considered better and more complex in explaining and predicting entrepreneurial interest or starting a business in novice entrepreneurs. According to Ramdhani (2011: 56-59), an explanation of the factors that influence interest according to the theory of planned behavior (TPB) includes: First, attitude towards the behavior, that this attitude towards behavior is determined by beliefs about the consequences of a behavior which is an evaluation of positive or negative feelings or beliefs of a belief. For example, participants are faced with the choice of becoming an entrepreneur or not as a career choice after completing Productive Mother training. Second, subjective norm. Subjective norms are individual perceptions of the expectations of people who are influential in their lives (significant others) regarding whether or not certain behaviors are performed. Third, perceived behavior control. Perceived behavioral control or what can be called behavioral control is determined by individual beliefs regarding the availability of resources in the form of equipment, compatibility, competence, and opportunity (control belief strength) that support or inhibit the behavior that will be predicted and the magnitude of the role of resources (power of control factor) in realizing this behavior.

Digital training participants at Productive Mother - Professional Mother Institute are trained to become budding entrepreneurs. An entrepreneur is someone who has creativity and innovation as well as the courage to face risks that are able to create opportunities into businesses that generate value or profit. Andayanti, W., & Harie, S. (2020). Startup entrepreneurs are individuals who start new businesses with innovations aimed at creating products or services that can meet market needs. A startup entrepreneur is someone who has the vision to create a new business, but often experiences challenges in the early stages such as limited capital, networks, and managerial knowledge Fitzsimmons, J. R., et al. (2005).

Women can be trained as entrepreneurs to increase income generation in the family. Women can learn to develop a good mindset towards business, especially control of their business and the ability to learn from business obstacles faced Dalimunthe, R (2019).

The Productive Mother Program - Professional Mother Institute is a digital training created to train women in order to empower housewives to develop themselves, improve their skills, and participate in socio-economic activities. The program focuses on improving the quality of life of mothers, through enhancing their skills in family management, entrepreneurship, and building a supportive community.

Women's empowerment programs such as Ibu Profesional are very important to develop the potential of housewives who are often neglected in society Putri & Rizki (2019). Programs that provide access to education, skills training, and opportunities to collaborate in various projects will have an impact on the family and community economy.

Syafitri's (2020) research shows that housewives involved in empowerment programs, such as Ibu Profesional, have higher levels of confidence, better skills in managing the household, and play a more active role in entrepreneurial activities that support the family economy. The program also introduces digital technology that allows mothers to access various resources online, without having to leave home.

Entrepreneurship training is a program designed to provide individuals with the knowledge and skills needed to start and manage a business. It often covers topics such

as business management, marketing, finance, as well as technical skills related to the product or service to be produced. Entrepreneurship training aims to improve an individual's ability to design and run a business effectively Chatterjee, N & Das, N (2016). This training also helps reduce failures caused by a lack of basic skills or knowledge in entrepreneurship. Entrepreneurship training can also be conducted in accordance with the Competency-Based Entrepreneurship Theory, which focuses on developing specific competencies that support entrepreneurial success, such as technical, managerial, and behavioral skills. Man, T. W, et al (2002).

In today's digital age, technology has a huge role to play in improving women's access to education and economic opportunities. Technology allows women to access information, training and social networks that may have previously been difficult to reach. E-learning and online collaborative platforms, such as Hexagon City, offer new ways for mothers to engage in distance learning, share experiences and develop entrepreneurship without being limited by physical location. Digital trainees are trained to use the platform in business and group decision-making. The use of smart technology not only improves the performance measurement process but also facilitates faster and more informed decision-making based on real-time data. Sari, E.C. et.al (2024)

Empowering women in the digital world is about giving them access to digital skills training that is relevant to market demands Sultana, F., & Akter, A. (2021). Digital training programs, such as those organized by Hexagon City, enable housewives to develop technological skills, ranging from digital marketing, graphic design, to internet-based business management. This not only enhances their skills in the digital economy but also opens up opportunities for entrepreneurship. Mothers who have access to digital technology, especially platforms that support online collaboration, show significant improvements in social and business management skills, which in turn positively impact their family income and social role in society Abdelwahed et al. (2024).

One virtual city model that can positively impact women's empowerment is Hexagon City. The city focuses on virtual collaboration, skills development, and digital entrepreneurship. Hexagon City allows participants to collaborate online on various projects, provides opportunities to develop online businesses, and provides a virtual space for various courses and skills training that can be accessed anytime and anywhere.

Hexagon City is a virtual city designed to support the creativity and productivity of its members through digital technology. As a technology-based platform, Hexagon City enables housewives to participate in collaborative projects without leaving home. This virtual city model provides an open space for mothers to explore and develop various skills that can be applied in their daily lives, whether in household management, social work or entrepreneurship.

Virtual cities offer immersive experiences that allow individuals to interact and collaborate without the limitations of physical space Allam, Z, et al (2021). By utilizing technologies such as virtual reality (VR) and augmented reality (AR), virtual cities allow individuals to experience a more immersive and real learning and working experience, despite being in different spaces. This is particularly relevant for housewife empowerment programs, which are often hindered by limitations of time and physical space. With the presence of platforms such as Hexagon City, housewives can be more active in various activities, including distance education, entrepreneurship training, skills development, and social collaboration with fellow community members.

3. RESEARCH METHODS

, This study employed a qualitative research method using document analysis to explore the paradigm shift in market analysis. The research was conducted between October and November 2024, focusing on secondary data from academic journals,

industry reports, and publications related to the digital economy.

3.1 Data Collection

3.1.1 Observation

Observation is a technique or way of collecting data by observing ongoing activities. Herdiansyah (2013: 131) states observation as a process of seeing, observing, and observing and recording behavior systematically for a specific purpose. In this case, researchers made observations on the implementation of the Productive Mother curriculum and the grand design of Hexagon City. Observations were made on the implementation of the curriculum in the form of Productive Mother training activities - Professional Mother Institute in 2023 - 2024. Observations were made of the formula team as curriculum implementers and Hexagonia as training participants.

3.1.2 In-depth interviews

Researchers conducted in-depth interviews with several key informants such as the initiator, program director and training implementation manager with the aim of finding out the training design and how the team implemented it in the field. Data collection through interviews with key informants was carried out to find out the curriculum design, objectives, opportunities and challenges when planning and implementing digital training for Productive Mothers - Institute for Professional Mothers.

Interviews were conducted in a semi-structured format, which allowed researchers to dig deeper into certain topics, while still referring to the core questions. Researchers focused on topics such as personal experiences in designing the program: How informants described their experiences in planning and implementing and shaping Hexagon City as a platform. Questions about perceived changes: What real impact did the informant feel after seeing the results of the training and development of program participants (either in household management, entrepreneurship, or self-development). Questions about perceptions of virtual cities:

To what extent informants feel connected to trainees and benefit from online collaboration.

3.1.3 Documentation

Data collection was also carried out by looking at the documentation held by Productive Mothers - Professional Mothers Institute. The documentation used includes the Grand design of Hexagon City, the Productive Mother's participant facilitation plan, the Hexagon City Playbook, SOP, the results of surveys that have been carried out and training provisions made by the Productive Mother's formula team. The documentation is also based on Flyers and social media content that have been broadcast during 2023-2024. This data provides an overview of the development and involvement of participants in the program, as well as the results of program evaluations which can enrich analysis.

3.2 Data Analysis

Data analysis in this research aims to gain in-depth insight into the impact of digital training for Productive Mothers - Institute for Professional Mothers. Data that has been collected through surveys, interviews, documentation and content analysis will be analyzed using descriptive qualitative methods to answer research questions and understand Hexagon City's contribution to empowering housewives. The analysis carried out in this research consisted of content analysis of open responses, theme analysis, correlation and influence analysis, program impact analysis, demographic analysis, analysis of involvement in the team and analysis of participant activities.

Qualitative analysis in this research begins by preparing initial data in the form of transcripts or short narratives, field notes, and the researcher's own views. Researchers organize and store the data to be analyzed, then read all the data, code, compile themes

and data descriptions, construct inter-themes, interpret, and give meaning to the themes that have been compiled by Creswell (2015).

3.2.1 Sentiment analysis and Open Responses

Content analysis of open responses given by participants from survey results that have been used as a data source. Based on the documentation and data collected, trainees are asked to provide open-ended responses about their experiences during the training, what they have learned, and the changes they have experienced. These open-ended responses are analyzed to assess positive, negative, or neutral sentiment toward the training program and the city virtual Hexagon City as a platform. Text analysis tools such as TextBlob are used to determine the sentiment of the responses provided. Open-ended responses were grouped into key themes such as entrepreneurship, time management, social, engagement, and digital collaboration.

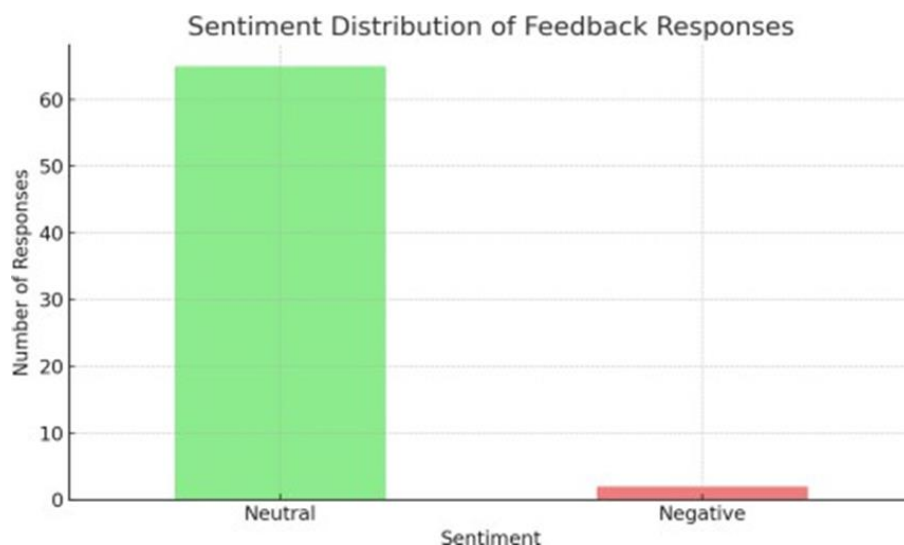


Figure 1.

Sentiment analysis and open responses presented on the graph, were carried out based on the Productive Mother Program Feedback. These sentiments are divided into three categories:

1. Positive: Most responses showed positive sentiment, indicating that participants felt inspired or benefited by the program. Many participants felt motivated to contribute more to the community or develop themselves.
2. Neutral: Some participants provided more neutral responses, indicating that although they found the program useful, the changes they experienced were not that significant or were still a work in progress.
3. Negative: Negative responses were seen in a small proportion of respondents, which may indicate challenges or dissatisfaction related to the program or its application in daily life.

3.2.2 Theme Analysis

Qualitative data obtained from in-depth interviews and open responses were then analyzed using a thematic analysis approach to identify patterns such as general patterns, main themes, and sentiments in participants' experiences. Responses from interviews and survey results conducted at Bunda Productive will be grouped into main themes relevant to the research objectives, such as entrepreneurship, social collaboration, skills development, and the impact of technology on maternal empowerment. In interviews and open responses, researchers identified patterns

regarding how this virtual city strengthens mothers' involvement in entrepreneurial activities and family management, as well as its impact on their quality of life.

3.2.3 Correlation and Impact Analysis

To further explore the relationships between specific variables, a correlation analysis is conducted to assess the extent to which a mother's involvement as a participant in the Digital Bunda Produktif training program by the Institute of Professional Mothers is related to changes in household management, social participation, and entrepreneurship. The correlation being analyzed concerns the involvement in the program and changes in the participants' and their families' quality of life (e.g., improvement in skills, entrepreneurship, and family welfare). In this analysis, demographic factors (e.g., age, number of children) are examined to see if they can predict the level of participant involvement in the training and its impact on their empowerment.

3.2.4 Program Impact Analysis

To assess the impact of the program, an analysis is conducted by comparing conditions before and after the training. Participant involvement in the training program and their contribution to the Hexagon City platform can be viewed from the results of surveys that have been conducted. Some indicators for measuring the program's impact include: Changes in skills, such as improvement in household management, time management, entrepreneurship, and digital literacy. Social and economic impacts, such as how involved participants feel in social activities and their contributions to the family's economy. Satisfaction indicators, such as how satisfied participants are with their training experience at Hexagon City and how the program has contributed to their empowerment.

The researcher conducts the program impact analysis by categorizing the changes mentioned by the participants into broader categories (e.g., self-development, leadership, social collaboration, family management, etc.). This is done to understand how the Bunda Produktif program's impact is spread across various aspects of the participants' lives. The analysis is based on the feedback reported by the training participants.

The researcher conducts two analyses:

Categorization of Changes Made by Participants: The researcher categorizes the changes mentioned by participants into several main categories such as self-development, leadership, social collaboration, and family management. This will provide a clearer picture of which aspects of participants' lives are most influenced by the Bunda Produktif program.

Analysis of Roles in Co-Housing/Cluster/Hexagon City as a Group: The researcher delves deeper into how participants report changes or concrete steps they have taken in their roles within the Co-Housing or Hexagon City, whether they have been involved in joint projects, developed new ideas, or provided support to other community members.

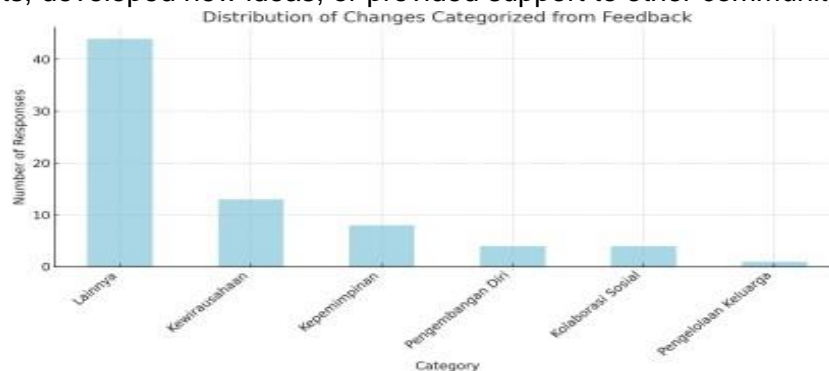


Figure 2.

The graph above shows the distribution of categories of changes reported by participants after attending the Bunda Produktif program. This categorization provides insights into the areas of life most influenced by the program:

Entrepreneurship Area. Some participants also expressed a desire to develop a business or get more involved in entrepreneurship after attending this program, both in terms of business digitalization and product marketing.

Leadership Area. This category also stands out, with many participants feeling more ready to lead or take an active role in their communities. Some participants also felt more confident to lead projects or serve as role models for others.

Self-Development Area. Many participants reported changes related to personal development, such as forming good habits, discovering their potential, and improving their self-quality. This indicates that the program had a significant impact on increasing self-awareness and personal motivation.

Social Collaboration Area. A number of participants also noted improvements in their ability to collaborate, whether in teamwork, communication, or providing support to fellow community members.

Family Management Area. Some participants reported improvements in family communication and managing relationships with their children, which shows that the program also supports the balance between personal and professional life.

3.2.5 Demographic Analysis

To further explore the relationships between specific variables, a correlation analysis is conducted to assess the extent to which a mother's involvement as a participant in the Digital Bunda Produktif training program by the Institute of Professional Mothers is related to changes in household management, social participation, and entrepreneurship. The correlation being analyzed concerns the involvement in the program and changes in the participants' and their families' quality of life (e.g., improvement in skills, entrepreneurship, and family welfare). In this analysis, demographic factors (e.g., age, number of children) are examined to see if they can predict the level of participant involvement in the training and its impact on their empowerment.

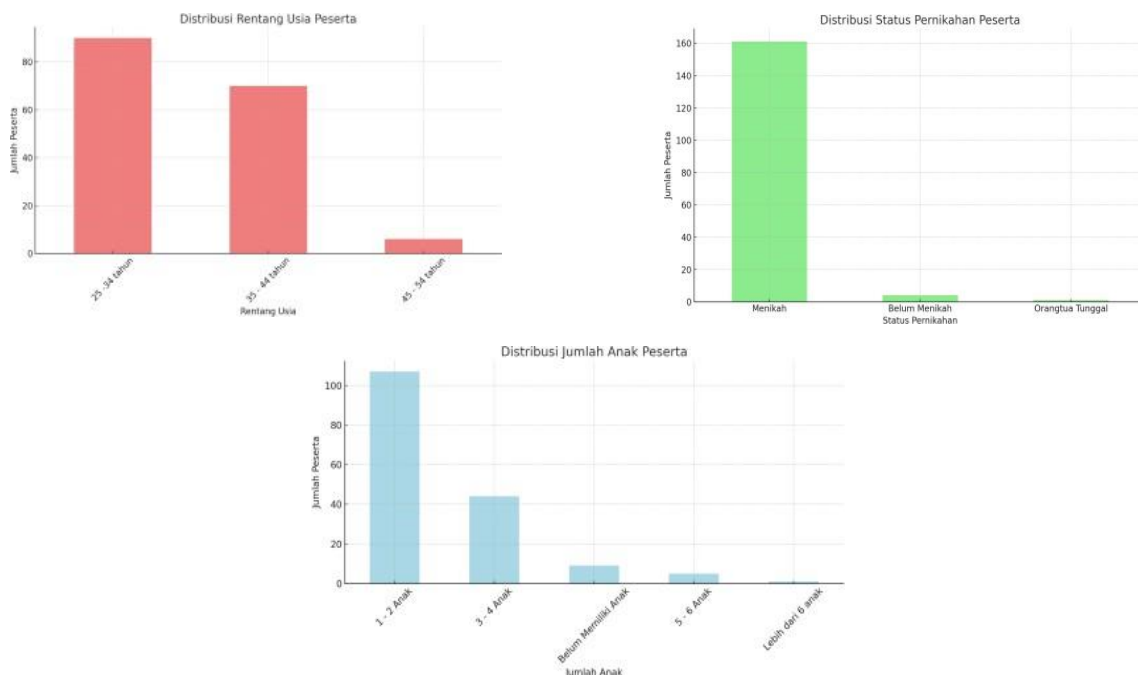


Figure 3.

Participant Age Range Distribution:

Most participants fall within the age ranges of 25-34 years and 35-44 years, reflecting the age of mothers who are active in both parenting and work.

Marital Status Distribution:

The majority of participants are married, indicating that this program is primarily attended by stay-at-home mothers.

Number of Children Distribution:

The majority of participants have 1-2 children or 3-4 children, showing variation in the number of children among the participants' families.

3.2.6 Analysis of Contributions in Team Projects

This analysis focuses on the patterns of contributions mentioned by participants regarding how they contributed to the team in producing collaborative projects, such as in terms of cooperation, active discussion, providing ideas, and completing tasks effectively. Survey data describes the frequency of contributions in team projects, which is used to assess how many participants responded with actions such as collaborating, engaging in active discussion, and providing ideas. The main contributions are identified to see if there are any specific patterns related to the most frequently reported contributions. Additionally, contribution patterns are visualized through graphs to display the reported contribution patterns.

The analysis of participant contributions in team projects is based on the existing data. Here are some key findings from the contribution analysis:

Collaboration / Synergy:

Most participants reported that they collaborated within the team (evident by the value 1.0 appearing multiple times). This indicates that collaboration was the primary contribution made by participants in the team projects.

Active Discussion / Communication:

Many participants were actively involved in discussions and communication within the team, with the value 1.0 appearing more frequently, indicating a high level of involvement in exchanging ideas and communication among team members.

Providing Ideas:

Providing ideas was an important contribution reported by participants. The number 1.0 appeared more often, signaling that participants actively participated in the thinking and planning process.

Completing Tasks Effectively:

Many participants stated that they completed tasks well, with the number 16.0 indicating a commitment to efficiently finishing tasks.

Helping and Facilitating:

Participants also reported helping and facilitating tasks within the team, although their contributions in this area were less frequent compared to others.

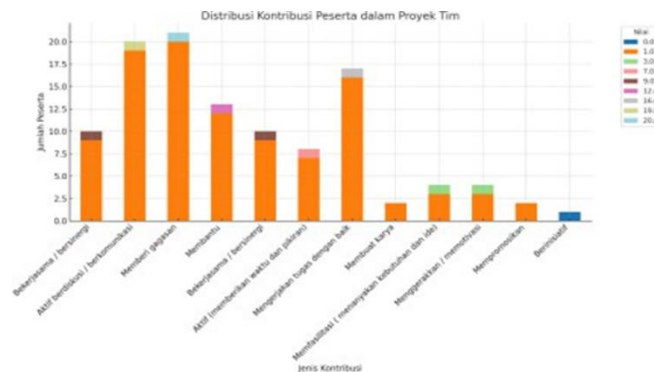


Figure 4.

This graph illustrates the distribution of participant contributions across various categories, such as collaboration, discussion, idea generation, task completion, and others. Each bar represents the number of participants who reported their contributions with a specific value in the corresponding category.

3.2.7 Participant Activity Analysis

This analysis is used to assess participants' behavioral patterns related to initiative, motivation, and their ability to inspire or motivate others. It provides insights into the extent to which the training program has impacted leadership development and the ability to energize the community. The focus is on how often participants report actions such as motivating, inspiring, or facilitating others. Below are some key findings based on the data:

Inspiring / Motivating:

A small number of participants reported that they actively inspired or motivated their team (seen with values 1.0 and 3.0), indicating contributions to leading or providing positive energy within the group.

Promoting:

Some participants reported that they promoted ideas or activities within the project, though not as many as those who reported inspiring or motivating the team.

Initiating:

Initiative was the most frequently reported contribution, with several participants indicating that they actively took the first step in team projects or tasks.

CONCLUSION

Based on the research results regarding the impact of the Digital Bunda Produktif Training - Institute of Professional Mothers, it can be concluded that this program has made a significant contribution in several important aspects of the lives of stay-at-home mothers. The digital training organized not only succeeded in enhancing the technical and managerial skills of the participants, but also had a positive impact on social empowerment and entrepreneurship.

First, this program has proven effective in increasing the entrepreneurial involvement of stay-at-home mothers. Previously, many mothers were hindered by time and space limitations in starting a business, but with this training, they gained access to resources that enabled them to start and manage businesses digitally. Their success in utilizing online platforms and social media to market products proves that this training has built the confidence and skills needed for entrepreneurship.

Second, another positive impact is the improvement in time management and household management skills. Participants reported improvements in their ability to manage time efficiently, which directly affected their families' well-being. With better time management, stay-at-home mothers are able to focus more on self-development, entrepreneurship, and structuring their household routines.

Additionally, this training has also strengthened social engagement and collaboration among stay-at-home mothers. The presence of a digital platform has allowed for the creation of a broader social network, where participants can share experiences, offer support, and collaborate on joint projects. This not only strengthens social solidarity but also creates a greater sense of empowerment, as stay-at-home mothers feel more supported by their communities.

Lastly, the improvement in digital skills and leadership experienced by participants is a significant outcome of this program. Participants not only learned to use digital platforms and conduct marketing, but also received training in leadership development. Their confidence in taking initiative and leading projects, both within their families and communities, shows how essential this training is in shaping more independent and competitive individuals.

Overall, this research shows that the Bunda Produktif Program - Institute of Professional Mothers has successfully empowered stay-at-home mothers through skill development, increased entrepreneurship, more efficient household management, and enhanced social engagement and leadership. This program has the potential to be a highly valuable model for empowering stay-at-home mothers in various regions, focusing on providing accessible training that is relevant to their needs in the digital era.

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