From Transition To Action: Empowering A Learning Community Through Home-Based Entrepreneurship

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Abstract*.*
This community service program, "From Transition to Action: Strategies for Building Realistic Income from Home," was organized by PKM Trisakti School of Management (TSM) in collaboration with RumahSkill.Edu, PT. Rumah Inovasi Bangsa and PT. Puji Bayu Manajemen, through an online webinar. The program aimed to strengthen participants' understanding of home-based entrepreneurship, digital business opportunities, and basic financial management. It involved 12 participants aged 18–44 years from Indonesia and several other countries. Participants expressed diverse business interests, including online selling, digital products, content creation, food, fashion, and other home-based businesses. Overall, the webinar was perceived as useful, clear, and inspiring, although participants suggested more time for discussion. The activity highlights the importance of practical, digital, and financially oriented entrepreneurship education in supporting individuals toward entrepreneurial action.
Keywords: *Community Service, Digital Entrepreneurship, Financial Literacy and Home-Based Business.*

I. INTRODUCTION

Digital technology changed how entrepreneurs find opportunities, reach customers, promote products, and run businesses without a physical location. Social media, online marketplaces, digital services, content creation, and affiliate work opened entrepreneurship to people with different amounts of capital and experience. Entrepreneurship education now has to cover digital skills, opportunity recognition, innovation, and adaptation to a changing business environment, alongside conventional business knowledge.[1], [2].

RumahSkill.Edu, under PT Rumah Inovasi Bangsa and PT. Puji Bayu Manajemen, ran an online community program on May 16, 2026: "From Transition to Action: Strategies for Building Income from Home Realistically." The program taught entrepreneurship to a mixed group of learners interested in generating income from home. It covered three areas: moving into entrepreneurship, starting and growing home-based businesses, and managing personal and family finances. The materials pushed participants to recognize their own potential, identify feasible business opportunities, use the resources they had, and turn ideas into practical steps.

Recent literature shows a growing link between entrepreneurship education and digital transformation. Sitaridis and Kitsios [1] argue that digital entrepreneurship changed the knowledge and skills entrepreneurship education requires, calling for approaches aligned with technology-enabled entrepreneurial activities. Udekwe and Iwu [2] identify digital technology, innovation, entrepreneurship education, entrepreneurial intention, and entrepreneurial motivation as interconnected areas within contemporary entrepreneurship education. Entrepreneurial learning needs to move beyond traditional business concepts and incorporate the practical use of digital opportunities.

Access to technology does not automatically translate into entrepreneurial readiness. People may have skills, work experience, hobbies, personal networks, or knowledge of problems around them, yet struggle to see which of these can become a realistic business opportunity. This is the challenge for entrepreneurship education: participants need to understand entrepreneurship as a concept, but also recognize opportunities that fit their capabilities, circumstances, and resources.

Entrepreneurship education is linked to the development of entrepreneurial competencies, opportunity recognition, entrepreneurial motivation, and entrepreneurial intentions. Kumar, Dwivedi, and Aashish [3], through a technology-empowered systematic literature review, show that entrepreneurship education research increasingly incorporates technology, entrepreneurial learning, competencies, and changing approaches to the field. Research on digital entrepreneurial education indicates that it can build digital entrepreneurial intention, and that digital entrepreneurial self-efficacy plays a role in this process [4]. Educational interventions can give individuals considering entrepreneurial activities a foundation to build on.

A practical gap remains between understanding entrepreneurial concepts and translating potential into action. Entrepreneurship education may introduce participants to entrepreneurial concepts, motivation, opportunity recognition, and digital tools, but prospective entrepreneurs still face uncertainty: what business to choose, how to begin, how much capital they need, how to test market demand, how to keep the activity going. This gap matters most for people starting small businesses from home, where the goal isn't a large enterprise but a feasible opportunity and manageable first steps.

Moving from entrepreneurial ideas to action is also difficult because people see financial and resource limits as barriers to starting a business. Conventional views of entrepreneurship link starting a business to substantial capital, formal premises, employees, and established market access. These views discourage people with entrepreneurial potential but limited resources. Small-scale home-based entrepreneurship offers a different entry point: people can use existing skills, available equipment, personal networks, and digital platforms to test their business ideas. Entrepreneurship education for prospective home-based entrepreneurs needs to focus on realistic opportunity selection, incremental development, and resource use rather than large-scale business creation alone.

Digital entrepreneurship offers additional ways to address these constraints. Product selling, online services, digital products, content creation, and affiliate activities can start on digital platforms with flexible resource requirements. Aysi, Susilaningsih, and Sabandi [5] highlight digital entrepreneurship learning and identify digital competencies, learning models, and technology-enabled entrepreneurial development as key areas of contemporary entrepreneurship education. Digital entrepreneurship education must also consider barriers related to digital literacy, participation, and learners' ability to apply digital knowledge in practical contexts [6]. The challenge is not access to digital entrepreneurship knowledge, but creating learning experiences that connect this knowledge to participants' own circumstances.

Financial management is another dimension. Home-based entrepreneurial activities often draw on household resources, which makes it hard to separate business capital, operating expenses, household consumption, savings, and emergency funds. Without financial understanding, an additional income-generating activity can create problems managing cash flow and separating personal and business finances. Xu and Jiang [7] found that financial literacy is positively associated with household entrepreneurial behavior. Research on financial literacy and entrepreneurship also suggests that financial knowledge helps prospective entrepreneurs analyze market conditions, prepare business plans, understand costs, and manage financial risks [8]. Entrepreneurship education for home-based income generation should integrate basic financial management with opportunity development.

The practical gap addressed by the present community empowerment program is therefore the need to bridge entrepreneurial potential and entrepreneurial action. Individuals may have the motivation to generate additional income and may have access to digital platforms, but they still require practical guidance to identify suitable opportunities, determine realistic starting points, use available resources, assess basic market needs, manage initial financial requirements, and develop consistent actions. This gap is particularly relevant in a diverse learning community because participants may differ in age, geographical location, previous work experience, entrepreneurial experience, available resources, and business interests. Consequently, an entrepreneurship education intervention should provide a flexible framework that allows participants to connect general entrepreneurial principles with their individual circumstances.

The program organized by RumahSkill.Edu was designed to respond to this practical gap through an action-oriented learning sequence. The webinar materials began by encouraging participants to identify potential sources of business opportunities based on skills, work experience, hobbies, relationships, and surrounding needs. Participants were then introduced to the principle of starting small rather than waiting for perfect conditions. The materials subsequently discussed different forms of home-based income generation, including product sales, skill-based services, and content creator or affiliate activities. These topics were complemented by strategies for starting with limited capital, utilizing existing resources, applying pre-order approaches, testing market demand, developing customer trust, and utilizing social media.

The program also treated financial management as part of home-based entrepreneurship. Participants learned to separate personal and business finances and keep basic records of income and expenditure. The materials also covered personal and family financial management, introducing a simple framework for allocating household needs, savings and development, and emergency funds. By combining opportunity identification with financial awareness, the program framed home-based income generation not as a way to earn extra money, but as a process requiring planning, discipline, risk awareness, and financial responsibility.

The seven-day action plan at the end of the learning sequence set the program apart. It gave participants a path from identifying their own capabilities to starting an entrepreneurial activity. The steps: identify relevant skills, examine needs in the surrounding environment, select one realistic business opportunity, estimate basic capital requirements, prepare promotional channels, offer products or services to an immediate network, and evaluate initial market responses. This action-oriented approach addressed the gap between knowing about entrepreneurship and knowing how to begin.

The online format let the program reach a geographically diverse community. Participants weren't limited to one local area, so people from different geographical and socioeconomic backgrounds could join the same program. This matters for community empowerment because digital learning expands access to entrepreneurial knowledge while reducing geographical limits. The diversity of participants also means entrepreneurial strategies need enough flexibility to fit different skills, experiences, resources, and local market conditions.

The community empowerment program aimed to give participants practical entrepreneurship education: helping them identify realistic home-based income opportunities, develop initial business strategies, use digital platforms, understand basic financial management, and turn ideas into actionable steps. The program was not a motivational webinar, but an action-oriented intervention meant to bridge the gap between entrepreneurial potential and practical action. This article presents the rationale, implementation, and evaluation of the program, organized by RumahSkill.Edu under PT Rumah Inovasi Bangsa as a community empowerment initiative in home-based entrepreneurship.

II. METHODS

This community service program used a participatory, action-oriented approach to deliver practical entrepreneurship education to the RumahSkill.Edu learning community. RumahSkill.Edu, under PT Rumah Inovasi Bangsa, ran the program as an online webinar, "From Transition to Action: Strategies for Building Income from Home Realistically," held on May 16, 2026, via Google Meet. The program focused on helping participants recognize their potential, identify realistic home-based business opportunities, use digital platforms, and understand basic financial management.

Twelve participants joined from diverse locations: Jakarta, Bekasi, Sukoharjo, Padangsidimpuan, China, Japan, South Korea, and Germany. Their entrepreneurial experience varied, and most hadn't started a business yet. Their interests spanned online selling, digital products, content creation, food and beverage, fish farming, and other small-scale opportunities.

Nila Pusvikasari, S.E., M.M., CFP., CRP., an academic and entrepreneur, and Rahandini, a former banker and digital content creator, delivered the learning activities. The materials covered opportunity identification based on participants' skills, experience, interests, and surrounding needs; starting a business with available resources; digital promotion and customer trust; and separating personal and business finances. A seven-day action plan helped participants move from identifying an idea to selecting an opportunity, preparing basic resources, promoting the offer, and evaluating initial responses.

The activity had four stages: preparation, webinar delivery, action-oriented learning, and evaluation. Participant data came from an online attendance and feedback form covering domicile, age, current business status, future business plans, perceptions of the webinar, and suggestions for improvement. The responses were analyzed descriptively, through simple categorization and identification of recurring themes.

The activity was designed as a community empowerment program, so the evaluation focused on participant characteristics, entrepreneurial interests, and perceptions of the learning process. No pre-test, post-test, or direct measurement of income or business performance changes was conducted. The findings are presente descriptively and interpreted within the program's educational objectives.

Fig. 1. documentation of webinar

III. RESULT AND DISCUSSION

The community service program involved 12 participants from diverse geographical and personal backgrounds. The participants were 18–44 years old and came from several locations in Indonesia, including Jakarta, Bekasi, Sukoharjo, and Padangsidimpuan, as well as China, Japan, South Korea, and Germany. This geographical diversity demonstrates the potential of online community-based learning to reach participants beyond a single local area.

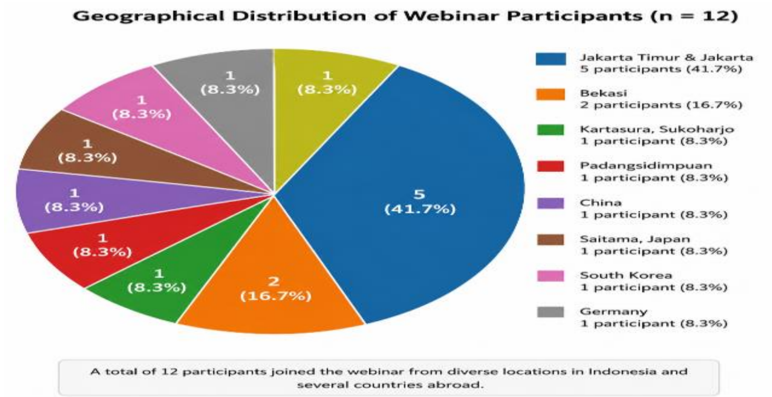

Fig. 2. Geographical Distribution of Webinar Participants

Most participants hadn't started a business yet, though they'd already identified activities they wanted to develop: online clothing, digital products, content creation, food and beverages, restaurants, fish farming, snacks, and other small-scale businesses. This shows participants were generally at an early stage: they had ideas but needed practical guidance on developing those ideas into realistic activities. This matches the growing emphasis on entrepreneurship education for developing opportunity recognition, entrepreneurial competencies, and practical skills [1], [3].

The webinar addressed this by encouraging participants to start from resources they already had: skills, experience, interests, networks, and surrounding needs. Rather than presenting entrepreneurship as something requiring substantial capital, the program emphasized starting small, using available resources, testing market demand, and growing the business gradually. This fits current entrepreneurship education, where digital technologies have opened more accessible paths for people to explore entrepreneurial activities [1], [2], [5] Digital entrepreneurship education can also strengthen entrepreneurial intention and self-efficacy when learning connects to practical activities and digital opportunities [4], [6]

Participants' business interests also point to the relevance of digital entrepreneurship for home-based income generation. Several were interested in online selling, digital products, and content creation, which can grow through social media and other digital platforms. These platforms let people reach customers and promote products or services without a conventional physical business. Digital technology, innovation, and entrepreneurship education increasingly work together to equip prospective entrepreneurs with both entrepreneurial and digital capabilities [2], [3].

Fig. 3. Participant's Business Interest

Financial management was another component of the program. Participants learned to separate personal and business finances and keep simple records of income and expenditure. This topic matters for home-based entrepreneurs because household and business resources may initially overlap. Financial literacy can support entrepreneurial behavior by helping people make better financial decisions, understand costs, and evaluate business opportunities [7], [8] .A recent community service study by Suryanto et al. [9] also highlights contextualized financial literacy education, showing how financial concepts become more meaningful when connected to participants' practical work and everyday financial decisions. This supports the role of financial literacy in the present entrepreneurship program.

The seven-day action plan was another element of the intervention. Participants identified their skills, examined needs around them, selected one realistic business opportunity, estimated basic capital requirements, prepared a promotional channel, offered their products or services to an immediate network, and observed the initial market response. This activity helped participants move beyond having a business idea toward manageable first steps. This fits entrepreneurship education, where entrepreneurial learning increasingly emphasizes practical competencies, experiential learning, and applying knowledge rather than theory alone [3], [5], [6].

Participant feedback was generally positive. Participants described the webinar as "very helpful," "good," "inspiring," "interesting and clear," and "communicative." These responses suggest participants saw the topic and delivery as relevant to their entrepreneurial interests. The feedback also shows participants valued practical discussions connected to their own business plans.

Participants also flagged a limitation: time available for discussion. Some suggested extending the session or adding more opportunities to interact with the speakers. This feedback matters because participants had different business interests, experiences, and levels of readiness. A general webinar can provide a common foundation, but participants may need more individualized guidance when applying the material to their own circumstances. Recent discussions on entrepreneurship education also emphasize the need for learning approaches that are practical, interactive, and responsive to learners' different needs [3], [5], [6].

Future community service programs could extend the webinar into follow-up mentoring, small-group discussions, or business clinics. These would let participants discuss their specific business ideas, review initial costs, develop digital marketing strategies, and get feedback while testing their ideas. This continuity would also make it possible to assess whether participants later move from business ideas to actual entrepreneurial activities.

The program gave participants a practical starting point for developing home-based income opportunities. Combining opportunity recognition, digital entrepreneurship, financial literacy, and the seven-day action plan created a flexible learning framework that fits different participant backgrounds. But the findings carry real limits: the program used no pre-test or post-test and didn't measure changes in income or business performance, so the results aren't evidence of a causal improvement in entrepreneurial capability. Instead, they reflect participants' business interests, perceptions of the program, and learning needs.

The activity shows the value of connecting entrepreneurship education with realistic action and financial awareness. A single webinar can serve as an initial step, but continued mentoring is needed to support participants as they test and develop their business ideas. The "From Transition to Action" program offers a practical bridge between entrepreneurial potential and the first steps toward entrepreneurial action.

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