

Strengthening Digital Business Literacy and Economic Empowerment of Female Inmates Through the BERDIKARI Program

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Article Info	Abstract
Article History: Received : 08/04/2026 Reviewed : 13/04/2026 Revised : 15/04/2026 Accepted : 28/04/2026 Keywords: Correctional Facility; Digital Business; Economic Empowerment; Female Inmates; Handicraft  License: cc-by-sa	22 drug convictions and swindling-convicted female inmates ranging from ages 19-52 years-old at Rumah Tahanan Kelas II A Manado lack consistent access to learning resources to develop their knowledge in digital business or receive training in productive skills for employment after release. This paper features one community service activity with the goals to: (1) Improve marketing knowledge to operate a digital business, (2) Improve communication skills in business, (3) Learn a marketable handicraft trade, and (4) Maintain an interest in entrepreneurship long-term. This program was unique as it used a comprehensive PAR model to implement an interactive seminar on digital business, hands-on workshop training a handicraft trade, and run as a one-day intensive program inside a women's prison. We used Participatory Action Research (PAR) design with three cycles of needs assessment, program implementation and evaluation to promote true empowerment of program participants. Information was collected from 22 participants pre and post activity using Likert scale questionnaires and observation. We found significant average gains in marketing knowledge (+53.8pp), communication skills (+48.5 pp), mastery of handicraft skills (+45.3 pp) and interest in entrepreneurship (+55.8 pp) with an overall mean increase of 50.85 pp. Participant satisfaction was 87.4%. This activity helps achieve SDG 8 (Decent Work and Economic Growth) by teaching participants entrepreneurial skills to attain stable job opportunities after their release from prison; as well as SDG 5 (Gender Equality) by teaching digital skills to incarcerated women who may be vulnerable to violence.

INTRODUCTION

Prisons and regional prisons do not only carry out criminal punishment. Prisons also have the function of social rehabilitation and social reintegration of criminals. Even Law Number 22 of 2022 regarding Corrections also provides for independence training as one form of correction. Within this context, female inmates face multifaceted challenges: beyond psychological pressure resulting from deprivation of liberty, they are often positioned as a vulnerable group with minimal access to structured and sustainable economic empowerment programs (Ningtyas, 2013). During our preliminary research at Rumah Tahanan Kelas II A Manado, our research staff noticed that amongst the 22 respondents who filled out the needs assessment quiz. The majority of them fell into the below-average category in awareness of digital marketing (28.6%), poor in communication skills in business (31.2%), and lack self-confidence to become entrepreneurs (35.4%).

From this data, it is safe to assume that most of these women in prison in Manado and possibly other regions do not receive sufficient independence training from the correctional facility. From what our research staff knew, this was the first time there was an independence training created specifically for women in prison in Manado that focused on digital business. Based on statistics from the Directorate General of Corrections in 2023. There were over 15.000 women prisoners in Indonesia. The majority of these women are in their prime working ages which is 20-45 years old. Various studies have demonstrated that vocational skills programs and business

literacy training can reduce recidivism rates while increasing inmates' self-confidence in facing post-release life (Melati et al., 2020).

The rise of digital economy in Indonesia has opened opportunities for population which are considered out of the loop of the formal working economy. National internet penetration reaching 78.19% in 2023 (APJII, 2023) and the number of e-commerce platform users who are already familiar with online shopping in Indonesia continues to rise. Small businesses, such as those from former prisoners, can sell their products to the masses without having to worry about limited funds and facilities to grow their business just because they're running an online-based venture. Marketplace platforms such as Shopee, Tokopedia, and TikTok Shop have proven to be catalysts for marketing creative economy products from marginalized communities (Guntoro et al., 2024; Susanto, 2024; Irmal, 2025). Products such as handmade goods can be lucrative if paired with the right communication and packaging. (Melati et al., 2020) demonstrated that optimizing digital marketing measurably increases sales results of inmate products. This relevance is strengthened by the shift in consumer behavior toward the online realm following the COVID-19 pandemic (Nizar & Sholeh, 2021; Girsang et al., 2024).

Research on program similar to this has been done in institutions with similar population. Pratiwi et al. (2025) found that the sustainability of empowerment program impact is strongly determined by the integration between theoretical knowledge and practical skills. Similarly, Widiastuti et al. (2022) showed that combined online marketing training with hands-on practice produced superior outcomes compared to single-approach interventions. Demonstrated that structured entrepreneurship training within correctional settings significantly improved participants' self-efficacy and post-release economic readiness. Likewise, Rahayu and Prasetyo (2022) confirmed that combining digital marketing skills with hands-on craft production in community empowerment programs yielded higher retention rates and practical competence than either component alone. Ningsih et al. (2021) further underlined the importance of contextualizing digital business education to the lived experience of marginalized women, arguing that programs failing to address participants' socioeconomic realities produce limited sustainable impact. The BERDIKARI is unique because it employed an integrated PAR-based framework to thoughtfully weave together learning how to conduct interactive digital business operations alongside hands-on handicraft-making while incarcerated and tailoring this content to the sociocultural and economic needs of women prisoners in Manado. As such, the goals of BERDIKARI were to: (1) enhance incarcerated women's knowledge on how to sell products using online marketplaces; (2) improve business communication skills; (3) learn how to produce creative and sellable handicrafts; and (4) develop long-term drive to continue entrepreneurial thinking after reentry.

IMPLEMENTATION METHOD

This community service activity adopted a Participatory Action Research (PAR) approach. PAR was selected because it repositions participants, in this case, female inmates, as active agents of knowledge production and social change rather than passive recipients of intervention (Fine et al., 2003; Payne & Bryant, 2018). Facilitating rehabilitation programs in prison settings necessitates this approach as PAR was meant to subvert top-down power dynamics that typically characterize prison-based research while also fostering participant dignity and ownership. PAR is epistemologically grounded in the view that knowledge is most powerful when produced collaboratively through action (Fine et al., 2003), making it ethically and methodologically superior to conventional top-down training approaches when working with incarcerated populations.

The data used in this study were derived from 22 female inmates who had been invited purposely to attend BERDIKARI on April 4, 2026, at Rumah Tahanan Kelas II A Manado, North Sulawesi, Indonesia. Study participants were recruited by research assistants based on willingness and background check. BERDIKARI consists of three phases as shown in Figure 1

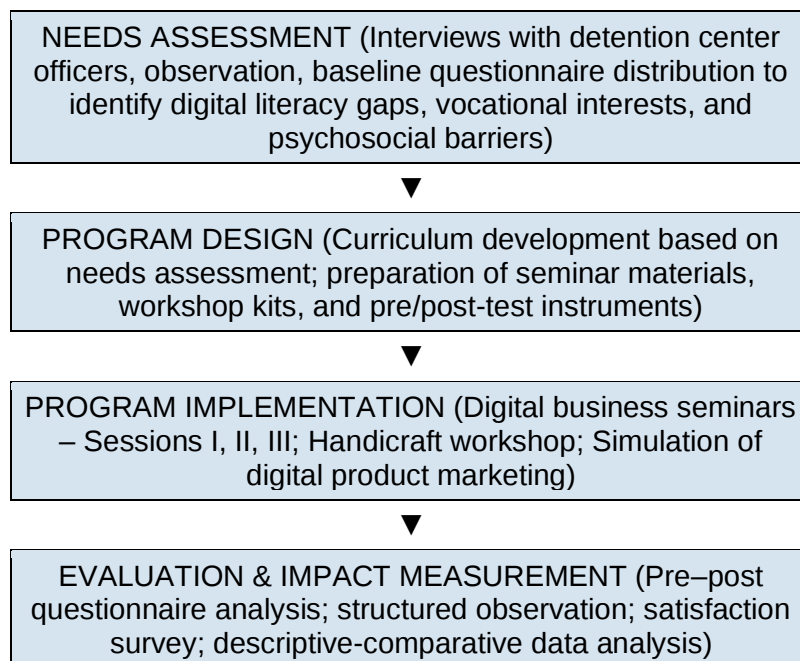


Figure 1. PAR Implementation Flowchart of the BERDIKARI Program

1. Needs Assessment

Phase I occurred two weeks prior to BERDIKARI. During Phase I, researchers interviewed officers of Rumah Tahanan Kelas II A Manado, observed the inmate school and living quarters, and conducted pre-intervention questionnaires with the 22 women inmates who would eventually participate in BERDIKARI. The questionnaire was designed specifically for this research study. Two experts were asked to validate questionnaire items for content validity. Expert 1 is a researcher who specializes in providing digital business training. Expert 2 has background experience providing educational resources and empowerment to marginalized groups. Questions were designed to assess the participants' level of knowledge on four variables: knowledge on digital marketing, business communications, knowledge of handicrafts, and entrepreneurial mindsets. Questionnaire items were created on a 4-point Likert scale for participants to rank their level of agreement with statements (1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly agree). To calculate scores as a percentage, we used the formula: $\text{Percentage} = (\text{Total Actual Score} / \text{Maximum Possible Score}) \times 100\%$. Maximum possible score = number of items per dimension $\times$ 4 (x agreed statements) $\times$ 22 (total participants). Results from the assessments were used to help design a curriculum and materials relevant to participants' context.

2. Program Implementation

The main activity was conducted on April 4th 2026, at Hall of Class IIA Manado State Detention Center. The timing is 08.00 to 14.30 WITA. This activity consists of three blocks of interactive seminar and one block workshop that including crafts as the main activity. This activity was organized by Primaniyarta Business and Finance Academy Manado. The seminar sessions employed an interactive lecture method combined with open Q & A and case studies, an approach selected based on evidence that communicative, participatory methods are more effective than one-way delivery for populations with high affective learning needs (Adnyani & Irwanti, 2023). The learning-by-doing was meant to be achieved through the use of demonstration followed by guided practice in the workshop.

3. Evaluation and Impact Measurement

The post-activity evaluation was administered using the same 20-item Likert scale questionnaire as the post-test, which was completed immediately following the activity. Scores

were converted using the same percentage calculations as the pre test. Change in scores across the four areas were analyzed using descriptive-comparative statistics. Additionally, participants completed a 4-item satisfaction survey at the conclusion of the activity. Answers were coded 1 (dissatisfied), 2 (neutral), and 3(satisfied). The satisfaction score was computed by averaging the coded responses (score of 2.51-3.00 indicated high level of satisfaction). Quantitative data were supplemented by structured observations from team members.

RESULTS

1. Participant Profile

Participants in the activity included 22 incarcerated women who were chosen purposively as volunteers who were applicable to the topic of the activity. Table 1 presents more detailed demographic data including education and previous digital experience.

Table 1. Demographic Profile of Participants

No.	Case Type	Age Range	Education Level	Prior Digital Exposure	n
1	Narcotics	22–45 years	Senior High School / Vocational	Minimal	11
2	Fraud / Embezzlement	25–52 years	Diploma / Undergraduate	Moderate	7
3	Other offenses	19–48 years	Junior High School / Below	None	4
Total		19–52 years			22

Note: Prior digital exposure assessed during needs assessment phase.

The participants' age range of 19–52 years falls within the productive phase, constituting significant human capital for program success. As argued by Veranita and Yusuf (2023), productive age groups demonstrate higher adaptive capacity toward digital literacy, allowing training programs to produce more measurable and sustainable impact. The high number of senior high and vocational graduates (50.0%) demonstrates that learners already possessed some basic intellectual capacity to grasp the concepts relating to digital businesses, and that the overwhelmingly large proportion who had little to no previous exposure to digital technologies prior to the program (68.2% combined) represents the baseline the program targeted at a minimum.

2. Digital Business Seminar Implementation

Session I, led by Sherly E. Susanto, S.E., M.Si., CDMM, CPMM, presented the concept of digital consumer behavior analysis as a base to make marketing decisions. Participants were introduced to concepts of customer journey mapping, digital market segmentation, and utilization of analytics available through marketplace platforms (Susanto, 2024). The (Development, 2021) notes that digital literacy in SME contexts requires precisely this combination of behavioral understanding and platform-specific knowledge.

Session II Deliverable Form: Presentation Topic: Digital Transformation Presenter: Zerah Elisa Derek, S.E., M.M. Brief Description: Storytelling marketing products on Shopee & Tik Tok Shop. Participants were trained in how to productfy by writing product description and doing visual needs persuasively. Participants' responsiveness can be reflected by the number of questions they asked.

Session III of Rosary Patricia Mekel, S.E., M.M. viewed business communication as a determinant of product competitiveness by analyzing price negotiation, trust cultivation among consumers, and web reputation. Azizah et al. (2023) argue that communication-centered

empowerment frameworks are particularly effective in economically marginalized women's contexts, supporting this session design.

3. Handicraft Workshop Implementation

The workshop conducted by Najwa Amalia Bachdar adopted learning-by-doing approach. 22 participants were split into 5 groups, with each group being accompanied by an assistant facilitator from the correctional staff who was also oriented on the same. Supplies for the workshop were macramé rope accessories, synthetic pandan weaving, and decoupage on wooden media -three products picked because of results from needs assessment which identified these products had inexpensive materials to get raw materials and sufficient digital presence.

All five groups throughout the workshop session produced at least one completed product. Social media was represented by photographing the products and uploading them to a demo account as if marketing online during the seminars. This direct application of theory into practice within a single program day, what Pratiwi et al. (2025) describe as a compressed but complete experiential learning cycle, is regarded as a key strength of the BERDIKARI program design.

4. Activity Evaluation Results

Table 2 shows the average pre and post activity scores on four evaluation dimensions compared with improvement classification by percentage: 81-100% = Very Good, 61-80% = Good, 41-60% = Sufficient, 21-40% = Poor, 0-20%= Very Poor.

Table 2. Pre- and Post-Activity Evaluation Results

Program Achievement Indicators	Pre-Activity (%)	Post-Activity (%)	Improvement (pp)	Category
Digital Marketing Comprehension	28.6	82.4	+53.8	Very Good
Business Communication Skills	31.2	79.7	+48.5	Good
Handicraft Technique Mastery	42.0	87.3	+45.3	Very Good
Entrepreneurial Motivation	35.4	91.2	+55.8	Very Good
Overall Mean	34.3	85.2	+50.85	Very Good

The data presented in Table 2 indicate notable improvements across all metrics. The most substantial change occurred in entrepreneurial motivation (+55.8 percentage points), suggesting the program successfully influenced participants on an affective level. This aligns with Kabeer's (1999) argument that authentic women's empowerment must begin with restoration of self-efficacy rather than mere technical skills transfer. The 53.8-point increase in the understanding of digital marketing supports the efficiency of the interactive seminar approach in enhancing digital literacy through a fast rate.

The overall mean improvement of 50.85 pp surpasses the 30–45 pp range reported in comparable Indonesian women's empowerment studies (Organization, 2018; Breitzkreuz & Baird, 2025). Table 3 presents the participant satisfaction results.

Table 3. Participant Satisfaction Survey Results

Satisfaction Dimension	Satisfied (%)	Neutral (%)	Dissatisfied (%)	Score
Relevance of material to real needs	90.9	9.1	0.0	3.82
Facilitator communication quality	86.4	13.6	0.0	3.77

Satisfaction Dimension	Satisfied (%)	Neutral (%)	Dissatisfied (%)	Score
Hands-on workshop experience	86.4	13.6	0.0	3.64
Perceived benefit for future livelihood	86.4	9.1	4.5	3.77
Overall Program Satisfaction	87.4	11.4	1.1	3.75

Overall program satisfaction was 87.4 (mean= 3.75/4.00), and highest satisfaction was reported for material relevancy (90.9%). These results indicate that respondents believed BERDIKARI was important and that it met their true needs and aspirations.

DISCUSSION

The gains found across all four dimensions averaging 50.85 percentage points on the one-day intensive program should be met with scrutiny. There are several contextual and design considerations that likely explain these results. First, the relevance of the material to their post-release needs was high (as seen by the satisfaction of 90.9% of participants on this dimension), which according to Vygotsky's zone of proximal development theory, provided participants with knowledge and skills that were attainable and could be applied immediately. Second, the correctional facility context may paradoxically amplify motivational receptivity: participants who perceive their post-release prospects as precarious are likely to exhibit heightened motivation when presented with credible, practical pathways to economic independence (Kabeer, 1999). Third, the PAR framework's emphasis on participant agency, positioning inmates as active co-producers of knowledge rather than passive recipients, may have reduced the psychological barriers (e.g., learned helplessness, stigma internalization) that typically suppress learning outcomes in institutional settings (Fine et al., 2003). Fourth, the integrated seminar-to-workshop design provided immediate application of theoretical content, reinforcing learning through embodied practice (Pratiwi et al., 2025; Widiastuti et al., 2022).

The lingering question is whether those improvements (45–56 p.p) are truly reflective of gaining knowledge/skills or are they just reflective of changes in motivation/attitude, which may not be sustainable. It is worth parsing out which elements improved for that very reason. Changes in entrepreneurial motivation (the highest improving indicator by far, +55.8 p.p) are perhaps the most likely to have been affected by feel-good measures and workshop activities – getting participants to think and feel differently about entrepreneurship fits squarely in the realm of (Kabeer, 1999) empowerment. Improvements in understanding digital marketing (+53.8 p.p) is noteworthy but understanding is not the same as skill; participants learned what they should know about digital tools and platforms and marketing strategies, not necessarily how to do it themselves. The ranges between the baseline and post test validate this theory: every score is at least Good or higher (79.7%-91.2) at the post test. The program moved everyone from the state of knowing nothing at all to everyone knowing enough to be functionally literate.

However, in order to more holistically situate these findings, one will need to break down what metrics each SDG success indicator is measuring, what goals they correspond to, and what this means on-the-ground for the population of inmates. Each of the four success indicators were measured by respondents' answers to a 20 question Likert-scale questionnaire, reviewed by domain subject matter researchers and had five questions per each dimension measured out of four. Digital Marketing Comprehension measured understanding of customer journey mapping, digital segmentation of market markets, logic of common marketplace platforms (i.e., Shopee, Tik Tok Shop, Tokopedia), and social media based promotional strategy. Its increase from 28.6% to 82.4% (+53.8 pp) represents a transition from severely low awareness of digital trade to a level of mental preparedness to begin operating within the digital economy as a micro-businessman. This indicator has direct positive effects on SDG 8.3 which promotes the implementation of policies to promote productive employment opportunities and entrepreneurship for the disadvantaged, as well as SDG 9.c which promotes the provision of information and communications technology. This metric is important for the inmate population as access to digital

markets is one of the lowest barriers to entry for Micro-Enterprise: it requires no centralized location/shopfront, low start-up capital, and can be managed on a smart-phone. Therefore, digital micro-entrepreneurship is one of the easiest gateways to suitable livelihood options after incarceration for those who have limited social and economic capital to tap into (Organization, 2018). Business Communication Skills was measured by one's ability to write effective product descriptions, negotiate on prices through online portals, build consumer confidence, and manage online reviews/ratings. This metric improved from 31.2% to 79.7% (+48.5 pp), contributing to SDG 8.5 (full and productive employment for all) and SDG 5. b (enhancement to use of enabling technology for women). Its implications for female inmates are particularly profound: women exiting correctional facilities commonly experience what (Kabeer, 1999) identifies as "agency deficits" internalized constraints on their capacity to negotiate, assert, and advocate, further compounded by incarceration stigma. Communication agency restoration is more than marketing savvy. It is a form of social rehab that allows inmates to walk among us with greater dignity and self-efficacy. They can re-enter into community and economic life. The Handicraft Technique Mastery indicator determined if participants learned three concrete craft skills. These included, but were not limited to: macramé rope accessories making, synthetic pandan weaving, and decoupage on wood media. These were selected based on needs assessment data indicating that raw materials are affordable and locally available, and that the products carry demonstrated digital market demand (Melati et al., 2020). Its improvement from 42.0% to 87.3% (+45.3 pp) aligns with SDG 8.9 (promotion of local artisan economies) and SDG 5.1 (ending economic discrimination against women). Most importantly, this indicator reflects what probably would allow program participants to start earning an income right away. After learning the skills measured by Business Skills Attainment, there is no need for further training before being able to use this knowledge economically: inmates could potentially be selling merchandise within days of receiving this training. This immediate applicability to income generation is crucially important for inmates who will serve short sentences (as is often true for drug- and fraud-related offenses), as it allows them to access means of economic development sooner after incarceration, reducing the period of post-release economic deprivation. Entrepreneurial Motivation, which assessed participants' sense of self-efficacy, future time perspective on the economy, risk tolerance, and confidence in their own entrepreneurial abilities, increased from 35.4% to 91.2% (+55.8 pp). This can contribute to Target 8.3 of SDG 8, which promotes entrepreneurship and decent work for all, and Target 5.a of SDG 5, which calls for women's equal rights to economic resources. The implications for inmates are far-reaching: research consistently shows that low entrepreneurial motivation is among the strongest predictors of post-release recidivism, as individuals who cannot envision a viable legitimate economic identity are more likely to return to prior offense patterns (Sulistiyowati et al., 2023; Mulyadi et al., 2022). Conversely, restoration of economic self-efficacy functions as a "cognitive turning point" in desistance from crime (Nurhayati & Lestari, 2022). In this regard, the increase in entrepreneurial motivation observed in this study is not merely a learning outcome but also a potential deterrent to recidivism, thus enhancing the program's impact from short-term skills building to long-term social inclusion.

The program affects SDGs quite substantially and directly, which allows relating them to the four success indicators applied in our research. First, Digital Marketing Comprehension indicator (+53.8 pp), through advancing SDG 8.3 "Promote development-friendly policies that support decent work for all, including productive employment and entrepreneurship for youth and persons with disabilities and in vulnerable employment". By equipping female inmates with foundational digital marketing knowledge, including customer journey mapping, marketplace platform literacy, and social media promotion, the program enables participants to enter the digital economy as micro-entrepreneurs upon release, addressing the structural exclusion that characterizes the post-incarceration labor market experience (Organization, 2018; Devi et al., 2022). Second, the Business Communication Skills indicator (+48.5 pp) supports SDG 8.5 (full and productive employment and decent work for all women and men) and SDG 5.b (enhancement of women's use of enabling technology). Communication proficiency is a prerequisite for sustainable digital commerce: without the ability to negotiate prices, build consumer trust, and manage online reputation, technical platform access yields limited economic outcomes (Azizah et al., 2023). For female inmates specifically, improved business communication represents a form of agency

restoration that directly counteracts the social stigma and disempowerment associated with incarceration (Kabeer, 1999). Third, the Handicraft Technique Mastery indicator (+45.3 pp) supports SDG 8.9 (promotion of sustainable tourism and local artisan economies) and SDG 5.1 (end discrimination against women in economic life). Proficiency in marketable handicraft skills (macramé rope accessories, synthetic pandan weaving, and decoupage) offers quick and low-capital work opportunities for post-release livelihoods. Mulyadi et al. (2022) note that artisan skill acquisition in correctional settings measurably reduces recidivism by providing ex-inmates with an alternative economic identity, a finding that amplifies the SDG relevance of this indicator beyond mere skill transfer. Finally, the Entrepreneurial Motivation indicator (+55.8 pp) - the greatest-improving dimension - has the broadest SDG implications. It directly speaks to SDG 8.3's call for policies to support entrepreneurship and decent job creation, and SDG 5.a (equal rights to economic resources).

Entrepreneurial motivation functions as the psychological prerequisite for all subsequent productive behavior: without sufficient self-efficacy and future orientation, even technically proficient participants are unlikely to convert acquired skills into sustainable livelihoods (Bandura, 1997; Nurhayati & Lestari, 2022). For incarcerated women, the restoration of entrepreneurial motivation is particularly meaningful given the documented erosion of self-concept and economic agency that accompanies imprisonment (Fine et al., 2003; Pratama & Takarini, 2023). The program as a whole in relation to SDG 8 (Decent Work and Economic Growth) provided training in entrepreneurship, social media marketing, and marketable skills in handicrafts that are specifically designed to overcome the barriers to economic reintegration of former inmates. Marginalised productive age workers who are unemployed from the formal workforce should be a key focus if we are to achieve SDG 8's target of Inclusive and Sustainable Economic Growth. In relation to SDG 5 (Gender Equality), female inmates are a doubly marginalized group who face discrimination due to their gender and the stigma of being in prison. According to ILO 2019, Women in the informal economy have less access than men to digital platforms. BERDIKARI took this inequality into account when creating their program. Furthermore, BERDIKARI supports SDG 17 (Partnerships for the Goals) through their model of institutional partnership between Primaniyarta Business and Finance Academy Manado and Rumah Tahanan Kelas II A Manado.

The program has limitations. The one-day duration, while intense, limits engagement time for skill development and practice required for operational digital marketing skills. As Pratama and Takarini (2023) note, sustainable empowerment requires ongoing mentoring and structural support beyond a single intervention. The use of a purposive sampling design is appropriate for a community service project; however, it does limit generalisability beyond this facility and population. Also, the pre- and post questionnaire design without a control group limits definitive statements about impacts of the program independent of other environmental factors. Facilitator familiarity effects could not be ruled out as a cause of the observed magnitude of treatment effects (respondents may give more favourable responses because they trust the speakers who are associated with a well-known educational institution). Future programs should incorporate control groups, programs with multiple sessions spanning a longer time period (weeks) and include follow up after the program ends to better assess true economic behaviour.

CONCLUSIONS

BERDIKARI Community Service at Rumah Tahanan Kelas II A Manado has proven to have produced concrete and meaningful results in increasing the capacity of 22 incarcerated women in four metrics: understanding of digital marketing concepts (+53.8 pp); business communication skills (+48.5 pp); proficiency in handicraft technique (+45.3 pp); and interest in entrepreneurship (+55.8 pp). The average increase across all metrics was 50.85 percentage points and participants rated the overall program 87.4% satisfactory. These metrics serve as proof of concept that the participatory PAR-based model of peer-to-peer interactive digital business training paired with application through handicraft production has meaningful and valuable output. The partnership between Primaniyarta Business and Finance Academy (PBFAM) Manado and Rumah Tahanan Kelas II A Manado has provided a blueprint for the application Higher Education Tridharma duties that can be replicated at scale and adapted to the local context. Limitations of the current program model - including one-off time allocation, absence of a control group and lack

of longitudinal tracking - should be applied to future iterations of the program. We recommend the following steps to improve on the current model: (1) operate on a multi-day format spanning four to six weeks, with facilitated mentoring check-ins every other week; (2) allow for monitored access to digital business collectives, facilitated onboarding to marketplace accounts, and follow-ups to business activities after participants have been released; (3) collaborate with local government economic development agencies and private enterprise CSR initiatives to open pathways to market and capital for program graduates; and (4) establish a framework for longitudinal studies to track post-release economic outcomes.

ACKNOWLEDGEMENTS

The authors would like to thank the head of Class IIA Manado State Detention Center and her staff for their hospitality and cooperation throughout the activity. The authors would also like to thank the 22 women inmates who were willing to participate in this study and allowed the researchers to become open minded to their lives. The authors would also like to thank Primaniyarta Business and Finance Academy Manado for allowing us to do this community service.

ETHICAL CONSIDERATIONS

The community service has been conducted ethically based on guidelines for research and community services. Informed consent was obtained verbally from participants. Identification of participants data were reported in anonymous. The activity has been approved by local Rumah Tahanan Kelas II A Manado administration.

CONFLICT OF INTEREST

The authors declare no conflicts of interest.

FUNDING

This research did not receive any specific financial support from funding agencies in the public, commercial, or not-for-profit sectors.

AUTHOR CONTRIBUTIONS

Sherly E. Susanto conceived and designed the study, drafted the study design and gave Seminar Session I (digital consumer). Zerah Elisa Derek gave Seminar Session II (digital transformation and marketing strategy), and helped interpret data. Rosary Patricia Mekel gave Seminar Session III (business communication) and wrote the manuscript. Najwa Amalia Bachdar conducted Workshop V (Indonesian handicraft) and helped collect and analyze data. All authors reviewed and approved the manuscript.

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