



## **Digital Entrepreneurship with Training in Making Handicraft Accessories for Students at the PGAI Padang Orphanage**

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### **Article History: Abstract**

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The PGAI Foundation (Persatuan Guru Agama Islam) is a foundation that manages orphanages, schools, and several other units in the city of Padang. Specifically, the children living in the orphanages come from various backgrounds and school-age levels. They live and attend school at schools managed by the foundation, and some also attend public schools. One of the problems faced by these children is that they are accustomed to waiting for donations for various activities. Although this is not the case for every child, it is certainly not good for their future. We provide handicraft training in the form of making accessories using digital technology. The students are given several product design examples and then given the freedom to develop their own products. The products produced are accessories such as bracelets, necklaces, rings, and others made from beads. After the students are able to make the products, they are given knowledge on how to package the products. The students are also equipped with knowledge on how to utilise digital technology in obtaining product design references, promotion, and marketing of their products. After this training, the children in the orphanage have acquired the skills to make various accessory products and know about digital entrepreneurship. This training has produced over 50 accessory products, including bracelets, rings, and several other items that are ready for marketing.

**Keywords:** digital entrepreneur, creative industry, information technology

### **INTRODUCTION**

Education is the right of all people in Indonesia; this has been arranged by law. Some education is organized by the government and some is held by the community. Orphanages are one of the institutions usually managed by the Foundation, one of which is the PGAI Padang City Orphanage, which currently has more than 20 foster children ranging from kindergarten, elementary school, to high school levels, as can be seen in Figure 1, the orphanage students, taking a photo together with The PKM team, displayed the handmade accessories they had successfully made. The orphanage provides guidance, maintenance, care, and provides food and clothing. education orphans/orphans who are abandoned so that they can become women who have good morals and become citizens who are knowledgeable and useful to society, nation, and state.



**Figure 1.** Group Photo of PKM Team and Training Participants

One problem What happens to the children in this orphanage is the habit of just waiting for donations from donors for various activities, although this does not happen to every child, this is certainly not good for the future of these children (1). Another problem is the uncertainty of the future and limited resources. Children in orphanages. Many grow up without good family support and have limited access to education. Social stigma also influences development in various activities (2). The development of digital technology in the business sector is increasingly advanced, so that the ability entrepreneurship, producing products or services and digital mastery entrepreneurship become important (3). This training becomes very important for orphanage children to acquire digital entrepreneurship skills and the opportunity to be independent (4). Thus, providing this training not only gives them useful skills but also plays a role in improving their life chances and empowering them to reach their full potential (5).

Skills training for children in orphanages has been widely conducted, ranging from simple and conventional to digital concepts (6). This training will provide the basic foundation for children in orphanages to start a business (7). Stringing training is a type of handicraft that is suitable for children in orphanages (8). Children in orphanages really enjoy every training provided, especially since they are also equipped with soft skills regarding digital entrepreneurship (9). Entrepreneurship. Of course, we must be able to find business ideas that have a good market share. Becoming a digital entrepreneur will provide opportunities for the younger generation to improve various achievements in entrepreneurship (10). Ability Entrepreneurship combined with technological capabilities is not an easy thing; becoming a digital person-entrepreneur understands these 2 concepts (11). The entrepreneurial interests and potential of the current generation need to be supported and facilitated through higher education governance (12). Digital training Entrepreneurship and handicraft skills can make a big contribution to improving digital entrepreneurial skills (13). In addition, mastery of economics, especially entrepreneurship, is essential to get ready facing the next life and being able to lighten the burden on the state in opening up employment opportunities (14)(15). There are many ways to provide entrepreneurial skills or expertise



(16), one of which is to provide training in beaded accessory crafts (17), which is equipped with digital skills. entrepreneurat the PGAI Padang Orphanage. The results of the community service team's analysis during the observation found severalproblemto be resolved, among others, as follows:

1. The interpersonal skills (soft skills) possessed by orphanage children are still limited.
2. The skills acquired are only to fulfill school assignments.
3. Self-development in entrepreneurship within the orphanage is not yet optimal.

Putra Indonesia University YPTK Padang (UPI YPTK Padang) has Human Resources (HR) consisting of Lecturers and Students who are expected to improve digital skills. Through Community Service, children at the PGAI Padang Orphanage will be trained in accessory crafting, resulting in independent and outstanding entrepreneurs. This Community Service Program will be implemented in the form of workshops/training. This service program focuses on improving the knowledge of the children at the PGAI Padang Orphanage through accessory crafting skills and digital soft skills. Entrepreneurship. With this dedication, it is hoped that it will produce superior digital entrepreneurs.

## METHOD

The main partner of this program is the PGAI Padang Orphanage. This partner will be fully involved in all phases of this community service program. The forms of partner participation are as follows:

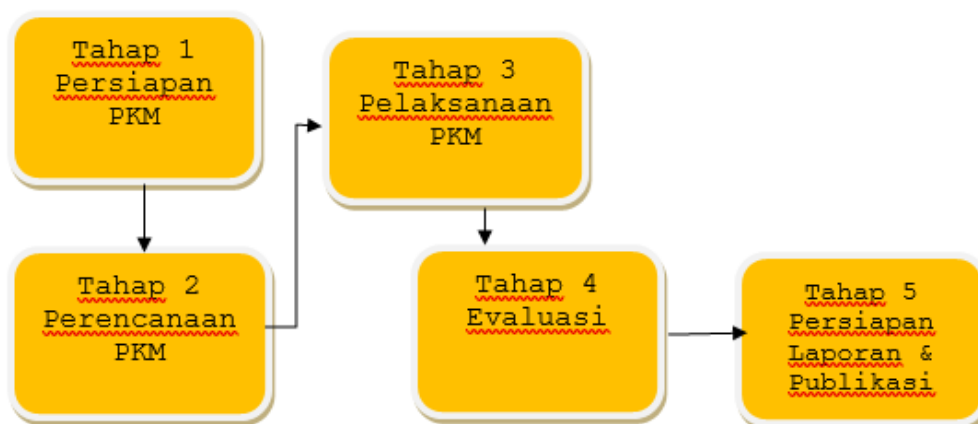
1. Providing a place for carrying out activities and facilities for carrying out training.
2. Presenting orphanage children to be trained to be given training so that they can make handicrafts in the form of accessories and improve digital soft skills.Entrepreneurshipso that it can be realizedentrepreneurthe superior one.

Meanwhile, the Community Service Team will provide land transportation to partner locations during the program.

1. Bringing in trainers from UPI YPTK Padang lecturers to provide training in handicraft accessories and digital soft skillsEntrepreneurshipfor the children of the PGAI Padang Orphanage.
2. Bringing in lecturers and students from UPI YPTK Padang who have been involved in research and community service from the community service team, who have the abilities and skills for this activity.

The method used in this community service is the training method, namely training in accessories and digital handicrafts, entrepreneurship with product branding, and digital business improvement training through affiliate marketing systems in e-commerce and

content creators. Implementation of Community Service. This should be started to better understand the objectives, methods, planning, implementation, management, and results and evaluation (14). Details of the service can be seen in Figure 2.



**Figure 2.**Stages of Community Service Methods

### **Stage 1: PKM Preparation**

This community service activity began with a survey. The team goes to the community. service location and coordinates directly with partners. In the preparation stage, a mapping of activity targets and a needs analysis are first carried out (2). The initial stage of implementing this program is to determine what form of training will be conducted for partners and the form of the MoU for Cooperation. betweenpartner with UPI YPTK Padang.

### **Stage 2: PKM Planning**

After the MoU is signed, the next step is to conduct a Focus Group Discussion (FGD) with partners. This FGD is a very important stage in the implementation of PKM (2). The purpose of the FGD is to discuss the appropriate place and time for the training. In this community service, the parties involved are lecturers and students of UPI YPTK Padang.

### **Stage 3: Implementation of MCP**

After conducting an FGD with the PGAI Padang Orphanage regarding the concept of training in handicraft accessories & digital entrepreneurship, the next step is to carry out training, which is divided into two sessions, namely:

1. In this first session, we will provide training materials on handicrafts for making accessories with beads, as well as workshops & digital. Entrepreneurshipwith Product Branding
2. In this second session, training was conducted on improving digital business through the affiliate marketing system in e-commerce and content creation.



### Stage 4: PKM Evaluation

This stage is carried out after the training material has been provided, and also includes mentoring to see the absorption of the knowledge provided during the training.

### Stage 5: Report Preparation and Publication

This stage is carried out after the evaluation has been carried out; all reporting requirements and drafting of publications are carried out by the team to fulfill the output of this community service activity.

## RESULTS AND DISCUSSION

The results of this community service aim to increase the knowledge of the children at the PGAI Padang Orphanage regarding handicraft skills in making accessories and digital skills. Entrepreneurship. The community service team has conducted training and provided the best results for the children at the PGAI Padang orphanage.



**Figure 4.** Community Service Team

The following are the results of the community service that has been carried out at the PGAI Padang Orphanage.

1. Handicraft accessory products made from beads, as can be seen in Figure 3.



**Figure 3.** Training Product Results

One of the outcomes of this training was beaded bracelets immediately packaged in transparent plastic. They not only learned how to develop product designs but also learned how to package them minimally for sale.

2. Students get exposure to digital soft skills-entrepreneurs by the PKM team, as can be seen in Fig. 4.



**Figure 4.** Presentation of Community Service Material by the PKM Team

This PKM evaluation consists of several activity indicators, as well as The benchmark for the training that has been implemented. The detailed evaluation design is described in Table 1.

**Table 1.**EvaluationActivityPKM

No	Activity Indicators	Benchmark
1.	Implementation of Training	According to the schedule Which has been agreed
2.	Attendance of Training Participants	The number of participants present was more than 90%
3.	Activeness of Training Participants	Participants are very active And enthusiastictake training.

## CONCLUSION

The implementation of this community service, Alhamdulillah, went very smoothly, and from observations during the implementation of the activity, the children at the orphanage were very enthusiastic about participating in this training. Based on the community service activities that have been carried out, it is concluded that this activity can provide benefits for the children of the PGAI Padang Orphanage to prepare themselves for the era of digital business competition. Students at PGAI gain knowledge to make accessories from basic beads. This skill can be used by students to start entrepreneurial activities from an early age. Through this training, students not only receive training in making accessories and materials/accessory materials, but are also given knowledge of digital technology, starting from design, promotion, and marketing of students' work through social media and other digital technologies.

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