



Digital business skills empowerment: Enhancing power aspects and economic independence of underprivileged orphans

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ABSTRACT

Background: This research is motivated by the condition of underprivileged orphans who are unable to pursue higher education and secure decent jobs due to the death of their parents and the poverty they experience. Meanwhile, the empowerment of underprivileged orphans, which is typically carried out by orphanages, is usually only done until they graduate from high school. Therefore, further empowerment is needed for underprivileged orphans to achieve their welfare. This research aims to explain the empowerment and aspects of power of underprivileged orphans developed through the ABC Jakarta program. **Methods:** This research uses a qualitative and descriptive approach conducted from March to June 2024. Data collection was carried out through in-depth interviews, participation observations, and literature studies involving twelve informants, namely four program implementers and eight students. **Finding:** The results of this research show that the empowerment of underprivileged orphans by ABC Jakarta, which focuses on digital business, consists of new student admissions, student orientation, education and training classes, service, internship, employment, and graduation. The process of empowering underprivileged orphans can be seen from increasing students' capacity, knowledge, skills, and learning motivation. A strength perspective is found in ABC Jakarta activities, which focus on developing the capacity and potential possessed by the underprivileged orphans as students. Empowerment is carried out so that the underprivileged orphans can have power. The aspects of power developed in this program are the power to make personal choices and determine life opportunities, define needs, think, access and utilize resources, and engage in economic activities. This power enables underprivileged orphans to improve their lives. **Conclusion:** The empowerment process in ABC Jakarta emphasizes the potential of underprivileged orphans so that they can have aspects of empowerment in order to change their life for the better through employment. **Novelty/Originality of this article:** The novelty/originality of this article lies in analyzing ABC Jakarta's empowerment model, which uniquely focuses on developing digital business skills to enhance underprivileged orphans' power, choices, and economic independence.

KEYWORDS: empowerment; orphan; potential; underprivileged.

1. Introduction

Being a young generation is a time for an individual to be able to improve his life through education and decent work (Arnett, 2006 in Santrock, 2011). However, in reality, there are still groups of young generations whose rights and welfare are not fulfilled where they are constrained in improving their lives through higher education or decent work, one of which is the poor orphan group. Orphans have lost their parents as a refuge as well as a decent breadwinner (Muhsin, 2003). One of the problems experienced by orphans is

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economic problems where not a few of them are forced to leave their homes, families, and schools to earn a living. Poor orphans who drop out of school because they cannot have enough money cannot continue their education to a higher level) (Munir et al., 2018). From this fact, it can be seen that the young generation of poor orphans is included in the less powerful group.

In Indonesia, many efforts to empower orphans have been carried out by orphanages through the fulfillment of basic needs such as food, health, education, shelter, and so on. However, after the orphans turn 18 years old, orphanages generally no longer meet all the needs of orphans who enter early adulthood (younger generation) even though they are not fully empowered and this also includes the higher education needs of orphans after graduating from high school/equivalent. This means that the young generation of poor orphans who should be able to achieve independence by improving their lives through higher education or decent jobs are hampered by their weak economic conditions (Pratiwi, 2019). In addition, data from the Central Statistics Agency in 2022 shows that nearly 10,000,000 (ten million) Indonesians aged 15 to 24 years are unemployed or without activities (not in employment, education, and training/NEET). This data shows the large number of young generations who have not achieved independence either through higher education or decent jobs, including the young generation of orphans (Idris, 2024). Therefore, more efforts are needed to build the independence of the young generation of orphans through empowerment. Empowerment can be understood as the process of gaining power or power, and/or the process of empowering or empowering those who have power over those who are not yet or less powered (Mulyono, 2017). Payne (2014) explained that empowerment aims to transfer power to people who are powerless. Meanwhile, Ife explained that empowerment has the goal of increasing the power of disadvantaged groups or people. The types of forces sought through empowerment include the power to make personal choices and determine life opportunities, the power to define needs, the power to think, the power to handle institutions, the power to access and utilize resources, the power to engage with economic activities, and the power to control reproduction (Ife, 2016).

In order for orphans to have these strengths, empowerment is needed in accordance with the potential and capacity of orphans or based on a strength perspective. Healy (2005) explained that strength perspective and empowerment are interrelated which can be seen from the same goal, which is to recognize and build a person's capacity to be able to help themselves. This means that the strength perspective is important in empowering orphans to see how the capacity and potential of orphans can be used to support empowerment efforts until they can have power. Empowerment in accordance with this potential and ability is also needed so that the young generation of poor orphans can achieve economic independence without relying on others (Muhsin, 2004). Empowerment that focuses on capacity and potential or strength perspective will also allow someone who is not motivated or lacks confidence to be able to develop new strengths that help them to be more empowered (Kam, 2021). If associated with orphans, the use of the strength perspective as a basis for empowerment can make orphans who are not motivated or lack confidence in their abilities more motivated to develop new strengths so that orphans become more empowered. This means that the strength perspective also needs to be seen in the empowerment of orphans.

In today's all-digital era, the empowerment of the young generation of orphans who emphasize capacity and potential or strength perspective, one of which can be done in the field of digital business or businesses that utilize technology in running it. Business activities in the world and in Indonesia are currently growing rapidly with the existence of technology (Febriana et al., 2023). Today's young generation also has the advantage of being a generation that grew up in the digital era that can be used in the increasingly digitized business world. This advantage can be seen from the younger generation who have skills in using social media and accessing information easily and quickly. This means that empowerment in the field of digital business is relevant to empowerment that emphasizes the capacity and potential of the young generation of poor orphans as well as being relevant to the current job opportunities (Yerry, 2023).

Empowerment can involve the role of government, the private sector, and the community (Sulistiyani, 2017). This means that the role of various parties, including the community, is indispensable in efforts to empower the young generation of orphans. The role of the community in empowering the young generation of orphans can be carried out through non-governmental organizations (NGOs). There have been a number of previous studies that discuss the empowerment of orphans carried out by various non-governmental institutions. These studies generally discuss the stages of empowerment of orphans (Alfarisi & Fajarwati, 2021; Haura et al., 2021; Hidayat & Wiranata, 2021; Adha, 2022), supporting and inhibiting factors in the empowerment of orphans (Munir et al., 2018; Ilham et al., 2020; Sazali & Setiawan, 2022), funding for the empowerment of poor orphans through the use of zakat, infaq, and alms funds (Siswanto & Fanani, 2017; Harahap & Aisyah, 2022; Yustafad & Mubarak, 2022) and evaluation of the Duafa Orphan Empowerment Program (Goodman et al., 2017; Tozan et al., 2019). Based on previous research, there is a gap in research that can be observed, namely a number of studies describing the stages of empowerment of poor orphans, but there have not been many studies that examine the empowerment of poor orphans who will enter the world of work after graduating from high school/equivalent. In addition, a number of studies explain the empowerment of orphans with the theme of form, funding, supporting and inhibiting factors, and evaluation, but there have not been many studies that discuss the empowerment of orphans with the theme of the empowerment of orphans developed in the empowerment program.

One of the non-governmental institutions in Indonesia that plays a role in empowering the young generation of orphans is XYZ, especially through the ABC program. ABC is an educational program equivalent to D-1 with a focus on empowering orphans aged 17-21 years old who graduated from high school/equivalent. The ABC program is held in several regions in Indonesia, such as Surabaya, Sragen, and Jakarta. More than 2000 orphaned youth have become beneficiaries of the ABC program and have succeeded in becoming independent in the economic field by becoming professional workers and entrepreneurs. Meanwhile, through ABC Jakarta which focuses on the digital business study program, eleven beneficiaries of this program successfully passed the BNSP (National Professional Certification Agency) certification competency test for digital marketers by LSP-RI (Indonesian Retail Professional Certification Institute) on February 25, 2023. In addition, based on preliminary research, ABC Jakarta alumni for the 2021/2022 and 2022/2023 academic years have successfully worked in various fields. ABC Jakarta also partners with various companies that recruit alumni for the 2021/2022 and 2022/2023 academic years as employees in their companies because they believe in the quality of ABC Jakarta alumni. The strength perspective, the ABC Jakarta digital business study program emphasizes the capacity and potential of orphans with their advantages as a young generation who grow up in the digital era so that they can take advantage of job opportunities in the field of digital business. This shows the success of ABC Jakarta in equipping the young generation of orphans with various aspects that make them have the power to enter the world of work, especially related to digital business. Seeing the success of ABC Jakarta in empowering orphans through increasing knowledge and skills in the field of digital business, this study aims to explain the empowerment of orphans through the ABC Jakarta program and explain the power aspect of orphans developed in the ABC Jakarta program.

2. Methods

This research uses a qualitative approach that Bryman (2012) describes as a research strategy that emphasizes the use of words rather than numbers in the process of data collection and analysis. This qualitative research includes research with a descriptive purpose because descriptive research seeks to provide a detailed and specific picture of a condition that starts from the existence of a well-defined problem or question and focuses on the "how" and "who" questions and tries to describe them accurately (Neuman, 2014). This research was conducted from March to June 2024.

Data collection in this study was carried out through in-depth interviews in the form of semi-structured interviews. In addition, participant observation was also carried out where researchers involved themselves in the group being studied, observed behavior, listened to information expressed in a conversation, and asked questions (Bryman, 2012). Furthermore, a literature study was carried out in this study by reviewing books, scientific articles, and news articles in online media related to the topics and concepts used in this study. Documentation studies were also carried out in this study by examining official documents, news articles, and photos related to the empowerment of orphans through the ABC Jakarta program.

This study selected informants using non-probability sampling techniques because in qualitative research, the purpose of the research does not require a representative sample of a large number of cases so that the non-probability sample is more in line with the research objectives (Neuman, 2014). The sample extraction technique in this study is included in purposive sampling. In purposive sampling, sample withdrawal is carried out in accordance with the objectives that have been predetermined in the study so that it requires the assessment of the researcher in selecting informants (Neuman, 2014). Table 1 contains the framework for selecting informants in this study.

Table 1. Informant selection framework

Information you want to get	Report	Number of informants
History and background of the implementation of the ABC Jakarta program	Implementer of the ABC Jakarta program	4 people
The purpose of implementing the ABC Jakarta program		
Implementation of ABC Jakarta program activities		
Changes in the condition of beneficiaries while participating in the ABC Jakarta program		
Overview of activities followed while being a beneficiary of ABC Jakarta	ABC Jakarta students	8 people
Changes felt during the Jakarta ABC		
Total informan		12 people

Data analysis in this study was carried out based on qualitative research data analysis according to Neuman (2014) which consisted of conceptualization to organize and understand data by creating new concepts or improving existing concepts based on data; open coding where data is checked to then condense into categories, themes, or initial analytics code; axial coding where the researcher organizes the code, connects it, and finds key analytical categories that can be cause and effect, conditions and interactions, strategies, and processes; Selective coding by examining previous codes to identify data that support the categories of coding under development; data interpretation; and drawing conclusions.

The location of this research is the Jakarta ABC Office located at North Utan, Matraman District, East Jakarta City. This location was chosen because it is the location where the ABC Jakarta program is held. This means that data collection through interviews and observations is carried out at the location of the empowerment of orphans through the ABC Jakarta program. ABC Jakarta was chosen as the research location because this program is designed to increase the economic independence of orphans aged 17-21 years through education and skills training after graduating from high school/equivalent in the field of digital business and entrepreneurship equivalent to D-1. The education provided to poor orphans is given free of charge through full scholarships so that poor orphans who really need it can still get higher education after graduating from high school/equivalent. This is relevant to this research which discusses the empowerment of poor orphans who will enter the world of work after graduating from high school/equivalent. In addition, the digital business study program at ABC Jakarta has interesting peculiarities to research. In this all-digital era, business activities are growing rapidly through technology, such as marketing

activities that utilize content on social media and websites so that business activities become more creative and innovative by utilizing advanced technology. This means that education in the field of digital business can be a provision that is relevant to the current job and entrepreneurial opportunities (Febriana et al., 2023).

3. Results and Discussion

3.1 Various activities to empower orphans through the ABC Jakarta program

The empowerment of orphans through the ABC Jakarta program began with the admission of new students carried out by ABC Jakarta by collaborating with all XYZ branches in Indonesia. The management of ABC Jakarta and XYZ promotes the ABC Jakarta program through social media and socialization to various high schools/equivalents. Registration is carried out on the ABC website which contains administrative requirements and general requirements that need to be met by prospective new ABC students. This administrative requirement consists of a copy of a family card, birth certificate, identity card, father's death certificate, certificate of incapacity, and a copy of a high school diploma/equivalent. Meanwhile, the general requirements consist of being an orphan (duaafa), aged 17-21 years, not smoking, physically and spiritually healthy, unmarried, willing to live in a dormitory, and ready to work after education. These administrative requirements and general requirements need to be met by prospective students to ensure the suitability of the ABC program's targets, namely for orphans who have graduated from high school/equivalent.



Fig. 1. Students orientation period in ABC
(ABC, n.d.)

Students who are accepted into the ABC Jakarta program follow the student orientation period (MOPD) at ABC Surabaya to be introduced to the ABC program more comprehensively. The figure 1 shows the student orientation period. After prospective students register, the management of ABC Jakarta and XYZ met with prospective new students to conduct an assessment by checking the administrative and interview requirements files. An assessment of the administrative requirements file is carried out to determine the suitability of prospective students with the criteria for beneficiaries of the ABC program. Meanwhile, assessments with interviews are carried out so that the implementers of the ABC Jakarta program can find out the daily living conditions, commitment to education at ABC, ideals, expectations, and entrepreneurial interests and experiences of prospective students. If the results of the interview show that the living conditions of the prospective students are not in accordance with the criteria of the students that have been determined, for example, the prospective students use drugs, drink alcoholic beverages, have piercings, tattoos, or have chronic diseases, then ABC Jakarta does not accept the prospective students because the target of the ABC Jakarta program does not include prospective students with such living conditions.

In addition, there are regulations related to the money limit of Rp 200,000 that can be saved by students while attending education at ABC Jakarta. Money above this amount is kept by the ABC executor and returned after the student completes education. At this MOPD, students were also introduced to entrepreneurship through Entrepreneur Camp activities carried out by students by selling various goods in Surabaya. Entrepreneur Camp is an activity to train mentally and foster an entrepreneurial spirit in students as a provision for entrepreneurship with the ability to negotiate and communicate. Furthermore, students start their education at ABC Jakarta by attending various education and training classes for eight months or two semesters, one of which is a digital business class which is a study program at ABC Jakarta. The materials learned and practiced by students in the digital business class in the first semester consist of market research, web design, Google Ads, and customer service management. In this class, there are also digital marketing practices and the final project of website creation. Digital marketing practices are carried out by students by marketing distributor products through the websites they create and also Google Ads until they get customers and income from each sale. Meanwhile, the final project of creating a website was carried out by students in the second semester by creating four different types of websites, namely company profile websites, educational institutions or schools, social institutions, and online stores. Digital business classes are not only related to the learning provided by lecturers in the classroom, but also the academic assistance provided by mentors both during class and outside the classroom.

Then, there is a soft skills class taught by mentors. Soft skills classes are held to hone students' emotional and social intelligence, especially related to communication, leadership, emotional intelligence, collaboration, to techniques for making CVs and conducting job interviews. Then, there is an entrepreneur class in the first semester where students learn how to start and run a business as well as an entrepreneur challenge that students do every Saturday and Sunday by selling various goods offline in markets in Jakarta. There are also Islamic classes and activities. In Islamic class, students learn fiqh, worship and muamalah, faith, and morals. Meanwhile, Islamic activities are carried out by students by reciting the tilawatil method, memorizing the Qur'an juz 30, practicing surah, becoming an imam in prayer, and morning and evening dhikr. During education, students are also trained to get used to saving. This is done through regulations where students are required to save 80% of their income from digital marketing practices and entrepreneur challenges. The results of student savings are given back by the Jakarta ABC implementer after the students complete their education. In addition, students are also involved with various social and recreational activities to hone their social skills, such as a camp in Malang that trains teamwork, trust, and leadership skills; Mosque Love activities to learn how to care for and enliven the mosque; as well as visits to the National Library, Jakarta Regional Library, National Monument, and Istiqlal Mosque.

Students are also provided with assistance by the head of the dormitory, mentors, and lecturers of ABC Jakarta. Mentoring is carried out regularly both in the classroom and outside the classroom which includes mentoring in the academic field related to digital business classes, mentoring Islamic activities, to providing motivation and advice for each student every month related to learning discipline, focus on the future, and reducing the habit of playing games and smoking. The next activity that students need to do is service during the month of Ramadan at the XYZ branch office according to the origin of their respective regions. During the service, students were involved in various activities organized by the XYZ branch office, such as donation collection activities by fundraising for XYZ in shopping centers and the Safari Peduli Palestine program. Students are also involved in donation distribution activities through iftar programs with orphans, distribution of Eid packages, and shopping with orphans.

After carrying out the service, students carry out internships for two months at various companies. ABC Jakarta distributes students for internships as web profile developers and web buyers and sellers of company products. In addition, students also intern as marketers who market the company's products or services to customers through websites, social media, and phones. After the internship, students carry out work that can be done by

working or entrepreneurship. Learners are given complete freedom to determine where they work. Students can work at the company where they are interning if there is an opportunity and they want to continue working at the company, but students can also work elsewhere if they want to find a new place to work. After three months of work, students held a graduation at ABC Surabaya as a sign that they had graduated from ABC Jakarta.

3.2 Students' experiences, thoughts, and choices while participating in the ABC Jakarta program

There are a number of experiences, thoughts, and choices that orphans have as students while participating in the ABC Jakarta program. First, students have a better lifestyle, especially related to discipline in worship as well as better time and financial management skills. Students are able to manage their time better, such as more regular bedtime and waking up, taking advantage of time with useful activities such as studying and not playing mobile phones, and being on time in daily activities at the ABC Jakarta dormitory. Activities at ABC Jakarta have an impact on shaping the disciplined lifestyle of students. Students also admitted that they were more diligent and disciplined in carrying out daily worship in the dormitory, for example praying five times and reciting. Students also admitted that they were able to manage their finances better while participating in the ABC Jakarta program because they routinely save income from digital marketing practices and entrepreneur challenges. Students also have more diverse life choices, for example educational options where they want to continue their education to the S-1 level related to web development and digital business. Students' job choices are also increasingly diverse, both as web developers, digital marketers, and entrepreneurs honed in ABC Jakarta activities. Before participating in ABC Jakarta, students' education and job options were still limited because they did not know about digital business. Students can also choose to be involved in volunteer activities through social and service activities organized by ABC Jakarta.

Second, students feel that they have needs that need to be met after graduating from ABC Jakarta. These needs include the need to learn more about digital business, the need to improve communication skills, the need to become a volunteer, and the need to work. Students stated that they still need to learn more about digital business after graduating from ABC Jakarta so that they do not forget and add to the knowledge they learned. Students intend to learn digital business either by continuing their education in college or working in the field of digital business. Students also have a need to further improve their communication skills because students are aware of the importance of communication skills in daily life and work after learning related to communication in the ABC Jakarta soft skill class. Students also have a need to become volunteers in humanitarian communities or social institutions because by socializing and volunteering, students can quickly adjust to a new environment. Students also have a need to work after graduation, especially in the field of digital business.

Third, students solve problems in web development independently and have thoughts related to digital business. Learners' ability to solve problems in web development independently is honed when they study in digital business classes and intern at companies. When facing problems in developing a website, students first look for and try various ways to solve the problem independently without asking for help from ABC Jakarta lecturers. Regarding thinking about digital business, students have the idea that doing business is not only to meet daily needs, but also to achieve a bigger goal, for example to develop a business; strategies in choosing and marketing products are more needed in starting a business than financial capital; And social media can be used for business, not just for entertainment.

Fourth, students access and utilize resources while participating in ABC Jakarta. These resources are in the form of monetary resources such as digital marketing practice capital of IDR 200,000 from ABC Jakarta, profits from digital marketing practices and entrepreneur challenges, and internship wages. Students take advantage of the profits and wages they get to save and meet personal needs. There are also non-monetary resources that students

access and utilize, such as education, especially related to digital and religious business at ABC Jakarta, personal growth opportunities by building the mentality of having the courage to interact with others and engage in volunteer activities, as well as recreation by visiting various places and areas that have never been visited before, such as libraries and tourist sites in Jakarta, Surabaya, and Malang.

Fifth, students have experience in becoming digital marketers, carrying out entrepreneurial challenges, and internships in companies. The practice of becoming a digital marketer is carried out by students by marketing products from a company on Google Ads and websites so that students can earn income of 10% from each product sold. Students carry out an entrepreneur challenge by selling various snacks in markets in Jakarta offline every Saturday and Sunday. During the internship, students play a role in taking care of various things related to the company's operations, such as managing the company's website for buying and selling and also marketing products to customers, so that they get a wage during or after completing the internship.

3.3 Analysis of the empowerment of orphans through the ABC Jakarta program

ABC Jakarta can be understood as an empowerment because there is a process of empowerment or power by those who have power, namely XYZ as an organization that oversees the ABC Jakarta program and the management of ABC Jakarta consisting of dormitory heads, mentors, and lecturers, to those who have not been or are less empowered, namely students who are orphans. Students also actively go through the process to gain power or strength by being involved in various activities at ABC Jakarta. One of the disadvantaged groups or people according to Ife (2006) in Adi (2013) is a structurally primary disadvantaged group, which is based on class, race or ethnicity, and gender. This group is the target of empowerment in the ABC Jakarta program, especially those based on class, namely poor orphans who have lost their fathers or parents due to death and are included in groups living in poverty. The specificity of the empowerment targets in the ABC Jakarta program can be seen from the criteria that need to be met by prospective students during the New Student Admission process, namely orphan status. This criterion needs to be proven by administrative files in the form of photocopies of the father's death certificate and the Certificate of Incapacity (SKTM) or Smart Indonesia Card (KIP), as well as through interviews with prospective new students regarding their living conditions. This selection process is carried out to ensure the accuracy of the program's targets for the groups or people who need it most, namely orphans. Furthermore, the empowerment carried out by ABC Jakarta is relevant to the disadvantaged groups structurally primary due to poverty because it emphasizes how orphans as disadvantaged groups can improve their economic conditions through work in the field of digital business and entrepreneurship. These job opportunities allow poor orphans to be economically independent and no longer trapped in poverty.

Empowerment can be combined to achieve welfare, such as empowerment in the political, socio-cultural, environmental, economic, health, legal, or spiritual fields (Adi, 2013). Empowerment of orphans in various fields carried out by ABC Jakarta, namely empowerment in the economic sector through digital business classes, entrepreneur classes and entrepreneur challenges, savings, and internships; spiritual empowerment through Islamic classes and activities; and socio-cultural empowerment through soft skills classes, social and recreational activities, as well as service; shows that empowerment in various fields can be combined to complement each other to create the empowerment of orphans. Furthermore, empowerment according to Parsons (1994) in Anwas (2013) which emphasizes that a person acquires enough skills, knowledge, and power to be able to influence his life and the lives of others around him can be seen from the efforts of ABC Jakarta to improve the skills and knowledge of orphans in the fields of digital business, entrepreneurship, Islam, non-technical skills, and social through materials and practices in the digital business class, soft skills classes, entrepreneur classes and entrepreneur challenges, classes and religious activities, social activities, service at XYZ, to internships at

the company. Efforts to improve skills and knowledge are carried out so that orphans can achieve independence in learning, worship, and finances as is the goal of the ABC Jakarta program.

There are also a number of strategies in carrying out empowerment explained by Ite (2016), one of which is increasing awareness and education which emphasizes the importance of the educational process in preparing individuals/groups to increase their strength. This empowerment strategy is carried out by ABC Jakarta which seeks to increase the power of orphans through the education process by improving students' knowledge and skills in the fields of digital business, entrepreneurship, and non-technical skills so that they can achieve effective changes related to their lives in the future, especially through work. Awareness increase is also carried out by ABC Jakarta through assistance provided by the head of the dormitory, mentors, and lecturers to students.

The process of empowering orphans by ABC Jakarta can be seen from the admission of new students where collaboration with all XYZ branches allows ABC Jakarta to facilitate orphans from various regions to become students. Through the orientation period for students, especially Entrepreneur Camp activities, ABC Jakarta seeks to increase students' ability to be entrepreneurial and communicate with others which can be used after students graduate and work or become entrepreneurs. A similar empowerment process can be seen in the Entrepreneur Class and Entrepreneur Challenge activities. The empowerment process in digital business classes can be seen from lecturers who teach students related to knowledge and skills in the field of digital business. Lecturers provide opportunities for students to implement the knowledge they have learned through digital marketing practices and the final project of website creation that encourages their active participation during classroom learning. Thinking and decision-making skills are honed by lecturers who provide freedom for students to carry out digital marketing practices and final projects independently. This means that students are given full responsibility for carrying out practices and final projects while lecturers and mentors help and accompany students.

The soft skills class shows the process of empowering mentors to students related to non-technical skills needed by students both at work and in daily life. Islamic classes and activities also show empowerment efforts related to how students should behave and behave as a Muslim. The obligation of students to save can be seen as an empowerment process through the cultivation of financial management skills that can continue to be practiced after graduation. In social and recreational activities, the empowerment process can be seen when students carry out camps in Malang and Cinta Masjid activities so that students are able to have social skills to be involved with the community. Lecturers and hostel heads also facilitate students to learn outside of the dorm which shows an empowering learning process where students can decide for themselves where they learn. The empowerment process is also carried out through the assistance provided by the dormitory head to students where the dormitory head reminds the potential and capacity of students so that they are motivated to consistently learn for the future.

The service at XYZ shows ABC Jakarta's efforts so that students can re-hone the social skills that have previously been learned in soft skills classes as well as social and recreational activities. Internship activities at the company also show ABC Jakarta's efforts to prepare students who will enter the world of work after graduation. This preparation is carried out by applying knowledge and skills in the fields of digital business, non-technical skills, and entrepreneurship. This means that students are prepared by ABC Jakarta so that they have the power to compete in the world of work. The strength perspective is found in the empowerment of orphans through ABC Jakarta, one of which is when new student admissions are opened. The awareness of orphans to take advantage of the ABC Jakarta program shows their hope for a better future through education. This is in line with the strength perspective that does not focus on solving problems in the past and present, but focuses on empowering individuals to be able to express and achieve their expectations in the future (Healy, 2005). The focus on capacity and potential which is the principle of the practice of strength perspective (Healy, 2005) can also be seen in the assessment conducted by ABC Jakarta on prospective new students through interviews that discuss their future

ideals and expectations, ability and willingness to achieve independence, basic skills possessed, and interests and experiences in entrepreneurship. This capacity and potential was built by ABC Jakarta through a variety of activities such as digital business classes, entrepreneur classes and challenges, student mentoring, and internships. The principle of strength perspective practice related to an optimistic attitude towards clients (Healy, 2005) can be seen from lecturers who believe that students have the capacity to do digital marketing and final projects after being taught relevant skills and the head of the dormitory who reminds students of their potential. ABC Jakarta's activities are oriented towards increasing the capacity of students to be able to improve their quality of life in terms of economy and work in line with the principle of strength perspective practice, which is to strive for empowerment in the long term (Healy, 2005).

Based on the explanation above, it can be seen that there is an empowerment or empowerment process carried out by ABC Jakarta, especially by the head of dormitory, mentors, and lecturers to orphan students with an emphasis on developing the capacity and potential that students have. This empowerment process is carried out so that orphan students can have useful power for their daily lives and their jobs in the future after graduating from ABC Jakarta. so that they can change their lives for the better. The aspects of orphan empowerment developed in the ABC Jakarta program are further explained in the following subchapter.

3.4 Analysis of the aspects of the empowerment of orphans developed in the ABC Jakarta program

The experiences, thoughts, and choices of orphan students that emerged while participating in the ABC Jakarta program can be analyzed as aspects of the empowerment of orphans developed in ABC Jakarta as stated by Ife (2016). The power to make personal choices and determine life opportunities is related to students having a better lifestyle, such as discipline in worship and better time and financial management. This is the result of ABC Jakarta's efforts to assist students in making more effective and wise decisions in the future regarding their lifestyle. ABC Jakarta also opens new education and job options for orphans through education in the field of digital business and entrepreneurship. Social activities and service carried out by students provide new opportunities for students to be involved in volunteer activities. This is in line with Ife's (2016) explanation that empowerment strategies will seek to maximize the choices a person has in order to increase their power to make decisions related to their own future.

The power to define needs can be seen from students who express their need to learn more about digital business, improve communication skills, become volunteers, and work after graduating from ABC Jakarta. These needs are determined by the students themselves and not determined by the Jakarta ABC. ABC Jakarta only provides education and access to information in the fields of digital business and entrepreneurship, non-technical skills, as well as social and service activities that encourage students to be able to determine what they need in the future. This is in accordance with the statement of Ife (2016) that empowerment requires education and access to information so that a person can define his or her own needs. Students' thinking skills are honed in terms of web development and digital business. The education and access to information provided by ABC Jakarta related to web development and digital business allow students to have a critical and strategic mindset related to digital business and be able to solve web development problems independently. This is similar to Ife's (2016) explanation that the power to think emphasizes the educational aspect of empowerment. Empowerment combines the power to think independently and does not dictate one's perception either by coercion or by denying him or her access to an alternative frame of reference.

The power to access and utilize resources can be seen from the efforts of ABC Jakarta to maximize the strength of poor orphans to access and use monetary and non-monetary resources through its various activities. The resources that can be accessed and utilized by students while participating in the ABC Jakarta program show that ABC Jakarta seeks to

empower orphans by improving the unequal access of orphans to resources. ABC Jakarta's efforts are in line with the statement by Ife (2016) that the empowerment strategy will seek to maximize the power of all people to access and use monetary and non-monetary resources, as well as to improve inequalities in access to resources. The power to engage with economic activities was developed by ABC Jakarta which seeks to ensure that orphaned students have the capacity and access to be able to engage in economic activities when they enter the world of work through capacity building in digital business classes, entrepreneur camps, entrepreneur classes, and soft skills classes. Then, orphans' access to economic activities is provided by ABC Jakarta through digital marketing practices in digital business classes, entrepreneur challenges, and internships at companies. This is in accordance with the explanation of Ife (2016) that an empowerment will try to ensure that the power to engage in economic activities is distributed more evenly in society.

4. Conclusions

The empowerment of orphans through the ABC Jakarta program begins with the admission of new students and the orientation period of students. Then, there are education and training classes consisting of digital business classes; digital marketing practices in the digital business class; the final project of creating a website in the digital business class; soft skills classes; Entrepreneur Class and Entrepreneur Challenge; Islamic classes and activities; saving; social and recreational activities; and student assistance by dormitory heads, mentors, and lecturers. Furthermore, there are student service activities at XYZ and continued with internships at the company. Finally, students do work and graduate. ABC Jakarta empowers the economic, spiritual, and socio-cultural fields which are included in the strategy to increase awareness and education because the variety of activities emphasizes the importance of the educational process so that orphans can increase their strength. The process of empowering orphans carried out by ABC Jakarta can be seen from the process of increasing the capacity, knowledge, skills, and motivation of students carried out by the head of the dormitory, mentors, and lecturers. ABC Jakarta also tries to emphasize the capacity and potential that students have to be developed in their various activities.

The empowerment aspects of the poor orphaned developed in the ABC Jakarta program consist of the power to make personal choices and determine life opportunities, the power to define needs, the power to think, the power to access and utilize resources, and the power to engage with economic activities. The power to make personal choices and determine life opportunities is developed by ABC Jakarta by expanding students' life choices and opportunities during the program so that students can determine the path they want to take in the future. The power to define needs is developed by ABC Jakarta not by dictating the needs of students, but by providing access to education and information so that students can determine their own needs. The power to think developed by ABC Jakarta is mainly related to the critical and strategic mindset of students in terms of independent problem solving. The power to access and utilize resources was developed by ABC Jakarta to correct the unequal access of orphans to resources. The power to engage with economic activities is developed by ABC Jakarta by ensuring that students have the capacity and access to economic activities with the practices carried out during education. These forces allow poor orphans to change their lives for the better in the economic field through work.

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Author Contribution

All authors collaboratively designed the study, conducted data collection and analysis, interpreted findings, and prepared the manuscript, ensuring accuracy, coherence, and originality in presenting the research results and conclusions.

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