

Intanpari.App (Unlimited Access to Education): An Online Entrepreneurship Learning Platform to Improve the Entrepreneurial Skills of Youth Human Resources In The Land of Intanpari

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ABSTRACT

The issue of youth unemployment and the limited access to entrepreneurship education in rural areas forms the background for the conceptual development of *Intanpari.app*, an online-based entrepreneurship learning platform in Karanganyar Regency. This study employs a qualitative exploratory approach grounded in conceptual study, using data collection techniques that include systematic literature review and exploratory interviews with key informants. The findings indicate an urgent need for the transformation of entrepreneurship education into a more flexible, adaptive, and practice-based digital format. The identified user needs highlight the importance of providing contextual learning modules, virtual collaborative spaces, and simple business planning tools. Based on the analysis, a conceptual framework for *Intanpari.app* was developed, which is expected to expand access to entrepreneurship education, enhance practical skills among youth, and strengthen the local economic ecosystem. These findings enrich the literature on technology-based entrepreneurship education and provide a direction for further development through prototype creation and field testing.

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1. INTRODUCTION

Entrepreneurship education plays a crucial role in improving the quality of human resources and reducing unemployment, especially among youth. In Karanganyar Regency, Central Java, although the open unemployment rate (OUR) decreased from 4.35% in August 2023 to 3.47% in August 2024, significant challenges remain in preparing youth to become productive members of the workforce. The high rate of youth unemployment reflects a gap between existing skills and labor market needs. One solution to address unemployment is through entrepreneurship. However, this sector remains less attractive to young people, despite strong local economic potential. The low interest in entrepreneurship is largely due to limited access to training and education that aligns with current developments. The lack of formal educational infrastructure and limited hands-on training are major obstacles for youth seeking to start a business. This challenge is particularly felt by those living in rural or resource-limited areas, where access to structured entrepreneurial training programs is often unavailable.

Although Karanganyar Regency possesses rich natural and cultural resources, it still faces major obstacles in building an inclusive and sustainable entrepreneurial ecosystem. Data from BPS (Central Bureau of Statistics) in 2023 shows that only around 5% of youth are involved in entrepreneurial activities—a figure far from ideal in forming a strong local entrepreneurial economy. Furthermore, an internal survey conducted by the Department of Cooperatives and MSMEs of Karanganyar revealed that many young people are interested in entrepreneurship but are constrained by a lack of practical knowledge and access to capital. The shortage of formal and structured entrepreneurial training also contributes to the problem. Existing programs often fail to provide a deep understanding of entrepreneurship, leading many youth to struggle in effectively managing their ventures. On the other hand, the demand for flexible, affordable, and accessible learning platforms continues to grow amidst rapid technological advancement and digitalization. Youth unemployment and the low rate of entrepreneurship have a significant impact on local economic development. The lack of readiness among youth to pursue entrepreneurship results in dependency on limited job sectors, increasing the social and economic burden. Additionally, the mismatch between skills and technological progress makes it difficult for them to adapt to an increasingly digital labor market. Effective entrepreneurship education can empower local economies and create new job opportunities. Therefore, providing solutions to enhance entrepreneurial skills among youth is an urgent need to increase competitiveness and employment opportunities in Karanganyar.

The development of **Intanpari.app** is based on the theory of entrepreneurship education, which emphasizes that entrepreneurial learning improves knowledge, skills, and attitudes (Katz, 2003). This education not only delivers foundational theories but also equips learners with practical skills that can be directly applied to business. Moreover, Porter's theory of regional economic development (1990), presented in *The Competitive Advantage of Nations*, supports the idea that a region's economic strength relies on an entrepreneurial ecosystem that fosters innovation and competitiveness. Through a technology-based approach, **Intanpari.app** eliminates geographic barriers and enhances youth access to entrepreneurial knowledge, thereby strengthening the local business ecosystem.

2. RESEARCH METHOD

This study employs a qualitative exploratory approach based on a conceptual study, aiming to formulate the initial design and development framework of the *Intanpari.app* platform as a digital entrepreneurship learning medium for youth in Karanganyar Regency. This approach is appropriate when researchers intend to develop a concept or theoretical model based on social phenomena and empirical needs that have not yet been addressed by existing technological solutions (Snyder, 2019). Primary data were obtained through a systematic literature review, combined with needs assessment via open exploratory interviews with key informants, including youth representatives, MSME actors, and local policymakers. The literature review included analyses of scientific articles, policy reports, and statistical documents related to youth unemployment, digital literacy, and entrepreneurship education. The sources were drawn from reputable international journals and Scopus-indexed databases to ensure theoretical depth and validity. Subsequently, the data from interviews and literature were analyzed using thematic content analysis, allowing for the identification of needs patterns, challenges, and opportunities in developing a relevant and contextualized online learning platform. The results of the analysis served as the foundation for constructing a conceptual framework and initial system design, covering core features, learning pathways, and preliminary implementation strategies. This method aligns with design thinking-based development guidelines in educational technology, which emphasize empathy toward end-users before building a digital product (Brown, 2009; Liedtka, 2015). Thus, although a concrete prototype does not yet exist, this study provides a strong conceptual foundation for the next stage of development in the form of a digital proof of concept and field testing.

3. RESULTS AND DISCUSSIONS

This study resulted in an initial conceptual framework that serves as the foundation for the development of *Intanpari.app*, an online entrepreneurship learning platform that responds to the

needs of youth in Karanganyar Regency. Based on a synthesis of literature and exploratory interviews with key informants, three main categories emerged as the key findings of this exploratory process: (a) the urgency of transforming entrepreneurship education into a digital format, (b) identification of youth user needs, and (c) an initial design of a contextualized digital entrepreneurship learning structure.

a) The Urgency of Digital Entrepreneurship Education Transformation

The study found that conventional approaches in entrepreneurship education, which still rely heavily on face-to-face training and generic theories, have not effectively reached youth, particularly those in rural areas. Digitalization in entrepreneurship education is seen as inevitable, especially amid the accelerating development of information technology (Maritz & Brown, 2013). A literature review by Zare et al. (2016) also supports this finding, emphasizing the importance of online learning to expand access and improve content relevance for the younger generation.

b) Identification of User Needs and Barriers

Exploratory interviews with ten youths in Karanganyar and two representatives from entrepreneurship training institutions revealed that their primary needs include access to practical materials, flexible learning time, and applicable mentoring. However, the challenges identified involve limited digital infrastructure and low digital literacy. This supports findings by Vaska et al. (2021), who argued that the success of online learning initiatives in entrepreneurship contexts highly depends on technological readiness and context-appropriate pedagogical approaches.

c) Initial Structure and Feature Design of the Platform

As a result of this conceptualization, an initial structural design of *Intanpari.app* was proposed, consisting of three main features: adaptive learning modules based on local case studies, a virtual collaborative space for participants and mentors, and a simplified digital business planning tool for beginners. This design incorporates the principles of learner-centered design and inclusive technology integration in education (Bower, 2019). The platform is also intended to adopt a blended entrepreneurship learning model, combining online practices with limited face-to-face training sessions.

The findings confirm that the development of a locally responsive online entrepreneurship learning platform is essential to improving youth entrepreneurial skills in Karanganyar. The transformation of educational approaches into digital formats is not only a response to global technological advancements but also a solution to the limited access to conventional training in rural areas (Maritz & Brown, 2013; Vaska et al., 2021).

The key features of *Intanpari.app* reflect a learner-centered and practice-based orientation. The use of adaptive modules rooted in local entrepreneurial contexts is expected to bridge the gap between theoretical knowledge and real-world practice. The virtual collaborative space is designed to support social interaction among learners, which has been shown to enhance learning motivation in online education (Bower, 2019).

Nevertheless, major challenges remain, particularly concerning technological infrastructure and users' digital literacy. Therefore, a phased implementation strategy supported by local governments, educational institutions, and youth organizations is essential. In addition, a blended learning approach—combining online learning with focused offline activities—is proposed to bridge the digital and social gaps.

This study contributes to the academic discourse on digital entrepreneurship education in developing regions and offers an initial model that can be tested further through prototype development and field validation.

4. CONCLUSION

This exploratory study produced an initial conceptual framework for the development of *Intanpari.app* as an online entrepreneurship learning platform based on local needs. Three key findings were identified: a) The importance of transforming entrepreneurship education into a digital format to expand access and improve learning effectiveness. b) The identification of young users' needs, including flexible learning options, access to practical content, and the need for mentorship. c) The

formulation of an initial platform structure, which includes adaptive learning modules, a virtual collaborative space, and a simplified digital business planning tool.

Further development is needed to validate this design through prototype creation and field feasibility testing. Cross-sectoral support is expected to accelerate the realization of *Intanpari.app* as a concrete solution for youth empowerment in Karanganyar Regency.

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