



Full length article

# Entrepreneurship Training for Indonesia Migrant Workers in Hong Kong: A Post-Migration Preparation

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## ABSTRACT

This study reports on a structured entrepreneurship training program aimed at Indonesian migrant workers in Hong Kong, designed to enhance their preparedness for post-migration economic independence. The program was delivered virtually through four interactive sessions, covering entrepreneurial mindset, business opportunity mapping, basic business planning, personal finance, and digital marketing. A total of 50 participants engaged in the program. Using a one-group pretest – post-test design, we assessed changes in entrepreneurial knowledge. Results show a mean increase of 5.79 points in post-test scores, with 75% of participants achieving near-perfect results. In addition, 80% of participants produced basic business plans, of which 80% integrated digital marketing strategies and 70% reflected contextually feasible business models. Findings are categorized into four thematic outcomes: improved conceptual understanding of entrepreneurship, integration of digital tools, development of locally relevant business ideas, and persistent gaps linked to education level and digital access.

## Introduction

The growing number of Indonesian Migrant Workers (PMI), particularly women employed in domestic and informal sectors abroad, has raised critical concerns regarding their post-migration economic reintegration

(Alwi & Absor, 2025; Lai, 2025; Shabana et al., 2023). Although PMI contribute substantially to household wealth and national remittances, many PMI returnees face precarious economic conditions upon returning to Indonesia due to limited financial literacy, lack of entrepreneurial skills, and minimal access to productive resources (Setijanigrum et al., 2023). These conditions often lead returnees to relapse into cycles of debt, re-migration, or economic dependency. This situation underscores the urgent need for sustainable empowerment programs that target capacity building for economic resilience among PMI, particularly through entrepreneurship.

Hong Kong is among the top destinations for Indonesian domestic workers (Databoks, 2025). Many of them return to Indonesia without adequate preparation to transition into independent income-generating activities (Shabana et al., 2023). Entrepreneurship offers a promising avenue for empowering returnees economically and socially, transforming them from vulnerable workers into self-sufficient economic actors. However, entrepreneurial success requires more than just motivation—it requires structured guidance, financial literacy, opportunity identification, and digital marketing knowledge tailored to their context (Arif et al., 2025).

This paper is conceptually grounded in Post-Migration Entrepreneurial Preparedness—a readiness perspective that views entrepreneurship training as a pre-return intervention to strengthen returnees' capability to transition from wage-based overseas work into sustainable self-employment after returning home. PMEP draws on three complementary theoretical traditions as follow: (i) Sustainable Livelihoods, which frames reintegration as the ability to mobilize and protect livelihood assets in a vulnerability context (human, financial, social, and informational capital) (DFID Sustainable Livelihoods Guidance Sheets) (Conway, 2022). (ii) Human Capital Theory, which explains why training and skill formation increase the probability of enterprise performance and livelihood resilience; this is supported by entrepreneurship research showing that human capital has a positive (though modest) meta-analytic relationship with entrepreneurial success (Unger et al., 2011) (iii) Intentionality-based entrepreneurship, particularly the Theory of Planned Behaviour (TPB), which posits that entrepreneurial action is preceded by intention shaped by attitudes, subjective norms, and perceived behavioural control (Ajzen, 1991; Bosnjak et al., 2020).

Prior entrepreneurship research strongly supports TPB as a conceptual base for entrepreneurship education and training. Ajzen's TPB has been widely validated across behavioural contexts (Bosnjak et al., 2020) and has been used extensively to model entrepreneurial intention. A classic entrepreneurship study comparing intention models found TPB to be highly relevant for predicting entrepreneurial intentions in new venture contexts (Krueger Jr et al., 2000). In education settings, entrepreneurship programmes have been shown to raise entrepreneurial intention and related attitudes—suggesting that structured learning can influence the key TPB pathways (Baharuddin & Ab Rahman, 2021). Importantly, intention does not always translate into behaviour automatically; recent synthesis work emphasizes the need to treat the intention-behaviour link as an empirical question, motivating program designs that strengthen feasibility and implementation capacities rather than motivation alone (Tsou et al., 2023). Within TPB, perceived behavioural control aligns closely with entrepreneurial self-efficacy (ESE)—the belief that one can perform the tasks required to start and run a business. Self-efficacy has long been theorized as a driver of entrepreneurial intentions and action (Boyd & Vozikis, 1994). Empirically, ESE has been shown to distinguish entrepreneurs from managers, reinforcing its value as a mechanism linking training to entrepreneurial behaviour (Chen et al., 1998). For migrant worker contexts, this mechanism matters because many prospective returnees may have work experience and savings but still perceive entrepreneurship as risky or “not for them”; therefore, training designs that include hands-on practice

(idea validation, basic costing, simple business plans, digital selling simulations) are expected to improve ESE and perceived feasibility—key antecedents of intention and readiness.

A growing body of reintegration and migration literature supports entrepreneurship as a viable path for returnees when pre-return preparation and post-return enabling factors are present. For Indonesia, evidence shows that return migrant entrepreneurship can sustain livelihoods but often requires multi-actor support (local government, NGOs, universities, family networks) to overcome constraints (Lai, 2025; Syafitri et al., 2024; Widyastuti, 2024). Reintegration program reviews also argue that self-employment support should include at least three components: awareness/interest building, skills training, and access to finance—highlighting that training must be combined with practical pathways to resources (Alwi & Absor, 2025). More recent Indonesian studies likewise position entrepreneurship as a strategic approach for return migrant workers' reintegration and community-based enterprise creation (Baharuddin et al., 2024; Mardhotillah & Furqon Sofhani, 2024). Additionally, broader evidence indicates that return migration entrepreneurship can generate local economic benefits beyond the household level, including innovation and regional economic vitality (Alwi & Absor, 2025; Setijanigrum et al., 2023).

Building on this framework, a community engagement initiative was developed and implemented by Universitas Pancasila in collaboration with Bintang Nusantara Training Center in Hong Kong. The program provided targeted training in entrepreneurial thinking, business opportunity mapping, basic business plan development, microfinance literacy, and digital marketing fundamentals. Conducted virtually via Zoom—predominantly female PMI—who are active members of the Bintang Nusantara learning community. The training employed participatory and practice-oriented learning, enabling participants to develop business ideas grounded in their lived experience, constraints and realistic post-return contexts. The significance of this program lies in its timely intervention. Prior studies have shown that returnee migrant entrepreneurship is a viable path for rural revitalization and economic resilience, especially when combined with structured pre-return support (Bao et al., 2022; Rupčić, 2021; Shao & Dong, 2025). However, research and interventions in this area often remain fragmented, focusing on reintegration or entrepreneurship in isolation rather than holistically combining them with digital skill-building (Muhammad et al., 2023). Moreover, many existing programs fail to contextualize training to the lived experiences, constraints, and aspirations of female migrant workers, particularly in the Indonesian context.

This program fills that gap by offering an integrated, gender-sensitive, and context-relevant model of empowerment. It bridges the theoretical frameworks of social entrepreneurship and financial inclusion with grounded training modules that speak directly to the realities of PMI in Hong Kong. In doing so, it contributes both to practical solutions and to the academic discourse on migrant reintegration strategies, particularly within the Southeast Asian region. The primary objective of this initiative is to enhance entrepreneurial knowledge and planning capacities among Indonesian migrant workers in Hong Kong as a preparatory step before their return to Indonesia. Specifically, the program aims to:

1. Increase awareness of entrepreneurship as a viable post-migration livelihood option;
2. Equip participants with the basic competencies to develop a simple business plan;
3. Improve participants' understanding of financial management and digital marketing;

4. Contribute to the sustainable economic reintegration of PMI by reducing their dependency on remittances and repeated migration.

By emphasizing empowerment over assistance, the program reflects a paradigm shift in migrant policy discourse—from reactive reintegration support to proactive human capital development. It also aligns with national goals for diaspora empowerment and financial inclusion under the Sustainable Development Goals (SDGs), particularly Goal 8 (Decent Work and Economic Growth) and Goal 10 (Reduced Inequalities).

## **METHODOLOGY**

### *Research Design*

This study employed a participatory action research (PAR) approach integrated within a community service (Pengabdian kepada Masyarakat) framework. PAR was selected because it emphasizes co-learning, contextual relevance and iterative improvement based on participants' experiences of Indonesian Migrant Workers (PMI) in Hong Kong. The intervention was structured as a training-based empowerment program focusing on entrepreneurial knowledge and business planning. To evaluate outcomes, the study used a mixed-methods approach combining:

1. A quantitative pre-experimental one-group pretest–post-test design to measure changes in entrepreneurship-related knowledge
2. A qualitative process-and-outcome component to capture participant's perceptions, learning experiences and practical readiness reflected in their reflections and business plan outputs.

### *Participants*

A total of 50 Indonesian migrant workers residing in Hong Kong participated in the program. Participants were members of the Bintang Nusantara learning community, a migrant worker network providing peer education and support. Participation was voluntary and recruitment was conducted through internal community announcements and coordinator invitations. Inclusion criteria included: (i) Indonesian nationality, (ii) active migrant worker status in Hong Kong, (iii) willingness to attend online sessions, and (iv) consent to complete pre/post assessments. The majority were women employed in the domestic work sector, aged approximately 25–45 years.

### *Intervention and Training Modules*

The training materials were developed collaboratively by academic staff and practitioners specializing in entrepreneurship, accounting, and digital marketing. The core modules included:

- Entrepreneurial Motivation and Mindset
- Business Opportunity Identification
- Simple Business Planning
- Microfinance and Personal Financial Management
- Digital Marketing Basics

### *Data Collection Instruments (Quantitative and Qualitative)*

To respond to the mixed-methods aims, four instruments were used:

1) Demographic and baseline questionnaire (Quantitative)

A short questionnaire captured participant background: age range, education level, job sector, length of work in Hong Kong, prior business experience, and access to digital devices/internet.

2) Knowledge test: pretest and post-test (Quantitative)

Learning outcomes were measured using a 20-item structured test administered before the first session (T1) and after the final session (T2). Items combined multiple-choice and short-answer formats covering three domains:

- business planning fundamentals (e.g., identifying customers, value proposition, simple cost structure),
- financial literacy (e.g., budgeting, profit vs cashflow, basic capital planning), and
- digital marketing basics (e.g., target audience, content strategy, platform use).

The test was reviewed by the facilitator team for content relevance and clarity prior to implementation.

3) Participant reflection sheet and open-ended feedback form (Qualitative)

To capture qualitative learning outcomes, participants completed guided reflection prompts (submitted after sessions and/or at program completion). Prompts included:

- What are the most important lessons you gained this week?
- What part of entrepreneurship feels most feasible for you, and why?
- What challenges do you anticipate when starting a business after returning to Indonesia?
- What is your next concrete step in the next 1–3 months?

4) Business plan template and assessment rubric (Qualitative + supporting quantitative scoring)

As a practical output, participants developed a simple business plan using a standardized template (business idea, target customer, product/service description, basic operations, initial cost estimate, pricing, and simple marketing plan). Business plans were assessed using a rubric with criteria such as:

- clarity and relevance of business idea,
- market feasibility/opportunity logic,
- basic financial logic (costing/pricing/capital estimate), and
- alignment with participant context and implementation realism.

To evaluate learning outcomes, a structured pretest and post-test was developed, consisting of 20 multiple-choice and short-answer items that assessed knowledge in business planning, financial literacy, and digital marketing. Additionally, participants were guided to prepare a simple business plan as a final output of the program.

### *Procedure*

The training was delivered online via Zoom video conferencing, conducted over four consecutive weekly sessions. Each session lasted approximately 90 minutes and included:

- Lectures (30 minutes) – Conceptual overview
- Interactive Discussions (30 minutes) – Real-world examples and Q&A
- Individual Reflections and Assignments (30 minutes) – Application to personal business ideas

Facilitators included academic experts from the Faculty of Economics and Business, Universitas Pancasila, and practitioners affiliated with Bintang Nusantara. Bahasa Indonesia was adopted to ensure accessibility.

### *Data Collection and Analysis*

Quantitative analysis

Data were collected at two time points: before (T1) and after (T2) the training. The pretest and post-test scores were analysed to assess learning gains. Descriptive statistics (mean, standard deviation) and paired sample t-tests were conducted using SPSS 25.0 to determine whether there was a statistically significant improvement in participants' entrepreneurial knowledge and planning skills.

Qualitative analysis (reflections and business plans)

Qualitative data from reflection sheets and business plan narratives were analysed using thematic analysis. The analysis followed four steps:

1. familiarization with all responses and outputs;
2. initial coding (e.g., confidence/self-efficacy, feasibility perceptions, financial planning clarity, barriers, digital marketing readiness);
3. theme development by grouping codes into higher-level categories; and
4. refinement and selection of representative quotes/examples.

To enhance credibility, themes were triangulated across at least two sources (reflection narratives and business plan content). Where possible, facilitator notes from discussions were used as supporting evidence

## DATA ANALYSIS AND OUTPUT ACTIVITIES

### *Data Analysis and Output Activities*

#### *Quantitative Evaluation of Learning Outcomes*

To assess the effectiveness of the entrepreneurship training program, a quantitative analysis was conducted based on pretest and post-test scores collected from 50 participants. The evaluation focused on measuring the improvement in entrepreneurial knowledge and business planning comprehension as a result of the intervention.

A paired-score comparison shows a significant average increase of 5.79 points in participant scores following the training. Key descriptive statistics are summarized below:

Statistic	Pretest Score	Post-test Score	Score Change
Mean	89.21	95.00	+5.79
Standard Deviation	9.69	8.93	10.81
Minimum	50.00	60.00	-30.00
Maximum	100.00	100.00	+30.00
Median	90.00	100.00	+10.00

The increase in median score from 90 to 100 suggests a consistent improvement in participants' understanding. Notably, 75% of participants achieved perfect or near-perfect post-test scores. The training effectively helped low-performing participants improve, with some achieving up to a 30-point increase.

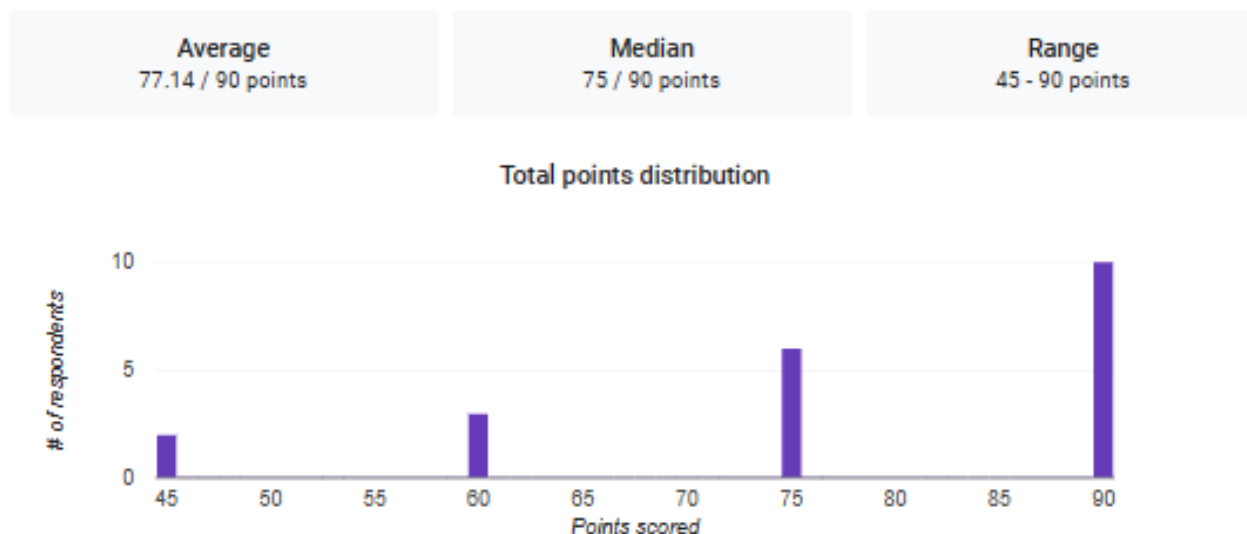


Fig 1. Pre-test Results

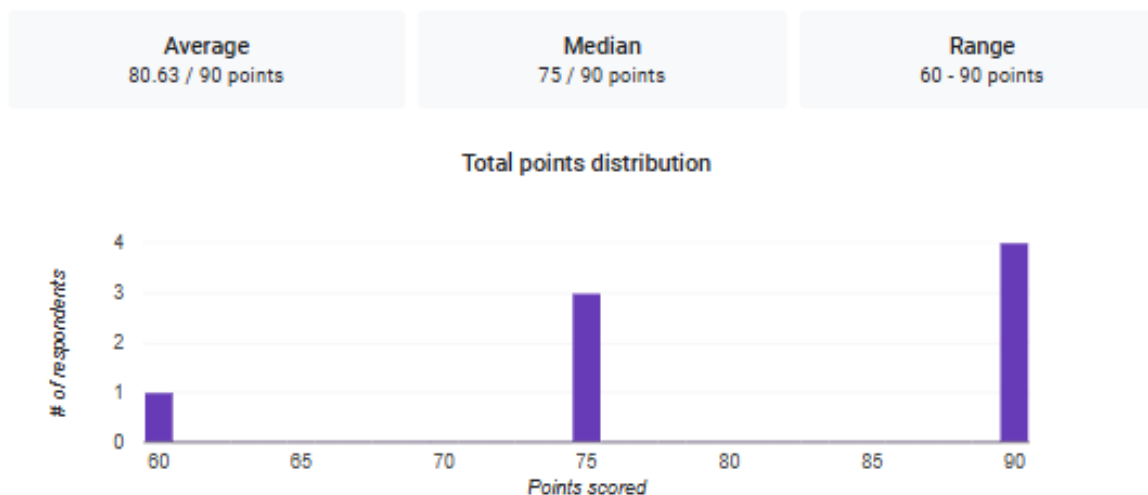


Fig 2. Post-test Results

*Qualitative Findings from Reflections, Discussions, and Business Plans*

In addition to the pretest–post-test gains, qualitative evidence was drawn from (i) participants’ reflection notes and open-ended feedback, (ii) facilitator observation notes during interactive discussions, and (iii) content review of submitted business plans. The qualitative analysis focused on changes in perceived feasibility, confidence, and the practicality of participants’ plans. Across these sources, several recurring themes emerged.

**Theme 1 — Entrepreneurship reframed from “aspiration” to “actionable plan.”**

Participants commonly moved from broad, motivation-driven ideas (e.g., “I want to start a small business”) to clearer, structured plans that articulated *what to sell, to whom, and why the product would be chosen*. This shift was most visible in the business plan sections on customer segments, value propositions, and simple marketing strategies. Many plans evolved from generic products to offerings tied to local demand and personal

competencies (e.g., food/snacks, tailoring, basic services, online reselling), indicating increased realism and contextual alignment.

Theme 2 — Improved financial clarity: separating personal finance from business finance.

A repeated learning point was participants' recognition that business sustainability requires basic financial discipline: distinguishing household money from business cash, estimating costs and pricing, and planning initial capital needs. Participants frequently highlighted "budgeting," "simple cashflow," and "pricing" as the most practical takeaways. In many business plans, financial sections reflected early-stage but meaningful improvements (e.g., listing key cost components, simple margin logic, and capital estimates).

Theme 3 — Digital marketing understood as strategy, not only "posting."

Before training, participants tended to view digital marketing as simply uploading products to social media. After the sessions, reflections and business plans increasingly described digital marketing as a structured activity: choosing target audiences, product positioning, creating consistent content, using WhatsApp broadcasts and Instagram features, and considering simple sales funnels (attention → inquiry → purchase → repeat). Several participants also acknowledged the importance of storytelling, trust-building, and customer service responsiveness in online selling.

Theme 4 — Rising perceived feasibility and entrepreneurial self-efficacy.

Many participants expressed increased confidence to start small businesses after returning to Indonesia, particularly when they realized that entrepreneurship can begin with small capital, phased implementation, and incremental learning. Reflections frequently referenced "confidence," "courage to start," and "step-by-step planning," consistent with improved perceived behavioural control. This was reinforced by breakout discussions where peers helped refine product ideas and identify practical next steps (e.g., testing products with family networks, estimating local input costs, building a simple brand identity).

Theme 5 — Persistent constraints and support needs (capital, time, networks, and reintegration uncertainty).

Despite increased readiness, qualitative responses also documented persistent barriers. Participants frequently noted limited starting capital, uncertainty about market competition in their hometown, lack of mentoring after return, and time constraints (especially for those still working full-time in domestic roles). Some participants indicated that family obligations and local social expectations could affect their ability to start or scale a business. These concerns highlight that training alone is necessary but not sufficient; post-training linkages (mentorship, microfinance access, and local business networks) remain critical for sustained impact.

Qualitative Assessment of Business Plans (rubric-based summary)

To complement narrative feedback, submitted business plans were reviewed using a rubric focusing on clarity of business idea, market feasibility, basic financial logic, and digital promotion strategy. Overall, most plans demonstrated improvements in:

- clearer target customer descriptions (e.g., local neighbourhood customers, school communities, online buyers),
- a basic product/service differentiation statement, and
- at least one feasible digital marketing channel.

However, recurring areas for improvement included:

1. Cost completeness (some plans omitted labour, packaging, logistics, or platform-related costs);
2. Customer validation (limited evidence of early testing or feedback beyond assumptions); and
3. Implementation timelines (some plans lacked a phased plan for the first 1–3 months after return).

These findings suggest that the program effectively improved foundational planning and readiness, while also indicating where follow-up coaching (costing, validation, and execution planning)

## **CONCLUSION**

This community empowerment program successfully demonstrated that targeted entrepreneurship training can significantly improve the business literacy and planning capacities of Indonesian migrant workers in Hong Kong. The structured learning model—combining entrepreneurial mindset, business planning, financial management, and digital promotion—was effective in shifting participant understanding from informal economic practices to structured, feasible business ventures.

Quantitative results show a mean score increase of nearly 6 points, with qualitative outputs (e.g., business plans) reflecting real-world applicability and creativity. Participants not only grasped key concepts but were also able to translate them into executable plans using familiar tools like Instagram and WhatsApp. This reflects the high adaptability of migrant workers when given the right tools, models, and support.

In addition to test scores, participants were guided to produce a simple business plan as a practical output of the training. Key elements assessed included:

- Business idea clarity and relevance
- Market opportunity and feasibility
- Financial planning (basic budgeting and capital estimate)
- Use of digital promotion strategies

At the end of the training:

- 80% of participants submitted a basic business plan
- 70% demonstrated understanding of market segmentation and pricing
- 80% integrated at least one digital marketing strategy (e.g., Instagram promotion, WhatsApp broadcast)
- 60% aligned their business idea with local resources and realistic starting capital

These outputs show the effectiveness of combining theoretical knowledge with guided practice, reinforcing the impact of the pedagogical approach.

### *Theoretical Implications*

The study contributes to the emerging literature on returnee entrepreneurship and migrant economic reintegration. It validates the proposition of Setijaningrum et al., (2023) and Silva et al., (2025) that empowerment through structured training—rather than mere reintegration assistance—yields stronger long-term economic outcomes. The findings also enrich the framework of entrepreneurship among vulnerable populations by emphasizing the interplay of digital literacy, gender-specific contexts, and community-based support.

### *Practical Implications*

The program offers a scalable model for pre-return intervention. Stakeholders such as NGOs, diaspora networks, and Indonesian consulates abroad can replicate the model by:

- Implementing modular training tailored to women-dominated sectors (e.g., domestic work)
- Providing digital access tools and micro-content via mobile
- Establishing a mentoring and micro-coaching ecosystem in host and home countries

Additionally, the data reinforces the value of measuring learning outcomes through both cognitive (tests) and behavioural outputs (business plans).

#### *Recommendations for Future Programs*

- Mentorship Integration: Pairing trainees with alumni mentors upon return could provide sustained support.
- Microfinance Linkage: Collaborate with Islamic microfinance or cooperative units for access to seed capital.
- Certification & Recognition: Formal recognition can enhance confidence and legitimacy of returnee entrepreneurs.

In conclusion, programs such as this not only equip PMI with practical tools but also restore agency, self-efficacy, and dignity—elements that are central to sustainable and inclusive economic development.

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