

## Agency Business Transformation Based on Digital Platforms: Entrepreneurship Training and Career Readiness within LP3I

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### Abstract

The rapid shift toward a digital economy often leaves final year students and university staff unprepared to navigate modern job markets or seize independent business opportunities. This community service program, held on June 6, 2026, aims to empower the civitas akademika at LP3I by equipping them with practical digital career skills and exploring innovative, platform based entrepreneurship avenues. Using an immersive Action Management Training (AMT) workshop framework, the program combined interactive mentoring, a hands on review of digital portfolio structures, and an engaging Business Opportunity Presentation (BOP). A total of 55 participants including students, lecturers, and administrative staff actively engaged in this collaborative session. Program success was evaluated using descriptive capability mapping before and after the event. The results reveal a tangible 35% improvement in participants' ability to construct modern, automated applicant tracking system (ATS) friendly resumes. Furthermore, their understanding of digital entrepreneurship and financial risk management grew by 40%. Beyond skill acquisition, the workshop created direct economic value, inspiring 25% of the participants to formally join the digital agency network as independent business partners. This collective effort successfully bridges the gap between academic theory and real-world industrial application.

Keywords: Digital Entrepreneurship, Career Readiness, Agency Transformation, Information Management, Higher Education.

### 1. INTRODUCTION

The modern workplace is changing at an unprecedented pace, driven by automated information networks and decentralized digital platforms. Today, traditional service industries especially financial and risk-mitigation agencies are relying heavily on digital applications to streamline client communication, professional training, and day-to-day operations (Wijaya & Setiawan, 2023). While this tech-driven landscape offers incredible new career paths, it demands a fresh blend of strong digital literacy and a proactive, entrepreneurial mindset (Pradana & Wijayangka, 2022). Unfortunately, a real gap still exists between traditional classroom learning and the actual demands of the digital job market. Many graduating students still struggle to present their achievements in a format that modern screening algorithms can read, while higher education institutions are constantly challenged to align digital transformations with a proactive entrepreneurial orientation for their community (Hamdan et al., 2021).

To address this challenge directly, we partnered with the LP3I campus on June 6, 2026, welcoming a diverse group of 55 participants. This cohort brought together final-year students eager to jumpstart their careers, alongside lecturers and administrative staff looking for sustainable financial growth. Initial surveys showed a pressing need for support: over 70% of attendees admitted they felt unprepared for algorithmic resume filters and lacked clarity on how modern digital platforms bridge information system capabilities with realistic commercial markets (Pradana & Wijayangka, 2022).

Recognizing these vulnerabilities, our public service initiative focused on two practical goals:

1. Helping participants organize and optimize their professional data to easily pass automated recruitment systems (Soleh & Rahayu, 2024).
2. Introducing accessible, platform-based agency frameworks that empower individuals to step into independent digital entrepreneurship (Wijaya & Setiawan, 2023).

By bringing together the fields of Information Systems and Entrepreneurship, this initiative goes beyond theory. It shows that when individuals learn to structure their digital career data, they unlock true professional flexibility and open doors to immediate financial independence through the diffusion of modern operational business tools (Batubara & Saad, 2025)

## 2. RESEARCH METHODOLOGY

To make this community service truly impactful and engaging, we designed an accurate, descriptive, and highly interactive Action Management Training (AMT) workshop. The program brought together 55 participants from the LP3I community into an open learning space. To ensure our impact was meaningful and measurable, we mapped progress qualitatively and descriptively across two core learning tracks:

1. The Information Management Track (Information Systems Perspective): This session focused on the practical art of data structuring. Participants received hands-on guidance to transform their career histories into clear, machine-readable formats that align perfectly with modern automated applicant tracking systems (Soleh & Rahayu, 2024).
2. The Business Ecosystem Track (Entrepreneurship Perspective): This track prioritized real-world mindset shifting. Through interactive presentations, we broke down the inner workings of digital financial networks (Sari & Utami, 2024), which requires an adaptive understanding of operational methodology diffusion within digital business systems (Batubara & Saad, 2025).

Rather than relying on dry statistics, we evaluated our success by tracking genuine changes in attitude toward entrepreneurship, the actual quality of the resumes created, and the number of participants who chose to join the onboarding business pipeline..

## 3. RESULTS AND DISCUSSION

True community service is about sharing knowledge, technology, and art in a way that genuinely adds value to people's lives whether through economic growth, helpful institutional policy, or positive social change. Our time at LP3I did exactly that, sparking short-term enthusiasm while laying down solid, long-term professional skills. When the workshop began, we noticed that most participants treated their resumes simply as static printed text, completely unaware of how digital screening systems parse and read their professional info.

### 3.1 Structural Data Optimization & Career Readiness

During the first interactive session, we worked directly with participants to fix common formatting errors. From an information systems perspective, we demystified the tech, showing how missing metadata, creative graphics, or non-standard headers can cause automated sorting software to overlook a great candidate. Overcoming this challenge requires an optimized data portfolio layout that aligns with modern automated Applicant Tracking System (ATS) guidelines (Soleh & Rahayu, 2024). Organizing career data early, combined with structured digital personal branding, proves to be highly effective for student employment readiness (Nuryani & Herwina, 2023), especially when utilizing digital platforms for long-term career data management (Rahmawati & Kurniawan, 2022). By the end of the workshop, our structural audits confirmed a proud 35% improvement in the technical quality of their digital profiles.

### 3.2 Digital Agency Platform & Entrepreneurship Mobilization

The second half of the day shifted toward building financial resilience through modern, cloud-based agency applications. We explored how accessible digital tools can help anyone start a business without the burden of heavy overhead costs, creating a strategic synergy between campuses and the financial industry to improve overall risk literacy (Sari & Utami, 2024). For the university staff and lecturers present, this session was an eye-opener, highlighting a flexible path toward personal business ownership and sustainable extra income to support their families (Fitriani & Ramadhan, 2026). This process is greatly accelerated by cloud-based e-learning training and recruitment applications that streamline onboarding (Putra & Hasibuan, 2025). This modern agency partnership framework serves as an innovative entrepreneurial model tailored for the academic community (Wijaya & Setiawan, 2023), matching the high interest among educators for flexible, low-risk side-business ownerships (Fitriani & Ramadhan, 2026). The concrete milestones from this collaborative event are detailed in Table 1:

**Table 1. Table 1.** Title of Table

| Assessment Target                     | Pre-Activity Baseline                 | Post-Activity Achivement | Primary Impact Metrics         |
|---------------------------------------|---------------------------------------|--------------------------|--------------------------------|
| Data Portfolio Layout (Hard Skill)    | 30% System Readability                | 65% Optimized Formats    | 35% Measurable Skill Elevation |
| Digital Entrepreneurship (Soft Skill) | Digital Entrepreneurship (Soft Skill) | 65% Advanced Competency  | 40% Mindset & Attitude Shift   |
| Ecosystem Recruitment Blueprint       | 0 Partner Commitments                 | 14 Registered Pipelines  | 25% Immediate Conversion Rate  |

The greatest strength of this program was its supportive community atmosphere. Having students, lecturers, and staff learn side-by-side built a strong sense of trust and shared purpose. Our biggest challenge was time cramming a complex digital curriculum into a single day required intense focus. To ensure no one felt left behind, we set up continuous digital communication groups, providing ongoing mentorship for the 14 participants currently transitioning into the business onboarding pipeline.



**Figure 1.** Photo With Participants

#### 4 CONCLUSION

Our community service initiative at LP3I achieved everything we hoped for and more. By blending the fields of Information Systems and Entrepreneurship, we provided a practical pathway for career readiness and digital business creation, resulting in a 35% boost in technical resume design and a 40% gain in entrepreneurial literacy.

Most rewardingly, 25% of the room chose to step into independent business ownership by joining the digital agency network. The time constraints we faced offer a valuable lesson for the future, highlighting the need for longer-term mentoring programs to support new partners as they take their first steps into the digital business world.

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