

The Impact of a Multi-faceted Mentoring Program on Student-Led Micro-Enterprises: An Analysis of Revenue Growth and Managerial Transformation

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Abstract

This community service program, implemented using a *Participatory Action Research* (PAR) approach, aims to assist students in developing their micro-enterprises to become more professional, efficient, and sustainable. The program responds to the challenges faced by student entrepreneurs, ranging from business management and marketing to product development. Implementation methods included participatory needs identification, provision of targeted resources, tailored training in business management and digital marketing, infrastructure enhancement, and ongoing participatory evaluation. The results demonstrate significant progress among the three mentored student businesses. *Ayam Geprek Bunda* increased sales by 100% through facility upgrades and online marketing strategies. The *Beaded Handicrafts* business recorded a 233% revenue growth after design innovation and digital marketing initiatives. Meanwhile, *Peyek Bude* achieved a 35% sales increase through community-based marketing strategies and improved packaging quality. This program has proven effective in enhancing managerial capacity, business income, and awareness of professional business practices. The findings underscore the importance of sustained entrepreneurial mentoring within campus environments as a strategy to empower students, while fostering positive social impact through the emergence of young, inspirational leaders in entrepreneurship.

Keywords: Student Entrepreneurship; Business Mentoring; Microenterprise Development; Empowerment.

Key Messages:

- Mentoring enhanced students' professionalism and business efficiency. Partner businesses experienced significant revenue growth, up to 233%.
- Design innovation and digital marketing proved effective for business growth. Students developed greater awareness of professional business management. Continuous mentoring is essential for student empowerment and impact.



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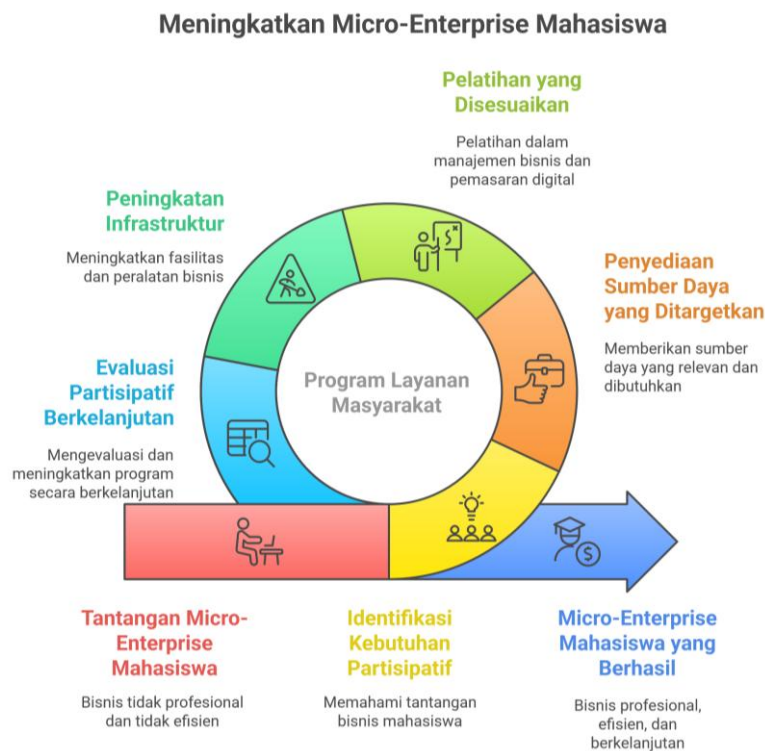
Received: 20 July 2025
Accepted: 15 August 2025

DOI: <https://doi.org/10.56303/jppmi.v4i2.609>



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GRAPHICAL ABSTRACT



INTRODUCTION

Entrepreneurship has long been considered a strategic solution to reducing unemployment and improving community welfare. Numerous studies indicate that the development of micro and small businesses significantly contributes to local economic growth (Ali, 2021; Aryadi & Hoesin, 2022; Edy et al., 2020; Tenrinippi, 2019). In Serang City, Banten Province, many micro and small business owners manage potentially promising ventures yet face persistent challenges. This Community Service (PkM) activity partnered with three student entrepreneurs from the Open University—Seli Rahmawati and Kyeszhya Arnellita Pramesti (Public Financial Accounting programme) and Muhamad Harun Al Rasyid (Accounting programme)—representing diverse microbusiness types with distinct needs and constraints.

The initial assessment revealed that the challenges faced by the partners span across pricing strategies, raw material availability, production efficiency, and marketing effectiveness. For instance, Seli's bead craft business requires cost-based pricing, stable raw material supply, and professional digital promotion to expand market reach. Kyeszhya's *Ayam Geprek Bunda* needs production cost optimisation, a permanent business location, and a more effective marketing strategy. Meanwhile, Harun's *Peyek Bude* faces operational and distribution limitations, requiring support in procurement, equipment, and sales strategy. Addressing these needs demands not only careful cost analysis tailored to each product type, but also reliable supply chains for raw materials (Anggreni & Suardika, 2023; Sains et al., 2023), and efficient, hygienic production management to meet customer demand while maintaining quality (Robiansyah et al., 2023).

Marketing is recognised as a crucial success factor for microbusinesses (Suryani, Prasetyo, et al., 2024), yet the current strategies implemented by the partners remain basic and lack strategic depth (Fadhilah et al., 2023; Syamsul Rizal, 2022). To address this, the programme incorporates training and mentoring in business management, product packaging, customer service, and digital marketing—aligned with Holliman & Rowley's (2014) framework—to strengthen brand visibility and foster sustainable consumer engagement. In addition,

broader business challenges such as limited capital, intense local competition, and barriers to obtaining business permits (Suryani, Wirajuang Daurrohmah, et al., 2024) are addressed through a combination of internal strategies, such as production efficiency, and external approaches, including partnerships with suppliers and microfinance institutions.

The implementation of this PkM programme has the primary objective of empowering entrepreneurial students to manage and develop their businesses professionally and sustainably. This initiative not only serves as a platform to address the technical challenges faced by partners, but also functions as a practical learning tool for entrepreneurship based on hands-on experience. Students running businesses are provided with opportunities to broaden their horizons, deepen managerial skills, and cultivate adaptive leadership qualities in responding to market dynamics. In the academic context, student entrepreneurship is recognised as a strategic approach to human resource development. According to Ali (2021), students who receive entrepreneurship training from an early stage have great potential to become future economic drivers. The business activities they undertake serve as a medium for developing non-academic skills such as leadership, communication, and problem solving (Herman et al., 2023). Nevertheless, microbusinesses run by students still face several persistent challenges, including limited capital, weak business management, and suboptimal marketing strategies (Al Farisi & Iqbal Fasa, 2022). Therefore, intervention in the form of structured and sustainable mentoring programmes is necessary.

The theoretical basis for this activity refers to Zimmerman (1995) theory of community empowerment, which emphasises the importance of active individual participation in the process of social change. In this PkM activity, partners are not only provided with technical assistance but are also involved in decision-making and strategic planning for their own businesses. This approach aligns with Suharto (2006) perspective, which states that an empowered community is one that can meet its own needs independently. Within this framework, students running businesses are positioned as active agents of change, not merely as recipients of the programme. Furthermore, the activity also draws on Mezirow (2009) theory of social transformation, which explains that transformation occurs when individuals critically reflect on their experiences, leading to changes in how they think and act. Partner students involved in this programme are therefore expected not only to develop their businesses from a technical perspective, but also to undergo a transformation in their understanding of their roles as economic actors and members of society. Through this process, it is anticipated that young entrepreneurs will emerge who are not only business-savvy, but also possess a high level of social awareness.

From a marketing strategy perspective, the approach adopted refers to the digital marketing concept developed by Holliman & Rowley (2014). Digital marketing through social media, websites, and e-commerce platforms is highly relevant in the context of student microbusinesses, as it enables them to reach a wider market at a relatively affordable cost. In this activity, partners are guided to utilise various digital marketing tools, create engaging content, and build sustainable interactions with consumers. This integrated approach is expected to enhance business visibility, strengthen brand identity, and foster long-term customer trust. Accordingly, the programme was designed to: (1) evaluate the extent to which a tailored, participatory mentoring model can enhance revenue, operational capacity, and market reach of student-led microenterprises; and (2) examine how the intervention influences entrepreneurial mindset, managerial competencies, and adaptive leadership among participants.

METHOD

This assistance programme was implemented using a Participatory Action Research approach, which placed business partners as active subjects in all stages of the programme, from planning, implementation, evaluation, to follow-up. This approach aimed to build independence and empower partners in a sustainable manner through direct involvement in the process of problem identification and decision-making.

The implementation method for this activity includes the following stages:

a. Identification of Partner Needs

The initial stage begins with a participatory identification process. We worked closely with three business partners, namely Usaha Kerajinan Manik-Manik, Ayam Geprek Bunda, and Peyek Bude, to gather information about the problems and needs they face. The techniques used include in-depth interviews, field observations, and focus group discussions. The information collected covers aspects such as raw materials, equipment, production capacity, managerial competencies, and marketing constraints faced. This process is important as a basis for designing contextual, relevant, and targeted interventions, as well as for building the partners' sense of ownership of the mentoring programme.

b. Procurement of Raw Materials and Equipment

Based on the results of the needs analysis, the service team procured raw materials and equipment in accordance with the characteristics and needs of each partner business. This activity included selecting local suppliers to ensure quality and sustainability of supply, as well as compiling technical specifications for equipment that supports productivity improvements. In addition, partners were also involved in the equipment selection process to ensure optimal and sustainable use after the activity ended.

c. Training and Technical Guidance

The training is designed based on the needs and initial competencies of the partners. The training materials include:

- Microbusiness management and simple financial management,
- Product innovation and diversification,
- Digital-based marketing strategies,
- Business branding and visual communication.

The training methods are interactive, involving face-to-face sessions, hands-on practice (learning by doing), coaching clinics, and field mentoring visits. This approach enables knowledge transfer as well as ongoing coaching during and after the training.

d. Business Infrastructure Development

To support partners' production and sales activities, improvements and procurement of business infrastructure are carried out, such as business showcases, production facilities, and other supporting equipment. The infrastructure development process is carried out in coordination with partners and takes into account aspects of function, aesthetics, and safety. Partners participate in the planning and utilisation of infrastructure so that it suits real needs in the field.

e. Development of Digital Marketing Strategies

Digital marketing strategies are developed through:

- Creation of simple websites for each partner,
- Creation of business social media accounts,
- Design of digital promotional content (images, short videos),
- Training in the use of digital platforms for promotion and sales.

Branding is also strengthened through consultations on visual identity, logos, business names, and key promotional messages. This approach is expected to increase the visibility of partner businesses amid digital market competition.

f. Participatory Monitoring and Evaluation

Monitoring is carried out periodically through field visits and activity progress reports. Evaluation is conducted in a participatory manner, inviting partners to assess the effectiveness of activities based on mutually agreed indicators, such as:

- Increased production volume,
- Product quality,
- Increased income,
- Increased digital marketing reach.

Evaluation results are used as a basis for improving and adjusting intervention strategies during the course of the activity.

The following is a flowchart of the implementation process for the mentoring activity:

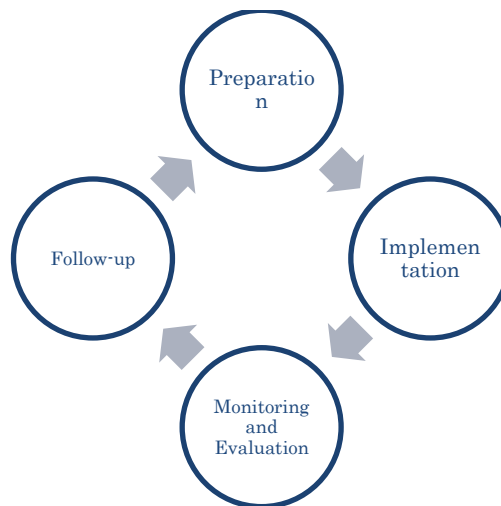


Figure 1. Flowchart of Community Service Process

Data Collection and Analysis

Data for the evaluation phase comprised both qualitative and quantitative components.

- **Qualitative Data:**

Information from in-depth interviews, focus group discussions, and field observations was analysed using *thematic analysis* (Braun & Clarke, 2006). The process involved familiarisation with the data, coding, identifying recurring themes, and refining categories to capture patterns related to changes in managerial capacity, marketing strategies, and operational efficiency.

- **Quantitative Data:**

Sales figures, production volumes, and digital marketing reach were collected from partner-maintained daily business records. These were cross-verified through weekly check-ins with the partners and direct observation during mentoring visits. Descriptive statistical analysis (e.g., percentage change, growth rate) was used to compare performance indicators before and after the intervention.

The combination of qualitative and quantitative analyses allowed for a more comprehensive understanding of both measurable business outcomes and contextual factors influencing partner performance.

Participatory Research Approach

The entire process of the activity is based on the principles of participatory action research (Rusli et al., 2022), which emphasises:

1. Collaboration between the implementation team and partners in formulating problems, objectives, and solutions.
2. Active involvement of service subjects in the implementation of activities (data collection, training, use of equipment).
3. Joint reflection to assess the results and impact of activities on a regular basis.
4. Adaptive follow-up, where evaluation results serve as the basis for further programme development or replication in other initiatives.

This activity also promotes two-way learning and empowerment, so that partners are not merely beneficiaries but also agents of change in the sustainable development of their businesses.

RESULTS AND DISCUSSION

Preparation Stage

This Community Service (PkM) activity began with a strategic and fundamental preparation stage. The implementation team identified and mapped students with entrepreneurial potential through independent business activities. The identification was carried out through preliminary surveys and direct interviews to gather information about business profiles, challenges faced, and entrepreneurial motivation.

The three student partners selected for this activity are the owners of Ayam Geprek Bunda, Kerajinan Manik-

Manik, and Peyek Bude. All three are active students running micro-businesses with the characteristic traits of SMEs, namely limited capital, minimal managerial experience, restricted marketing, and the absence of a strategic approach to product development.

The identification process was carried out systematically using a needs assessment approach, which aimed to gain an in-depth understanding of the specific needs of each partner. The results of this identification are used as the basis for developing a participatory action plan. This aligns with the need-based empowerment approach, which emphasises the importance of accommodating the voices and interests of the empowerment subjects to ensure that the implemented programmes are relevant and effective (Suharto, 2006).

In this stage, the implementation team also prepares training materials, logistics, and builds relationships and commitments with business partners. The approach taken is participatory-collaborative, where partners are not only beneficiaries but also equal partners in designing and implementing activities.

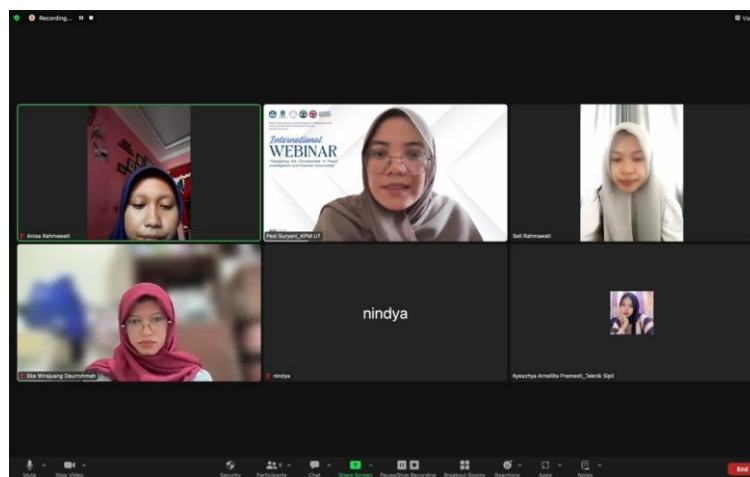


Figure 2. Identification of Partner Needs

Implementation Stage

The results of this community service activity show significant changes in the development of the assisted partner businesses. The programme involved three businesses: Ayam Geprek Bunda, Kerajinan Manik-Manik, and Peyek Bude. During the mentoring process, various technical activities and action programmes were implemented to address the challenges faced by each business owner, ranging from production management, digital marketing, to financial management. The mentoring activities were conducted over a three-month period, with an intensive approach focused on strengthening managerial, production, and marketing aspects. Each partner received tailored support based on the characteristics of their business, including training sessions, personal consultations, monitoring, and evaluation.

1. Mitra Ayam Geprek Bunda

This business is run by Kyeszhya Arnellita, an active student who has started a chicken-based food business. The main challenges faced are a lack of product differentiation, conventional marketing techniques, and unattractive packaging. Through this activity, the implementation team conducted digital marketing training, product packaging training, and branding strategy development. One of the key interventions was the intensive use of social media for promotion, including video content creation, customer testimonials, and relevant hashtag strategies.



Figure 3. Delivery of Raw Materials and Chicken Geprek Equipment

The results achieved were significant. Within three months, the business experienced a 100% increase in sales, with a wider market reach. Sales not only increased quantitatively, but also showed an increase in customer loyalty through high engagement on social media.

Table 1. Increase in Sales of Ayam Geprek Bunda

Month	Sales Before Training (Rp)	Increase in Sales (Rp)	Sales After Training (Rp)
Month 1	3.000.000	3.000.000	6.000.000
Month 2	3.000.000	3.000.000	6.000.000
Month 3	3.000.000	3.000.000	6.000.000
Total	9.000.000	9.000.000	18.000.000

Kyeszhya also began to understand the importance of data in business decision-making, such as recording daily sales volumes, the most popular product types, and the most effective promotion times. This process reflects a personal entrepreneurial transformation in line with empowerment theory (Zimmerman, 1995), which emphasises the importance of strengthening personal capacity and control over decision-making. Here is the development of a permanent stand for the Ayam Geprek Bunda business.



Figure 4. Geprek Chicken Products

2. Bead Craft Partner

This craft business is run by Seli Rahmawati, who specialises in making bead accessories such as bracelets, necklaces, and key chains. Before the mentoring programme, the products did not have any distinctive features, there was no organised sales system, and sales relied solely on buyers from her circle of friends.



Figure 5. Delivery of Raw Materials

The assistance activities include product design training, product diversification, e-commerce utilisation, and customer service training. The main innovation is the creation of customised and personalised design services according to consumer demand, which have proven to be in high demand.

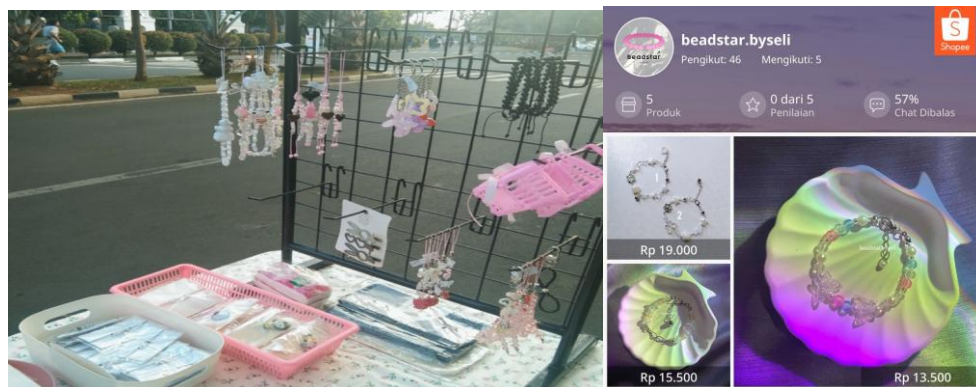


Figure 6. Marketing of Bead Craft Products and Product Sales through Online Shops

Within three months, business turnover increased by 233%. This increase was not only due to sales volume, but also to higher selling prices resulting from the added value of unique and exclusive designs.

Table 2. Increase in Bead Sales

Month	Sales Before Training (Rp)	Increase in Sales (Rp)	Sales After Training (Rp)
Month 1	300.000	700.000	1.000.000
Month 2	300.000	700.000	1.000.000
Month 3	300.000	700.000	1.000.000
Total	900.000	2.100.000	3.000.000

Seli also showed improvement in her skills in responding to customer inquiries, building interactive communication through social media, and creating engaging brand storytelling. This transformation reflects the transformative learning approach (Mezirow, 2009), in which reflective experiences trigger changes in the way one thinks and acts.

3. Mitra Peyek Bude

This business is run by Muhamad Harun Al Rasyid, who sells snacks such as peanut peyek and anchovy peyek. Before the assistance, the production process was still traditional, there were no attractive labels or packaging, and marketing still relied on a consignment system at food stalls.



Figure 7. Delivery of raw materials for Peyek Bude and Peyek Bude products

The implementation team assisted in creating brand labels, packaging training, and using online sales platforms. A major change occurred in the distribution system, which previously was passive but became active, with Harun starting to use courier services and utilising community WhatsApp groups as a promotional channel.

Table 3. Increase in Sales of Peyek Bude

Month	Sales Before Training (Rp)	Increase in Sales (Rp)	Sales After Training (Rp)
Month 1	1.150.000	350.000	1.500.000
Month 2	1.175.000	325.000	1.500.000
Month 3	1.195.000	305.000	1.500.000
Total	3.520.000	980.000	4.500.000

Although the increase in turnover was not as significant as the other two partners, at only 35%, the changes in operational management were very significant. The business began to use simple financial records, carry out planned stocking of raw materials, and estimate weekly demand. Harun also began to study pricing strategies based on competitors and target markets. This transformation was an important step towards the independence and sustainability of the business in the long term.

Reflection on Implementation

The mentoring process revealed that the success of the programme was not only determined by technical interventions, but also by the quality of the relationship between the implementers and partners. Reflective dialogue and regular feedback sessions provided a means of understanding the obstacles encountered and dynamically adjusting strategies. One interesting finding is the increased self-efficacy of partners in managing challenges. They have become more confident in appearing in public, promoting their products, and discussing with customers or business partners. This indicates that empowerment has occurred at the psychological level, not just in technical or financial aspects.

Monitoring and Evaluation

Monitoring is conducted periodically in the form of field visits and online evaluations via Google Meet and WhatsApp. Evaluations are conducted using quantitative instruments (sales growth scores, number of customers, customer satisfaction levels) and qualitative instruments (observations, interviews, and narrative reflections).

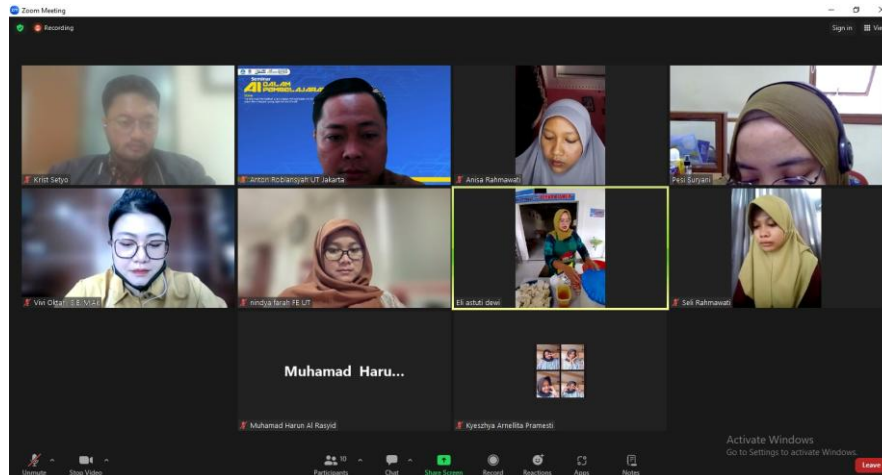


Figure 10. Monitoring and Evaluation of Partner Businesses after the Implementation of Community Service Programmes

In general, the evaluation results show that this activity successfully achieved its main objectives, namely to increase business capacity and empower student entrepreneurs.

Cross-Case Analysis

The outcomes of the three businesses varied significantly:

1. Product Type and Market Dynamics

- *Kerajinan Manik-Manik* benefited from high value-added customisation and low production costs, allowing premium pricing.
- *Ayam Geprek Bunda* operated in a competitive food market, with growth achieved through aggressive branding and marketing.
- *Peyek Bude* faced market saturation and lower margins, requiring more fundamental innovation.

2. Impact of Specific Interventions

- Product design and e-commerce adoption drove *Kerajinan Manik-Manik's* rapid growth.
- Branding, facility upgrades, and digital marketing transformed *Ayam Geprek Bunda*.
- Packaging improvements for *Peyek Bude* had limited effect without parallel product enhancement.

3. Initial Baseline

- *Kerajinan Manik-Manik* started from a low base, making percentage growth more pronounced.
- *Ayam Geprek Bunda* had an existing loyal customer base.
- *Peyek Bude* had a stable but saturated customer pool.

Elaboration on Residual Challenges

• Ayam Geprek Bunda – Production Time Management

Needs SOPs for preparation, investment in time-saving equipment, and part-time staff for peak hours.

• Kerajinan Manik-Manik – Raw Material Availability

Requires supplier diversification, bulk purchasing, and wholesale partnerships.

• Peyek Bude – Product Quality Consistency

Needs standardised recipes, batch quality checks, and better storage methods.

Table 4. Cross-Case Analysis and Residual Challenges of Partner Businesses

Business Partners		Revenue Increase	Key Factors of Success	Limiting Factors	Residual Challenges	Recommended Solutions
Ayam Geprek Bunda		100%	Effective digital marketing, improved branding, facility upgrades	Limited production capacity during peak hours	Production time management	Develop SOPs; invest in time-saving equipment; hire part-time staff
Kerajinan Manik-Manik		233%	Product personalisation, e-commerce adoption, niche market targeting	Raw material supply fluctuation	Availability of raw materials	Diversify suppliers; bulk purchase; partner with wholesalers
Peyek Bude		35%	Improved packaging and distribution channels	Market saturation, low product differentiation	Product quality consistency	Standardise recipes; batch quality checks; improve storage methods

Integration of Theory and Practice

This activity demonstrates the integration of empowerment theory, learning transformation, and contemporary entrepreneurship strategies. The collaborative approach used reflects the principles of Community-Based Participatory Research (CBPR), in which the success of the programme is measured not only by the final results, but also by the participatory process that strengthens local capacity.

Theoretically, this activity reinforces the idea that effective empowerment must include the dimensions of individual capacity, access to resources, and space for participation in decision-making (Suharto, 2006; Zimmerman, 1995). When business actors become active participants in programme planning and implementation, the changes that occur tend to be more sustainable and meaningful.

Social Impact and Follow-up

The social impact of this activity is beginning to be seen in the form of behavioural changes and increased inspiration among other students. One of the partners, Kyeszhya, has even started a student entrepreneur community with the aim of sharing experiences and building business networks. The implementation team is also preparing an online platform to document the process and outcomes of the activity, enabling it to be replicated by others. Additionally, this activity will serve as a pilot project to propose an annual mentoring programme by the faculty, in collaboration with the campus business incubator.

CONCLUSIONS

Based on the results of community service activities using an entrepreneurship scheme, it can be concluded that this mentoring programme has successfully encouraged significant development in each of the business partners involved. The three businesses—*Ayam Geprek Bunda*, *Kerajinan Manik-Manik*, and *Peyek Bude*—experienced measurable increases in revenue and operational efficiency through interventions such as facility improvements, product innovation, and targeted marketing strategies. *Ayam Geprek Bunda* recorded a 100% increase in sales, *Kerajinan Manik-Manik* saw a 233% increase, and *Peyek Bude* achieved a 35% increase. Beyond

technical and financial improvements, the programme also generated substantial social impact by raising students' awareness of the importance of professional and sustainable business management. Active student involvement in every stage of the activities fostered new local leaders, contributing to the creation of an inspiring and inclusive campus entrepreneurship ecosystem. However, this programme was limited by its small scale—covering only three business partners—and the relatively short duration of mentoring.

Based on these findings, it is recommended that the university integrate this participatory mentoring model into its formal entrepreneurship curriculum and/or the campus business incubator programme, making it a structured and recurring initiative. Future programmes should prioritise the development of digital marketing skills and financial literacy, as both have been proven to be key drivers of business growth and operational improvement in this activity. Extending the mentoring period to at least six months is also necessary to address more complex operational challenges, such as scaling up production, stabilising the supply chain, and strengthening long-term customer retention. Furthermore, the programme should be expanded to include a wider range of student entrepreneurs from various faculties to foster cross-sector collaboration and peer learning. Finally, strengthening partnerships with local government, private sector stakeholders, and alumni entrepreneurs will provide participants with greater market access, funding opportunities, and professional networks, thereby amplifying the programme's social and economic impact.

FUNDING

The author would like to thank the LPPM Universitas Terbuka for providing financial support for this project.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest, whether financial, institutional, or personal, that could influence the implementation of activities or the preparation of this article. The entire process was carried out independently and was purely for the purpose of scientific contribution and community service.

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