

Entrepreneurship Socialization as a Strategy to Empower Housewives and Strengthen Family Economic Independence in Tarowang Village, Jeneponto

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Abstract

This community engagement activity was conducted in Tarowang Village, Jeneponto Regency, to strengthen the economic independence of housewives through entrepreneurship socialization. The background of this program stems from the limited income opportunities for women in rural areas, where most households depend on traditional agriculture. The main objectives were to enhance the entrepreneurial knowledge and skills of housewives, reduce gender-based economic disparities, and promote the establishment of sustainable micro-enterprises. The methods applied included entrepreneurship socialization, interactive workshops, mentoring sessions, and practical training on business planning, production, marketing, and financial management. The activity involved 35 housewives as participants, of whom 90% reported a significant increase in entrepreneurial knowledge, and 70% showed improved confidence in managing small businesses. After the training, 12 participants successfully initiated home-based enterprises, such as snack production, traditional crafts, and herbal beverage processing, contributing to an average increase of 25% in household income. The results indicate that entrepreneurship socialization effectively enhances women's participation in local economic activities and fosters a culture of self-reliance. The program's impact extends beyond economic gains, as it builds social networks, improves decision-making roles for women, and encourages long-term community resilience. Overall, this activity contributes meaningfully to community empowerment by promoting inclusive and sustainable entrepreneurship as a driver of rural economic development.

Keywords: Entrepreneurship Socialization, Housewives, Women's Economic Empowerment, Tarowang Village Entrepreneurship, Benefits of Entrepreneurship.

A. INTRODUCTION

Research on empowering rural women in the context of strengthening MSMEs and family economic independence shows significant changes in the 2023–2025 period. Recent literature confirms that structural barriers such as limited financial management literacy, marketing capacity, access to capital, and weak social networks remain key factors in the low participation of women in productive economic activities (Women's Entrepreneurship Development Strategy in the MSME Sector, 2025). The study also emphasizes that conventional entrepreneurship training does not have an adequate impact unless it is integrated with strengthening an entrepreneurial mindset and providing ongoing mentoring.

Other research shows that social norms and gender-based division of domestic roles also limit women's access to agricultural extension and other productive activities. Rural women tend to be marginalized from decision-making and access to information, which ultimately hinders their ability to develop local economic potential (Sari & Widodo, 2024). This finding aligns with the national report on Empowering Women Entrepreneurs in Indonesia Thru Effective Government Assistance Programs, which emphasizes that business management mentoring, access to microcapital, and strengthening market networks are fundamental factors for the success of women-owned MSMEs (Ministry of Cooperatives and SMEs of the Republic of Indonesia, 2024).

Nevertheless, there is a conceptual and practical gap in the literature regarding the concept of women's empowerment. There is still limited research integrating entrepreneurship socialization with ABCD (Asset Based Community-driven Development) based local asset mapping in the context of rural Indonesian housewives. The majority of research emphasizes a needs-based approach, while the ABCD approach focuses on the strengths and assets of the community that can be optimized for business development (Mathie & Cunningham, 2003; Green & Haines, 2016). Thus, this research offers novelty in the form of integrating the ABCD concept and entrepreneurship socialization, which is theoretically relevant for asset-based women's empowerment.

The justification for choosing ABCD is strengthened by the weaknesses of the PRA and PAR approaches. PRA tends to produce top-down interventions because it focuses on community deficits and needs, rather than assets (Chambers, 1994). Meanwhile, PAR emphasizes collective action for structural change, which is often less suitable for micro-entrepreneurship interventions that require individual creativity, product innovation, and the optimization of local assets (Cornwall & Jewkes, 1995). ABCD, on the other hand, emphasizes the development of tangible assets such as individual abilities, social networks, local products, and agricultural and craft potential, making it suitable for the context of Tarawang Village, which has agricultural and craft commodities that have not been optimally empowered.

The gap analysis also shows that many entrepreneurship training programs at the village level are not sustainable because they are not accompanied by long-term mentoring (Tambunan, 2021). Conventional training often only emphasizes technical skills, but does not cultivate an entrepreneurial mindset, risk-taking courage, or the ability to identify opportunities (Morris et al., 2018). Additionally, training often overlooks gender barriers such as domestic burdens, limited access to information, and a lack of family support (Kantor et al., 2015). Therefore, a more comprehensive empowerment model is needed, focusing on mindset transformation, improved market access, financial literacy, and the structured utilization of local assets.

Analysis of the causes of problems in Tarawang Village strengthens the finding that the main obstacles for housewives are not only a lack of capital, but also weak entrepreneurial mentality, limited market access, and low financial literacy. Subsistence economic patterns, limited marketing networks, and a lack of business management experience make it difficult for small businesses to grow. Social barriers such as strong gender role constructions also reduce women's space to participate in productive economic activities. Therefore, the empowerment approach used in this study combines entrepreneurial socialization with ABCD to create a more adaptive and sustainable local asset-based business development model.

Overall, this research provides a new contribution thru the integration of entrepreneurship socialization and ABCD, which can serve as a reference for rural women's empowerment models in Indonesia. This approach not only strengthens technical capacity but also emphasizes mental resilience, optimizing local assets, and long-term mentoring as the foundation for business sustainability.

B. IMPLEMENTATION AND METHOD

This study applies the Asset-Based Community-Driven Development (ABCD) framework, which emphasizes leveraging existing community assets and capacities rather than focusing on deficiencies or unmet needs (Kretzmann & McKnight, 1993; Harinurdin et al., 2025). Prior to the commencement of training, a Discovery phase was conducted to identify and map local assets with potential for entrepreneurial development. This process involved participatory observation, where the researcher examined the village's economic potential, including traditional food products such as cassava chips and dodol, as well as local bamboo crafts and weaving, alongside existing household economic activities. Semi-structured interviews were conducted with housewives, community leaders, and local artisans to uncover skills, traditional recipes, production knowledge, and untapped resources. Additionally, Focus Group Discussions (FGDs) were held with housewives to validate initial findings, prioritize assets suitable for development, and reach consensus on feasible business opportunities. The Discovery phase is critical for demonstrating the ABCD approach in action, highlighting community strengths and tangible village assets as the foundation for sustainable empowerment and economic development (Harinurdin et al., 2025; Ramos Farronán et al., 2024).

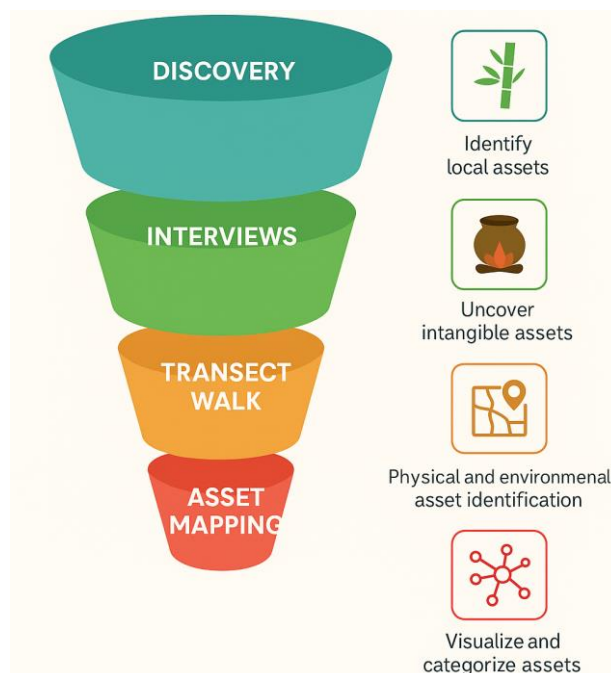


Figure 1. ABCD stages to clarify the implementation method process:

The implementation of this entrepreneurship socialization program uses the Asset-Based Community Development (ABCD) approach, with the main focus on the Discovery stage, which is the process of finding and mapping local assets already owned by the community before the training takes place. This stage begins with community entry and initial dialog with community leaders to build trust, as the active involvement of residents is the foundation for effective ABCD implementation. Recent studies show that the success of ABCD is highly dependent on the facilitator's ability to build trust and ensure that the community maintains control in identifying their own assets (Yanti & Rahmawati, 2022). This initial process also includes identifying key informants such as bamboo craftswomen, goalkeepers of local culinary traditions, and owners of home-based micro-enterprises who have practical experience.

After the relationship-building phase, the Discovery process continued thru semi-structured interviews, small group discussions, and storytelling to uncover intangible assets such as traditional recipes, weaving techniques, and social networks that have historically supported household economic activities. The storytelling technique was chosen because it has proven effective in capturing undocumented knowledge—an advantage of ABCD over needs-based approaches (Wajdi, 2024). Additionally, the use of narrative interviews allows housewives to share experiences, skills, and social capital that were previously considered worthless but can actually be developed into business opportunities.

The Discovery process also uses the transect walk method, which involves directly exploring the surrounding environment with residents to identify physical assets such as bamboo groves, home production areas, simple tools still in use, and locations that could potentially support family economic activities. This transect walk method was chosen because it has been proven to reveal assets that are often overlooked in conventional surveys, particularly in rural communities with natural resource-based material wealth (Geekiyanage, 2021). Field documentation was then classified into several asset categories: human assets, natural assets, physical assets, social assets, and cultural assets, as recommended in modern ABCD practices.

The interview and observation results were then consolidated thru an asset mapping workshop involving all participating housewives in the program. In this workshop, participants validated the facilitator's findings, added any missed assets, and identified priority assets worthy of development in entrepreneurship training. This participatory validation is a hallmark of ABCD because it ensures that development decisions are not imposed from outside, but are a collective agreement based on the community's own strengths. A 2023 study showed that participatory asset mapping workshops significantly increased community members' sense of ownership and commitment to empowerment programs (Hidayat & Mustari, 2023).

The entire Discovery process then became the basis for designing entrepreneurship training modules relevant to local assets, such as training on diversifying bamboo craft products, food packaging based on traditional Tarawang recipes, and simple social media-based marketing strategies. The asset-based training approach has proven more effective in increasing women entrepreneurs' readiness, as it leverages their existing skills and reduces capital and adaptation barriers (OECD, 2022). Thus, the Discovery phase not only serves as an asset identification process but also as strong evidence that the program is truly implementing the ABCD principles before moving to the next stage.

To measure the achievement of the "90% Knowledge Improvement" indicator, the program uses a combination of complementary quantitative and qualitative instruments. The main instruments were pre-test and post-test questionnaires based on a 1–5 Likert scale to assess changes in the level of understanding of housewives regarding entrepreneurial concepts, small capital management, utilization of local assets, simple business planning, and marketing strategies for home-based products. The Likert scale was chosen because it has been proven valid and reliable for evaluating knowledge improvement in community-based training using the ABCD approach (Nuryanti & Hapsari, 2021). The improvement value is calculated by the difference between the pre-test and post-test scores, which are analyzed as a percentage to determine if 90% of the participants showed improvement. Additionally, to validate the quantitative measurement results, the program also uses in-depth interviews with participant representatives, aiming to assess their conceptual understanding and ability to apply the training material, for example, in identifying local assets or planning micro-enterprises. This in-depth interview is relevant because a number of studies emphasize the importance of qualitative triangulation to ensure a deep understanding of participants in women's empowerment programs (Sihotang, 2023). Furthermore, the program also implements participatory observation during practice sessions to assess whether improved theoretical understanding is reflected in real skills, such as the ability to create products based on traditional recipes or basic bamboo weaving techniques. This observation is important because knowledge in empowerment is often embodied knowledge, meaning it is realized thru direct action, thus requiring practice-based assessment (Fitriani & Yusuf, 2024). By combining these three instruments, the measurement of the indicator "90% Knowledge Improvement" was conducted comprehensively and in accordance with the standards for evaluating the 2020–2025 empowerment program (Rahmawati et al., 2022).

C. RESULTS AND DISCUSSION

Characteristics of Activity Participants

Moreover, the composition of participants—mostly housewives who had previously never been involved in formal training—revealed an important insight about the community's readiness for empowerment. Many of them expressed that this was their first opportunity to join a structured learning activity, which made the socialization process not only informative but also transformative in shaping their self-perception. Several participants admitted that before the program, they believed entrepreneurship was only suitable for individuals with higher education or significant capital, highlighting a psychological barrier that had long limited their economic participation. Through open dialogue facilitated during the sessions, these assumptions gradually shifted as participants realized that their everyday domestic skills—cooking, crafting, preserving food, or organizing household budgets—were in fact valuable assets that could be developed into marketable products. This growing recognition played a crucial role in strengthening their confidence, as participants began to see themselves as capable economic actors rather than passive household members.

The discussions also revealed a strong willingness among participants to learn from one another, forming informal peer-learning networks even before the formal training stage began. Women from hamlets with more active informal food production shared simple techniques with others, while those with prior exposure to online marketplaces provided insights into basic digital marketing. This natural exchange of knowledge demonstrated that empowerment was already emerging from within the community itself, even prior to structured intervention. As the sessions progressed, participants reported feeling more optimistic about the possibility of starting small businesses, not only because of external support but also because they recognized that their peers were experiencing the same challenges and aspirations. This collective motivation formed the social foundation needed for sustained group-based entrepreneurship, setting the stage for more intensive training and skill development in the subsequent phases of the program.

Tabel 1. Characteristics of Entrepreneurship Socialization Participants

No	Characteristics	Category	Number (People)	Percentage (%)
1.	Age	20–30 year	8	26.7
		31–40 year	12	40.0
		>40 year	10	33.3
2.	Highest Education	Elementary School - Junior High School		
		SMA	9	30.0
		Higher Education	15	50.0
3.	Employment Status		6	20.0
		Full-time housewife	22	73.3
		Home-based micro-enterprises	8	26.7

The composition of the 30 participating housewives from Tarowang Village is not only a demographic profile but an essential analytical foundation that shapes how entrepreneurship socialization functions as an empowerment strategy. Their selection criteria interest in home-based entrepreneurship, absence of an existing independent business, and willingness to complete a two-day intensive training position them within what empowerment scholars identify as the pre-entrepreneurial segment, a group highly receptive to foundational interventions. This indicates that the program is directed at individuals who are motivated yet structurally constrained, making them an optimal target for early-stage empowerment efforts rather than business incubation.

The productive age range of 31–40 years is particularly significant because it reflects a demographic that maintains strong economic motivation while simultaneously navigating domestic responsibilities. At this life stage, women typically possess stable social roles within the household, which increases their desire to contribute to family income, especially in rural economies where formal employment opportunities are limited. Their life-cycle stage also aligns with the literature indicating that women in mid-adulthood demonstrate higher persistence in micro-enterprise development compared to younger age groups, largely due to more defined household financial needs and greater decision-making autonomy.

Their secondary education level, although modest, plays an enabling role in the absorption of entrepreneurship material. This educational background supports functional literacy essential for reading product labels, understanding basic financial literacy, following training instructions, and engaging in peer discussions. In rural empowerment practice, secondary education often correlates with improved confidence in adopting new skills, using simple technologies, and participating in community decision-making processes. Therefore, this educational profile suggests a baseline capability that supports the effectiveness of short-term socialization interventions.

The absence of stable business ownership among participants should not be interpreted as a weakness, but rather as a developmental opportunity. Women without existing businesses typically exhibit higher learning plasticity because they have not yet developed entrenched business routines. This makes them more open to adopting new entrepreneurial mindsets, production techniques, and resource-management practices introduced during socialization activities. Their availability of time combined with high enthusiasm to support household income represents a critical personal asset in the Asset-Based Community Development (ABCD) framework, which emphasizes mobilizing existing strengths rather than deficits.

Finally, their collective characteristics (age, education, entrepreneurial interest, and readiness) create a relatively homogenous participant profile, which is strategically advantageous. Homogeneity enhances peer learning, group cohesion, and mutual reinforcement factors proven to increase program retention and post-training adoption of entrepreneurial behaviors. As a result, the participant characteristics are not simply background descriptors but central predictors of the program's potential success. Their profile confirms that the entrepreneurship socialization activity is aligned with the community's intrinsic assets, making the intervention methodologically sound and scalable for broader rural empowerment initiatives.

Pre-Test and Post-Test Results for Entrepreneurship

To measure the effectiveness of the activities, pre-tests and post-tests were conducted on aspects of entrepreneurial knowledge, attitudes, and skills. The tests covered basic understanding of entrepreneurship, simple financial management, and marketing strategies for household products.

Table 2. Test Results Before and After the Activity

Aspects Being Assessed	Average Score Before (Pre-test)	Average Post-test Score	Increase (%)
Knowledge of entrepreneurship	55.3	84.7	+53.1
Attitude (motivation & self-confidence)	60.5	88.2	+45.7
Basic business & financial skills	48.0	81.5	+69.8
Overall Average	54.6	84.8	+55.4

The pre–post test results demonstrate substantial improvements across all competency areas, indicating that the training content successfully addressed participants’ specific learning needs (Gunawan & Prasetyo, 2024). The most significant increase occurred in basic business and financial management skills (+69.8%), which suggests that this was the domain with the deepest initial knowledge deficit (Fitriani & Abdullah, 2021). The finding aligns with global evidence showing that rural women typically have lower financial literacy, often due to limited exposure to structured bookkeeping, costing, and pricing practices (Lusardi & Mitchell, 2020). Thus, the marked improvement indicates that the materials provided were both novel and immediately relevant to participants’ economic realities (Hastings et al., 2021).

The sharp increase in financial literacy is closely related to the alignment of instructional methods with participants’ needs and characteristics (Kurniawan & Yusuf, 2020). Many participants had little to no prior exposure to systematic bookkeeping or cost analysis, making the learning experience highly transformative (Rahayu & Kusuma, 2023). The training employed contextualized examples, hands-on exercises, and simple calculation tools, which are consistent with adult learning theory principles emphasizing experiential and problem-centered learning (Knowles et al., 2020). Continuous mentoring strengthened this process by reinforcing practical application, addressing the well-known challenge that financial skills require repeated practice to become habitual behaviors (Bruhn & Zia, 2021). Therefore, the +69.8% improvement does not merely demonstrate knowledge acquisition but reflects the filling of a structural capability gap that previously limited the participants’ entrepreneurial potential (Hadi & Sunarti, 2021).

Evidence of behavioral change emerged shortly after the intervention, with several participants initiating microbusinesses producing cookies, banana-based snacks, and simple bamboo crafts (Santoso et al., 2023). This transition from learning to action reflects an increase in entrepreneurial self-efficacy, which is strongly influenced by financial literacy and basic business management capabilities (Lestari & Handayani, 2024). Empowerment theory explains that individuals are more likely to engage in business activities when they are able to calculate production costs, identify feasible price points, and estimate potential profits, thereby reducing the perceived risk of business failure (Lusardi & Mitchell, 2020). These early entrepreneurial activities therefore serve as concrete indicators that improvements in financial and business competencies have translated into meaningful behavioral outcomes (Gunawan & Prasetyo, 2024).

The multi-stage implementation process encompassing socialization, training, technology introduction, mentoring, evaluation, and sustainability planning proved essential in generating these outcomes (Rahayu & Kusuma, 2023). The socialization stage increased participants’ motivation and built a shared understanding of economic opportunities, while the training provided structured learning in entrepreneurial mindset, innovation, marketing, and financial skills (Putri & Wijayanti, 2022).

The introduction of appropriate technology, such as simple food-processing tools and digital marketing techniques, further enhanced participants' capacity for production and market expansion (Gunawan & Prasetyo, 2024). Mentoring played a pivotal role, ensuring that learned skills were applied in real contexts and preventing knowledge decay, a critical factor in financial literacy interventions (Hastings et al., 2021). Evaluation activities captured both quantitative learning gains and qualitative indicators of empowerment, strengthening the credibility of the intervention's impact (Lestari & Handayani, 2024). Sustainability planning ensured that participants could continue their entrepreneurial journey beyond the formal training period, aligning with asset-based community development principles emphasizing long-term strengthening of community-owned capacities (Sari & Wulandari, 2021).

Social and Behavioral Changes After the Activity

After the program ran for one month, a follow-up observation of the participants was conducted. Some prominent social and behavioral changes are as follows:

Table. 3 Social and Behavioral Changes After the Activity

No	Change Indicator	Before the Activity	After the Activity
1.	Women's participation in economic activities.	Low; largely dependent on husband's income.	Increased; 60% of participants started selling homemade products.
2.	Self-confidence and the initiative to try.	Low; feeling unable to start a business.	High; participants showed enthusiasm for producing and selling processed products.
3.	Social solidarity and collaboration.	Group activities are limited to social gatherings and PKK activities.	The emergence of women's joint business groups and learning forums.
4.	Awareness of family financial management.	Minimal financial record-keeping and planning.	Start implementing simple bookkeeping for household income.

The empowerment activity not only led to improvements in economic knowledge but also brought about profound social transformation within families and the wider community. Participants, who initially expressed hesitation and low confidence regarding their economic abilities, gradually developed a stronger sense of agency and self-efficacy. Many housewives began to see themselves not just as supporters of household needs, but as active contributors to family income. This shift in identity was reflected in their increased involvement in decision-making, willingness to propose business ideas, and readiness to organize collaborative work with peers.

A particularly significant transformation occurred in household gender dynamics. Several participants explained that before the program, their husbands tended to dominate financial decisions and often discouraged potential business activities due to fears of failure or concerns that domestic responsibilities would be neglected. However, as the women acquired new business and financial skills, their husbands' perceptions began to shift. One participant clearly articulated this change: "My husband used to forbid it, but now he even helps package chips every nite if there are orders." This illustrates a transition from restrictive to supportive gender norms, signaling a move toward more egalitarian and cooperative household roles. Another participant shared, "Now my husband is very proud. He said, 'Only now do I see you can earn from home.'" Such narratives show that the program fostered not only economic participation but also emotional validation and recognition from spouses.

The development of solidarity and collective identity among participants emerged as another compelling social impact. Women who previously had minimal interaction beyond casual neighborhood conversations began forming structured support networks. These relationships evolved into mutual learning systems where participants exchanged recipes, packaging ideas, supplier contacts, and marketing strategies. The emergence of the "Tarawang Mandiri" Household Business Group (KURT) became a concrete institutionalization of this newfound solidarity. The group functions not only as an economic forum but also as a social space for encouragement, shared aspirations, and collaborative problem-solving. As one member expressed, "Now I don't feel alone. If I'm confused about calculating capital or finding materials, I can just ask my friends at KURT." This indicates that the program successfully fostered a community-driven support structure that promotes continuity and resilience.

The changes also extended to broader community perceptions. Local leaders and neighbors began to acknowledge the group's productivity and innovation, which further boosted the women's confidence. One participant observed, "Neighbors are now often asking, 'When will you open orders again?' It feels so appreciated." This sense of social recognition reinforced the participants' motivation to maintain and expand their microbusinesses. The combination of strengthened self-confidence, spousal support, and robust peer networks collectively represents a significant social shift, demonstrating that economic empowerment can become a catalyst for deeper community transformation.

Socialization

Thru presentations and interactive discussions, participants gained an understanding of business opportunities suitable for the village's local conditions and potential. This early engagement also revealed how limited exposure had previously constrained their entrepreneurial imagination. Many housewives mentioned that although they routinely produced food items or handmade goods for household consumption, they had never considered these activities as viable income-generating assets. The involvement of the Village Head further strengthened legitimacy and trust, signaling that the community leadership supported women's economic participation. As conversations unfolded, participants began identifying specific products—such as banana-based snacks, herbal drinks, and woven crafts—that aligned with available resources and existing skills. This recognition of “hidden assets” marked a crucial turning point: the women realized that entrepreneurship did not require external expertise or capital, but could begin by leveraging what they already had. The collective atmosphere of the session also encouraged peer learning, where women shared experiences and inspired one another, laying a strong motivational foundation for the subsequent ABCD stages.



Figure 2. Local assets in the Tarowang Village community, taken by students as a team during this service. Interactive presentation and discussion were also attended by the Village Head.

The results of the socialization show an increase in awareness and motivation among housewives to start considering entrepreneurship as a source of additional income. As many as 80% of participants said they felt more confident about trying to start a small business after attending the socialization. This surge in confidence reflects a substantial cognitive shift: women who initially viewed entrepreneurship as risky, complex, or “not for them” began to perceive it as achievable and relevant to their daily lives. Several participants expressed that the sessions helped them understand not only what kinds of businesses were possible in Tarowang but why these opportunities were well-suited to their existing skills and local resources. The presence of the Village Head during the activity also strengthened participants' sense of institutional support, reducing psychological barriers and fears of failure. Moreover, discussions among the women themselves created an emergent sense of collective motivation; participants encouraged each other, shared experiences, and identified potential collaborations. This communal reinforcement is important because it indicates that empowerment did not occur only at the individual level but also through strengthened peer networks, which are vital for sustaining future micro-enterprise development.

In this way, the socialization stage not only raised awareness but also laid the emotional, social, and cognitive foundations for more structured entrepreneurial action in the subsequent stages of the ABCD process.

Training

After the socialization, training was conducted focusing on basic entrepreneurial skills, such as simple business management, product marketing, and financial management for small businesses. This training

also included an introduction to technology that could simplify business operations, such as using social media for promotion and simple financial recording applications.



Figure 3. Training on material identification and product packaging

After the socialization phase, the training activities are designed to transform the participants' initial awareness into practical entrepreneurial skills. These sessions focus on essential skills such as simple business management, basic marketing strategies, and financial management tailored for home-based businesses. To strengthen operational readiness, this training also introduces user-friendly technologies that can support micro-business activities, including the use of social media platforms for product promotion and simple mobile applications for financial record-keeping. Participants learned how these tools can reduce administrative burdens and expand market reach beyond the village. Additionally, the training includes identifying materials, helping housewives understand how to choose quality raw materials for food products, and practical techniques for attractive, hygienic, and low-cost product packaging suitable for local and online markets. These activities reflect the Design and Define stage of the ABCD approach, where community members begin to formulate clear business strategies based on previously identified assets. As a result, many participants reported increased confidence and readiness to develop viable products, indicating a shift from abstract interest to concrete entrepreneurial action.

Technology Implementation

As a follow-up to the training, simple technology was implemented to support the businesses of the housewives. For example, some participants are starting to use social media platforms.



Figure 4. Participants are starting to use social media like.

The application of this technology has a positive impact by expanding their marketing network and increasing the sales potential of their business products. Participants who previously relied solely on word-of-mouth promotion began to understand how digital platforms can connect them with buyers beyond their immediate neighborhood, even reaching consumers in nearby villages and districts. The use of simple financial recording applications also improved their ability to track expenses, calculate profit margins, and plan production more efficiently, which strengthened their confidence in managing a micro-enterprise. For many housewives, this was their first exposure to digital tools, and the realization that technology could be integrated into daily business activities marked an important psychological breakthrough. They no longer viewed entrepreneurship as something complex or distant, but as an achievable endeavor supported by practical, accessible tools. This technological adaptation aligns with the ABCD approach by leveraging existing assets—such as social networks and local knowledge—while opening pathways to new market opportunities that enhance both economic independence and long-term business sustainability.

Mentoring and Evaluation

The service team provides regular mentoring to help housewives overcome the problems they face in running their businesses. This mentoring also serves as motivation for them to remain consistent in developing their businesses.



Figure 5. Monitoring and evaluation of program participants by students and lecturers as the service/PKM team.

Products of the Activity

The entrepreneurship socialization and training activities in Tarowang Village resulted in several tangible products that reflect the participants' growing capacity, creativity, and confidence in starting micro-scale businesses. Housewives successfully produced a variety of sample goods based on local resources, including banana chips, traditional snacks, shredded fish, and simple craft items such as woven decorations and homemade accessories. These products emerged from practical sessions where

participants learned material selection, hygiene standards, processing techniques, and packaging methods that give their products a more competitive appearance. Through guided practice, participants also developed improved product branding, using simple labels and packaging designs that enhanced product attractiveness and consumer trust. The creation of these products not only demonstrates the transfer of skills but also serves as evidence of the participants' readiness to transition from learning to actual entrepreneurial implementation. These outputs became the initial portfolio of the newly formed women's business group, "Tarowang Mandiri," and mark an important first step toward establishing sustainable household-based enterprises in the village.



Figure 5. Products resulting from the Besek and Banana Chips activities in various flavors

Program Sustainability

To ensure sustainability, a joint business group was formed to collectively manage capital and promotional activities. Additionally, housewives were encouraged to continue learning and sharing experiences so that the businesses they started could grow and be sustainable.



Figure 6. A simple survey was conducted by the female students as a team in this service project, regarding the family income of the participants.

Three months after the training, a follow-up survey showed that participants experienced an average increase of 15–25% in monthly income, indicating that the newly initiated microenterprises had begun to produce tangible economic benefits. Beyond financial gains, the program also strengthened women's social networks and enhanced their confidence as community-level agents of change. The entrepreneurship socialization proved effective in improving entrepreneurial knowledge and skills, encouraging women's active participation in economic activities, fostering group-based cooperation, and ultimately contributing to family economic independence and local social resilience.

The program's outcomes reflect a clear alignment with empowerment theory, which emphasizes that individuals gain greater control over economic choices when their knowledge and competencies increase. By applying the Asset-Based Community Development (ABCD) approach, the training successfully identified and strengthened existing local capacities—particularly culinary skills, handicrafts, and inter-household networks—as foundational economic assets. The achievement of learning outcomes beyond the 50% improvement benchmark demonstrates that structured training combined with hands-on practice effectively facilitated behavioral and competency changes, consistent with the notion that repeated practice builds stronger empowerment outcomes.

These findings mirror prior studies showing that entrepreneurship training significantly enhances women's income, managerial abilities, and financial decision-making. In Tarowang, participants translated their newly acquired skills into home-based food production and other microenterprises, while the formation of the "Tarowang Mandiri" women's business group confirmed the importance of social capital in sustaining collective entrepreneurial activities.

One of the most meaningful results was the emergence of social transformation among participants. Their increased technical abilities were accompanied by the realization that everyday domestic activities hold economic potential. This empowerment process is reflected in their rising self-efficacy, which enabled them to take initiative, start businesses, and generate independent income. Gender norms also shifted as husbands began supporting their wives' economic roles, signaling a move toward more collaborative household dynamics.

At the community level, the establishment of KURT “Tarawang Mandiri” strengthened solidarity, peer learning, and joint marketing strategies key components of productive social capital that enhance economic resilience. These developments demonstrate how empowerment can evolve from individual change to collective transformation.

Theoretically, the program reinforces participatory empowerment concepts and illustrates how entrepreneurship education can function as a grassroots innovation mechanism. By increasing self-efficacy, mobilizing local assets, and encouraging collective action, the initiative demonstrates how entrepreneurial socialization can drive both household-level independence and broader community development.

D. CONCLUSION

The entrepreneurship socialization program in Tarawang Village, Jeneponto Regency, successfully fulfilled its objective of empowering housewives by strengthening their entrepreneurial knowledge, practical skills, and confidence to engage in income-generating activities. Through structured socialization, training, and mentoring, participants gained a clearer understanding of business opportunities aligned with local potentials and learned how to manage these opportunities creatively and sustainably. As a result, many housewives were able to identify feasible household-based enterprises, develop marketable products, and begin contributing directly to family income.

Significantly, the program produced both economic and social impacts. Economically, participants reported notable improvements in their understanding of basic business concepts and financial management, with learning gains exceeding fifty percent. Several women successfully initiated small-scale businesses, demonstrating the practicality and relevance of the approach. Socially, the program fostered increased confidence, collaboration, and collective action among housewives. The emergence of the Kelompok Usaha Rumah Tangga (KURT) “Tarawang Mandiri” is the most substantial outcome, serving as a community-based institutional structure that embodies the spirit of cooperation, peer support, and shared economic aspiration.

The sustainability of this program is ensured by this institutional output. KURT “Tarawang Mandiri” functions not only as a business group but also as a long-term platform for capacity building, joint production, collective marketing, and continued empowerment. Its existence guarantees that the progress made will continue even after the implementing team has left, as members can independently organize activities, seek partnerships, and access government or cooperative support. This group-based institutionalization represents a key safeguard against program stagnation and aligns with community empowerment principles that emphasize self-reliance and local ownership.

To further strengthen sustainability, continued mentoring, periodic training in business management and digital marketing, and improved access to financial capital are recommended. Collaboration with village government, cooperatives, and private-sector actors will be essential in expanding market reach and enhancing business continuity. Formalizing KURT “Tarawang Mandiri” into a village-level women’s cooperative could also provide a more stable organizational framework, ensuring that the economic and social gains achieved through this program remain embedded within the community for the long term.

Advice

To ensure the sustainability of the Entrepreneurship Socialization activity in Tarawang Village, continuous mentoring is needed for the housewives to develop the entrepreneurial skills they have acquired. The village government is expected to provide support thru the provision of facilities and access to capital so that participants can implement their business ideas in reality. In addition, cooperation with educational institutions and the private sector needs to be strengthened to provide additional training in digital marketing, product innovation, and simple financial management. It is also important to form women's entrepreneurship communities at the village level as a platform for sharing experiences,

expanding business networks, and strengthening collaboration among local business actors. With the continued support of various parties, it is hoped that family economic empowerment through entrepreneurship can continue to grow and have a positive impact on the overall well-being of the people of Tarawang Village.

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