

*Original Paper*

## Empowering Housewives through Pipe-Cleaner Flower Craft Training: Strengthening Creative Entrepreneurship and Household Economic Resilience

Rini Hidayati<sup>1\*</sup>, Nida Nadya Hasan<sup>2</sup>, Elmanizar<sup>3</sup>, Diyah Nur Anggraini<sup>4</sup>

<sup>1,2,3,4</sup> Faculty of Economics and Business, YARSI University, Jakarta

Corresponding author: Rini Hidayati ([rini.hidayati@yarsi.ac.id](mailto:rini.hidayati@yarsi.ac.id))

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### Abstract

This community service program aimed to empower homemakers in the Pamulang Indah Complex through wire flower-making training integrated with basic entrepreneurship education. The program was initiated in response to the limited technical skills and entrepreneurial literacy among women, despite their potential contribution to supporting household income. The implementation employed a participatory, applied approach comprising preliminary surveys, planning, pre-tests, entrepreneurship counseling, hands-on training sessions, and post-test evaluations. A total of 60 housewives participated in the activity. The evaluation results demonstrated noticeable improvements in participants' understanding of entrepreneurship, development of creativity, and technical skills in producing wire-flower handicrafts. Participants also showed greater self-confidence and enthusiasm in exploring home-based business opportunities after completing the training. Furthermore, they were able to create aesthetically valuable products with market potential independently. The program strengthened household economic resilience, encouraged women's empowerment, and supported the growth of community-based creative economic activities. From a managerial perspective, the findings emphasize the importance of continuous mentoring, product innovation, packaging enhancement, and digital marketing support to ensure the sustainability, competitiveness, and long-term development of small-scale creative businesses within the community.

Keywords: Creative Economy, Entrepreneurship, Housewives, Pipe Cleaner Flowers, Women's Empowerment

JEL Classification: L26, O15, J16

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### 1. Introduction

Sholikhah & Wahyuningsih (2026) state that community economic empowerment has become a strategic approach to improving household welfare and strengthening local economic resilience. Women, especially housewives, possess significant potential to contribute to productive economic activities through home-based entrepreneurship.

However, many housewives still face limitations in technical skills, creativity development, and entrepreneurial literacy, which hinder their ability to participate actively in income-generating activities. Previous studies have shown that empowering women through skills-based training programs can increase household income and promote economic independence within communities (Setiawati & Rozinah, 2020).

The development of the creative economy sector offers substantial opportunities for community empowerment because it relies heavily on creativity, innovation, and manual skills rather than on large amounts of financial capital. Creative economic activities are suitable for housewives because they can be conducted at home, offer flexible working hours and have relatively low production costs. According to Wanti et al. (2023), home-based creative industries have demonstrated positive impacts on increasing household productivity and expanding economic opportunities for women through simple entrepreneurial activities. The creative economy also helps strengthen community participation and foster local economic sustainability (Setyowati et al., 2023).

One form of creative economic activity with growing market potential is handicraft production, particularly decorative flower arrangements made from pipe cleaners or wire. Handicraft products have become increasingly popular due to their aesthetic appeal, affordability, and customization options that suit consumer preferences. Training in handicraft production can provide practical skills that are easy to learn while simultaneously creating opportunities for small-scale entrepreneurship. Robbaney (2024) explained that bouquet craft training activities significantly improved participants' creativity, technical competence, and entrepreneurial motivation among women in community-based programs.

Rofiah & Rapisari (2025) state that the community service activity was conducted at the Pamulang Indah Complex, Pamulang Timur, South Tangerang, which consists of approximately 28 households, with a considerable number of housewives who have available leisure time but limited productive economic engagement. Based on preliminary observations and interviews with community leaders, many residents expressed interest in participating in practical training activities that could generate additional household income. Nevertheless, most participants lacked prior experience in entrepreneurship, product development, and marketing. This condition reflects findings from previous studies indicating that women's low participation in productive economic sectors is often due to limited access to training and practical business knowledge (Putri et al., 2023).

Syahrullah & Muhtadi (2021) state that, in addition to limited entrepreneurial competence, the community also faced challenges related to self-confidence and awareness of market opportunities in the creative industry sector. Many housewives perceived their domestic responsibilities as barriers to participating in economic activities, despite the availability of flexible home-based business opportunities. Novianti (2024) emphasized that entrepreneurship training and creative product development programs can help women recognize their economic potential and transform leisure time into productive activities with commercial value. Therefore, community empowerment initiatives focusing on practical skill development are necessary to strengthen women's participation in local economic development.

Wardani et al. (2026) state This community service program was designed to address these issues by providing flower-making training using pipe cleaners combined with basic entrepreneurship education. The training aimed to improve participants' technical skills, creativity, entrepreneurial mindset, and understanding of simple business management. The activity adopted a participatory and hands-on learning approach to encourage active involvement and practical experience among participants. According to Rery et al. (2025), participatory communication and interactive training methods are effective in strengthening community empowerment programs by increasing participant engagement and facilitating knowledge transfer more efficiently.

The objectives of this activity were threefold. First, the program aimed to improve housewives' technical skills in producing creative flower handicrafts with aesthetic and commercial value. Second, the activity sought to enhance entrepreneurial motivation and encourage participants to consider handicraft production as a potential home-based business opportunity. Third, the program intended to strengthen community economic resilience by creating alternative sources of household income through creative economic activities. Zhang et al. (2025) stated that women's entrepreneurship development contributes positively to economic empowerment, especially when supported by innovation, creativity, and community-based learning environments.

Several previous community empowerment programs have demonstrated the effectiveness of skill-based entrepreneurship training in improving women's economic participation. Setiawati and Rozinah (2020) found that home-business management training successfully increased economic productivity among housewives in South Tangerang. Similarly, Karsinah et al. (2025) reported that strengthening women's entrepreneurial capacity through practical training programs enhanced self-confidence, business readiness, and financial independence. These studies indicate that sustainable empowerment programs focusing on creativity and entrepreneurship can become effective solutions for improving community welfare.

Based on the background above, this community service activity focused on empowering housewives in Pamulang Indah Complex through wire-flower-making training as a form of creative economic development. The program was expected to provide participants with practical entrepreneurial skills, increase their productivity, and encourage sustainable home-based business initiatives (Saepudin et al., 2022). Furthermore, the activity was designed to support local economic empowerment by transforming simple handicraft skills into marketable products with added economic value.

This community service program aimed to empower housewives in the Pamulang Indah Complex through wire flower-making training combined with basic entrepreneurship education. Using a participatory and practical approach, the program included surveys, pre-tests, entrepreneurship counseling, hands-on training, and post-test evaluations involving 60 participants. The results showed improvements in participants' understanding of entrepreneurship, creativity, technical skills, and self-confidence in developing home-based businesses. Participants produced aesthetically valuable products with market potential. The program strengthened household economic resilience, promoted women's empowerment, and supported community-based creative economic development. The findings also highlight the importance of continuous mentoring, product innovation, packaging improvement, and digital marketing support to ensure the sustainability of small-scale creative businesses.

## **2. Method**

### **Approach and Design of Community Service Activities**

This community service activity employed a participatory, applied approach to involve participants throughout the entire training process actively. The participatory method was selected because it encourages direct community involvement, increases engagement, and strengthens participants' sense of ownership toward the program outcomes. In community empowerment activities, participatory approaches are considered effective in improving knowledge transfer and practical skill development because participants are positioned not merely as recipients but also as active contributors during the learning process (Rery et al., 2025).

The activity was held at the Pamulang Indah Complex in Pamulang Timur, South Tangerang, targeting housewives as the primary participants. Based on preliminary observations and coordination with local community leaders, approximately 60 participants were involved in the training program. The activity focused on improving participants' technical skills in producing decorative flowers from pipe cleaners while simultaneously introducing basic entrepreneurship concepts and simple business management practices. The program was designed to support the development of creative economic activities that can potentially increase household income and strengthen community economic resilience.

### **Preliminary Survey and Needs Assessment**

Before implementing the training program, the community service team conducted a preliminary survey and needs assessment to identify the social and economic conditions of the target community. The survey was carried out through direct observation and informal interviews with residents and neighborhood administrators. The assessment focused on identifying participants' interests, available leisure time, entrepreneurial potential, and prior experience in handicraft production.

The survey results indicated that many housewives in the community had sufficient free time but limited productive economic activities and lacked entrepreneurial skills. Most participants also expressed interest in learning practical handicraft skills that could potentially generate additional income. These findings became the basis for designing training materials, determining the learning approach, and preparing the required tools and materials for the activity.

### **Training Implementation**

The implementation of the community service activity consisted of several stages, including pre-test assessment, material presentation, practical training sessions, and post-test evaluation. The training was conducted through direct, face-to-face sessions, including interactive lectures, discussions, demonstrations, and hands-on practice. The combination of theoretical explanations and practical exercises aimed to ensure that participants could understand both the technical and entrepreneurial aspects of the activity.

The first stage involved distributing pre-test questionnaires to measure participants' initial understanding of entrepreneurship concepts, creative economy opportunities, and flower-making techniques. The questionnaire also explored participants' entrepreneurial motivation and their previous experiences in handicraft production. The pre-test results were used as baseline data for evaluating the effectiveness of the training program.

The second stage consisted of entrepreneurship education and motivation sessions delivered by the facilitators. Participants received materials related to basic entrepreneurship concepts, creative economic opportunities, simple business management, and product marketing strategies. The facilitators encouraged participants to recognize the economic potential of home-based businesses and the importance of utilizing leisure time productively. According to Novianti (2024), entrepreneurship education programs can significantly improve women's confidence and readiness to engage in productive economic activities.

The third stage was the practical flower-making session using pipe cleaners and supporting decorative materials. During this stage, participants were guided step-by-step in creating flower handicrafts, starting from selecting materials, shaping petals and leaves, arranging colors, assembling flower components, and conducting finishing techniques to improve product aesthetics. The hands-on training approach enabled participants to practice independently while receiving direct assistance from the facilitators whenever necessary.

### **Measurement Instruments and Evaluation Techniques**

The success of the community service activity was measured using descriptive and qualitative evaluation techniques. The main measurement instruments included pre-test and post-test questionnaires, direct observation sheets, and participant feedback forms. The questionnaires were designed to assess participants' understanding of entrepreneurship, creative economy concepts, flower-making techniques, and business opportunities before and after the training program.

The pre-test and post-test assessments were used to quantify changes in participants' knowledge and understanding. Improvement in participants' scores indicated increased comprehension regarding entrepreneurship and practical handicraft production. In addition, direct observations were conducted during the practical sessions to evaluate participants' technical abilities, creativity, level of participation, and independence in producing flower handicraft products.

Qualitative evaluation was also conducted through discussions and participant feedback sessions at the end of the program. Participants were encouraged to share their experiences, challenges, perceptions, and intentions regarding the application of the acquired skills in future economic activities. This qualitative approach helped the facilitators understand participants' motivation, self-confidence, and readiness to develop home-based businesses after completing the training.

This community service activity employed a participatory, practical approach, involving 60 housewives in Pamulang Indah Complex, South Tangerang. The implementation stages included preliminary surveys, needs assessments, pre-tests, entrepreneurship counseling, hands-on wire-flower-making training, and post-test evaluations. Data were collected using questionnaires, observation sheets, and participant feedback forms. The pre-test and post-test instruments were designed to measure participants' understanding of entrepreneurship concepts, creativity development, technical flower-making skills, and business opportunities. The scoring procedure used descriptive comparisons between participants' responses before and after the training to identify improvements in knowledge and skills. In addition, direct observations were conducted during the practical sessions to evaluate participants' creativity, product quality, participation, and independence in producing handicrafts. Program success was assessed based on increased participant understanding, active participation, technical competence, and motivation to develop home-based businesses after the training activities.

### **Indicators of Program Success**

The level of achievement of the community service activity was assessed using several indicators: knowledge improvement, technical skill development, participant participation, and changes in entrepreneurial motivation. The first indicator was the increase in participants' understanding of entrepreneurship and creative economy concepts as reflected in the comparison between pre-test and post-test results.

The second indicator was participants' ability to independently produce flower handicraft products with acceptable aesthetic quality and potential market value. Product quality, creativity, neatness, and completion techniques became important aspects in evaluating participants' practical competence. The third indicator was the level of participant engagement and attendance throughout the activity, reflecting participants' interest and enthusiasm in the training program.

In addition to technical and cognitive improvements, the activity also aimed to generate socio-economic impacts among participants. These impacts included increased self-confidence, greater motivation to engage in productive activities, and improved awareness regarding the potential of home-based entrepreneurship. Zhang et al. (2025) stated that women's entrepreneurship empowerment programs contribute positively to economic participation and social confidence within communities.

### **3. Results**

A Community Service (PkM) activity conducted by the Faculty of Economics and Business at YARSI University was held in neighborhood association (RW) 013, Pondok Benda Village, Pamulang District, South Tangerang City, on 18 February 2024. The activity featured housewives as the primary participants and saw a high level of participation.

The PkM activity was conducted offline, utilizing a hands-on training approach and entrepreneurial mentoring. A total of 60 housewives participated. Throughout the activity, participants demonstrated enthusiasm and active involvement, both during the presentation of the material and during the flower-making practice. The activity began with a program socialization and an explanation of the PkM objectives, followed by a baseline assessment of entrepreneurship and flower product creation.



**Figure 1: Presentation of Material by the Resource Person**

Figure 1 above shows the resource team's presentation of the material. Ms. Rini Hidayati, S.E., M.M., provided a briefing on entrepreneurial motivation to foster participants' creative mindsets. This was followed by intensive hands-on flower-making practice by Ms. Nida Nadya Hasan, S.E., M.S., Ak., and Ms. Elmanizar, S.E., AK., MSI., AK., CA. The presentation was communicative and interactive, enabling participants to absorb the material well and contextualize it with the economic challenges they face daily.



**Figure 2: Flower Making Practical Session**

As shown in Figure 2, the practical session involved hands-on training in making wire-wool flowers. Participants were guided through in-depth technical steps, from basic techniques for forming petals and leaves with wire wool to selecting harmonious color combinations, and finally to the flower assembly process. This learning-by-doing approach proved effective, with all participants able to independently produce works with a level of neatness and creativity worthy of sale.

To conclude the entire agenda, a documentation session was held involving all members of the community service team and participants. This group photo session included the program banner's official attributes, which served as a validation instrument and authentic proof that YARSI University had consistently implemented its Community Service activities in accordance with established planning protocols. This documentation also demonstrated the successful synergy

between the educational institution and the community, with all stages of the activity optimally executed, running smoothly, and achieving the desired goals without significant obstacles.

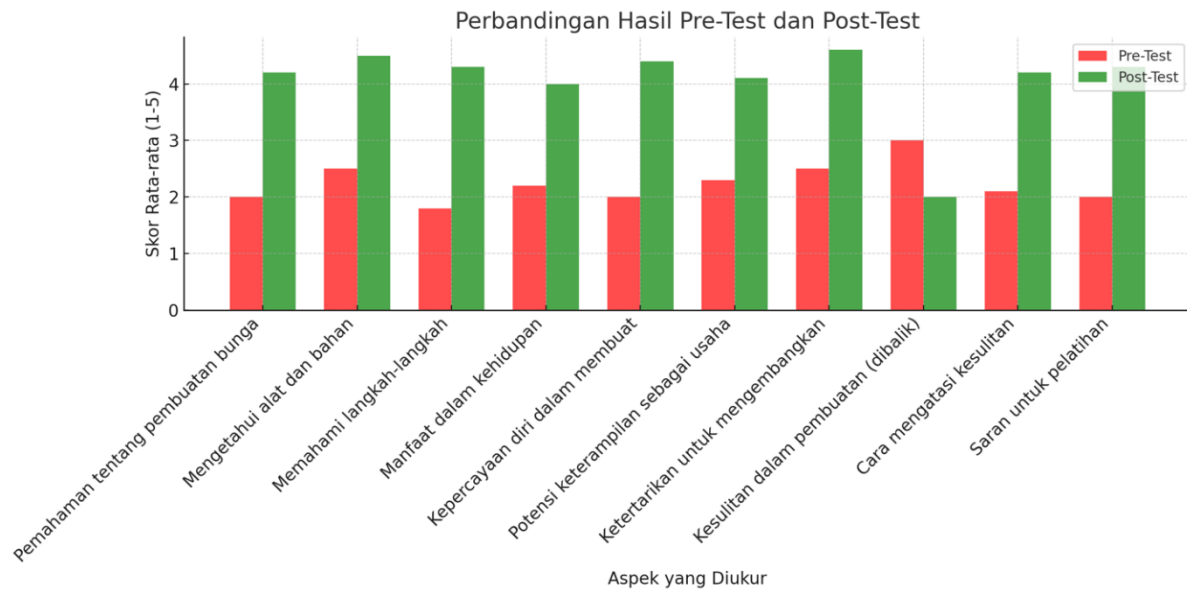


**Figure 3: Group Photo with All Participants**

According to Figure 3, participants' responses to the entire series of activities were very positive, as reflected in their enthusiasm and consistent active participation throughout the training session. The housewives stated that the training left a profound impression, as the material and practical application of making wire-felt flower bouquets were considered invaluable technical skills. Furthermore, participants showed increased confidence in implementing this knowledge within independent business units.

After the entire series of activities was completed, the community service team evaluated as part of a reflective effort on the implementation. From the planning stage, these activities have been systematically designed to provide a comprehensive picture of participants' learning achievements. The evaluation results were used as an indicator of success by comparing the participants' level of understanding before and after the activities. The evaluation was conducted with a pre-test before the presentation of the materials and a post-test after the presentation, both containing several questions related to the training material to measure participants' understanding.

The results of the activities showed that the entire series was carried out successfully. Participants were able to follow each stage of the activity, from an introduction to entrepreneurship and understanding flower business opportunities to hands-on practice making wire-felt flowers. In the practical session, participants produced flower products with a fairly high level of neatness and aesthetics, with potential sales value.



**Figure 4: Improved Pre-Test and Post-Test Results**

Based on the figure above, the pre-test and post-test results showed an increase in participants' understanding after the training. The pre-test results indicated that most participants still had a limited understanding of entrepreneurship and flower making as a home-based business opportunity. After the training, the post-test results showed an increase in participants' understanding of entrepreneurship, market opportunities for flower products, and the basic stages of craft production. This improvement indicates that the training method used was effective in improving participants' knowledge and skills.

In addition to improving technical knowledge and skills, this activity also increased participants' motivation and self-confidence. Several participants expressed interest in developing flower-making skills as a home-based business, both to meet local market demand and to use social media as a marketing tool. This aligns with research by Karsinah et al. (2025), which found that entrepreneurship training can foster motivation and business readiness in housewives.

#### 4. Discussion and Benefits

The implementation of the wire flower-making training program in Pamulang Indah Complex demonstrated that participatory, hands-on learning approaches were effective in improving participants' understanding of entrepreneurship, technical skills, and self-confidence. The improvement in participants' ability to create decorative flower products indicates that practical-based training can strengthen women's involvement in productive economic activities. This finding is consistent with Azizah (2025), who reported that creative handicraft training using participatory methods successfully improved women's practical skills and entrepreneurial interest, as participants were directly involved in the learning and production processes.

Compared with previous community empowerment programs, this activity not only focused on technical handicraft production but also integrated entrepreneurship education and motivation sessions. The combination of technical practice and entrepreneurial literacy enabled participants to understand better market opportunities and the economic value of creative products. Similar findings were reported by Rofiah et al. (2025), who noted that creative economy training, accompanied by marketing and business education, significantly increased women's readiness to develop independent businesses. However, unlike previous studies that mainly emphasized product creation, this program also encouraged participants to recognize the importance of product innovation, packaging, and digital promotion for business sustainability.

The results also revealed that participants experienced increased confidence and motivation to utilize their leisure time for productive economic activities. This finding supports the study by Zhang et al. (2025), which emphasized that women's empowerment programs contribute not only to economic improvement but also to psychological empowerment, self-confidence, and stronger entrepreneurial intentions. In this activity, several participants expressed interest in developing home-based businesses and marketing their products through social media platforms. This demonstrates that entrepreneurship training can transform participants' perceptions of their economic roles within the household and community.

From a socio-economic perspective, the training generated significant community benefits because the handicraft products were produced with affordable, accessible materials, making them feasible for small-scale entrepreneurship. The activity also strengthened social interaction and collaboration among participants during the training sessions, creating a supportive learning environment. Similar findings were highlighted by Mahfuj et al. (2025), who explained that handicraft-based empowerment programs contribute to both social and economic empowerment by improving women's participation, independence, and household economic resilience. Nevertheless, this study found that the sustainability of home-based creative businesses still depends on continuous mentoring, market access, and innovation support. Without follow-up assistance, participants may experience difficulties in maintaining product competitiveness and business consistency.

Critically, the findings indicate that technical training alone is insufficient to ensure long-term entrepreneurial sustainability. Several recent studies have emphasized that women entrepreneurs in the handicraft sector often face barriers related to digital literacy, access to marketing, and business management skills. The present program successfully improved participants' initial entrepreneurial awareness; however, further support in branding, digital marketing, and financial management is necessary to translate short-term training outcomes into sustainable economic activities. This analysis aligns with Yadav et al. (2024), who argued that innovation, social media utilization, and entrepreneurial orientation are essential factors influencing the performance and sustainability of handicraft businesses.

Overall, the community service activity successfully contributed to women's empowerment, creative economic development, and household economic resilience in Pamulang Indah Complex. The integration of practical handicraft training with entrepreneurship education proved more effective than technical training alone, as it simultaneously strengthened participants' knowledge, motivation, and business awareness. Therefore, future empowerment programs should adopt a more sustainable approach by integrating continuous mentoring, digital business training, product branding, and collaboration with local business networks to maximize long-term socio-economic impacts within the community.

## 5. Conclusion

The community service program on wire flower-making training in Pamulang Indah Complex successfully improved participants' understanding of entrepreneurship, practical handicraft skills, and motivation to engage in productive economic activities. The participatory, hands-on approach enabled participants to actively practice flower-making techniques while gaining knowledge of entrepreneurship and creative economic opportunities. The findings indicate that community-based creative skills training can become an effective strategy for strengthening women's empowerment and supporting household economic resilience through small-scale home industries. In addition, the activity encouraged participants to recognize the economic potential of locally produced handicraft products and increased their confidence in exploring business opportunities.

Despite these positive outcomes, the program still faced several limitations, particularly the short duration of mentoring and the limited scope of business assistance after the training activities were completed. The program mainly focused on basic technical and entrepreneurial training, with limited follow-up on product branding, digital marketing, and financial management. Therefore, future community empowerment programs should emphasize sustainable support through

advanced training, market access facilitation, and digital business development. Collaboration between universities, local communities, and stakeholders is also necessary to ensure the continuity and long-term impact of women's creative entrepreneurship programs at the community level.

### Recommendations

To ensure the program's sustainability, continuous mentoring should be provided for at least 3 to 6 months after the training activities. The mentoring should focus on product innovation, standardized packaging design, pricing strategies, and digital marketing through social media and local marketplaces. Participants are encouraged to produce regularly and market flower handicrafts, setting measurable targets such as creating weekly product collections and expanding their customer reach within local communities. Follow-up evaluations should be carried out periodically to assess business progress, including sales growth, product consistency, participant engagement, and the number of participants who successfully establish home-based businesses. Collaboration with local stakeholders is also necessary to support long-term business development and market access.

### Limitations and avenues for future community services

The community service team would like to thank YARSI University for its support in implementing this activity. They also express their gratitude to the neighborhood association (RW/RT) officials of the Pamulang Indah Complex and to all participants who actively worked to ensure the successful implementation of this community service activity.

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