



## ENTREPRENEURSHIP AND MARKETING MANAGEMENT OUTREACH FOR FAMILY ECONOMIC EMPOWERMENT IN GODEBAG VILLAGE

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### Abstract

*This community service initiative addresses the entrepreneurial challenges faced by rural families in Godebag Village, Tasikmalaya Regency. Limited business knowledge, poor marketing strategies, and the informal nature of micro-enterprises have hindered economic growth and sustainability. A team from STIE Latifah Mubarokiyah (STIELM) implemented a program using the IPOO (Input–Process–Output–Outcome) framework to enhance local entrepreneurial and marketing capacities. The program involved 35 participants, comprising housewives, youth, and micro-business owners, and focused on business planning, marketing strategies, and participatory learning. As a result, 20 business plans and marketing tools were produced, while 91% of participants expressed high satisfaction. This outreach contributes to building resilient family economies through practical, community-based business education.*

**Keywords:** *Entrepreneurship, Marketing, Family Economy, Rural Empowerment, Community Service.*

### Abstrak

Inisiatif pengabdian masyarakat ini menjawab tantangan kewirausahaan yang dihadapi keluarga pedesaan di Desa Godebag, Kabupaten Tasikmalaya. Keterbatasan pengetahuan bisnis, strategi pemasaran yang buruk, dan sifat informal usaha mikro telah menghambat pertumbuhan dan keberlanjutan ekonomi. Tim dari STIE Latifah Mubarokiyah (STIELM) menerapkan program menggunakan kerangka kerja IPOO (Input–Proses–Output–Outcome) untuk meningkatkan kapasitas kewirausahaan dan pemasaran lokal. Program ini melibatkan 35 peserta, yang terdiri dari ibu rumah tangga, pemuda, dan pemilik usaha mikro, dan berfokus pada perencanaan bisnis, strategi pemasaran, dan pembelajaran partisipatif. Hasilnya, 20 rencana bisnis dan perangkat pemasaran dihasilkan, sementara 91% peserta menyatakan kepuasan yang tinggi. Penjangkauan ini berkontribusi pada pembangunan ekonomi keluarga yang tangguh melalui pendidikan bisnis praktis berbasis masyarakat.

**Kata Kunci:** Kewirausahaan, Pemasaran, Ekonomi Keluarga, Pemberdayaan Pedesaan, Pengabdian Masyarakat.



## INTRODUCTION

Rural development in Indonesia is undergoing a significant transformation, driven by increased access to information and various government initiatives that support local entrepreneurship. National programs such as village empowerment, community-based economic development, and the promotion of micro, small, and medium enterprises (MSMEs) are aimed at fostering economic self-reliance at the grassroots level. However, despite these efforts, the desired impact has not yet been fully realized. One of the main obstacles is the limited business literacy among rural communities, including inadequate financial management skills and a continued reliance on outdated, traditional marketing approaches that no longer align with modern consumer behavior.

This situation is particularly evident in Godebag Village, located in Cisayong District, Tasikmalaya Regency. Most local businesses in the village are micro-scale and home-based, such as snack production, handicrafts, and processed agricultural goods. These enterprises are often informal, lacking essential components such as business planning, bookkeeping, and strategic marketing. As a result, many of these businesses experience stagnant growth and are unable to significantly contribute to family income or long-term economic resilience.

The problem is further compounded by the lack of access to structured entrepreneurship training, especially among women and youth—two demographic groups that hold considerable potential to become economic drivers in the community. When properly empowered, these groups can play a critical role in strengthening local economic ecosystems. Therefore, there is a pressing need for educational interventions that are both structured and practical, aimed at bridging the knowledge gap and building entrepreneurial capacity in rural areas.

In response to these challenges, the faculty of STIE Latifah Mubarokiyah (STIELM) initiated a community service program focusing on entrepreneurship and marketing management as key instruments for family economic empowerment. This initiative was designed to

deliver applicable, context-based skills that can be directly implemented by rural residents in their business endeavors. The program emphasized business planning, value creation, market orientation, and promotional techniques using low-cost strategies suitable for micro-enterprises.

Unlike generic training programs, this outreach adopted a participatory and localized approach, ensuring that the content was relevant to the community's economic conditions and cultural context. It targeted not only existing business owners but also unemployed individuals and families who aspired to launch their own income-generating activities. By equipping them with basic entrepreneurial competencies and marketing know-how, the program sought to create a supportive ecosystem for small business growth and family economic independence.

This paper presents a comprehensive account of the program, including its background, methodology, outcomes, and implications. The findings underscore the importance of higher education institutions in contributing to rural economic revitalization through community-based entrepreneurship education. Furthermore, this initiative highlights the effectiveness of combining theory and practice to foster real impact and long-term sustainability in local communities.

## METHODOLOGY

This community service program was systematically designed using the IPOO framework (Input–Process–Output–Outcome), which provided a structured and measurable approach to planning, implementing, and evaluating the activities. The program was implemented through direct engagement with residents of Godebag Village, Tasikmalaya Regency, and carried out in the village hall to ensure accessibility for all participants.

The participants consisted of 35 individuals from various backgrounds, including housewives, unemployed youth, and small-scale entrepreneurs. These participants either owned micro-enterprises or expressed strong interest in starting a business. The program was facilitated by a team of five faculty members from STIE Latifah Mubarokiyah



(STIELM), each bringing expertise in entrepreneurship, marketing management, and community-based adult education. Their involvement ensured the delivery of relevant and accessible materials tailored to the local socio-economic context.

The inputs prepared for the program included a range of learning materials and supporting tools designed to enhance engagement and understanding. These included modules covering entrepreneurship and marketing basics, Business Model Canvas templates to help participants structure their ideas, printed worksheets and evaluation forms, visual aids using examples of local products, and interactive games to foster active participation. All materials were designed with simplicity and relevance in mind to accommodate varying levels of literacy and business experience among participants.

The program process was organized into four main sessions. The first was an introduction to entrepreneurship, which focused on cultivating an entrepreneurial mindset, identifying business opportunities, and understanding basic risk management. The second session was a business planning workshop where participants developed simple, practical business plans based on real-life village scenarios. The third session addressed marketing management, introducing concepts such as pricing strategies, branding, promotion, and customer targeting, using examples familiar to the local context. The final session involved group discussions and presentations, encouraging participants to share, receive peer feedback, and refine their ideas collaboratively.

To assess the effectiveness of the program, pre- and post-tests were administered to measure knowledge acquisition, while a participant satisfaction survey was conducted to evaluate the quality and relevance of the training. This participatory and contextual approach ensured that the program was not only informative but also empowering, enabling participants to build confidence, recognize local business opportunities, and apply marketing techniques suitable to their environments.

## RESULTS AND DISCUSSION

The implementation of the community outreach program in Godebag Village resulted in several tangible and measurable outcomes. The most immediate result was the creation of 20 preliminary business plans developed by participants during the business planning workshop. These plans included basic elements such as product description, target customers, pricing strategies, and simple operational plans. Most of these business ideas reflected the local economy's potential, including processed food, traditional snacks, herbal drinks, and handmade crafts.

Additionally, participants designed 20 product posters as part of the marketing session, using visual storytelling to communicate their business offerings. These posters served as initial branding tools and demonstrated participants' understanding of how visual elements influence consumer perception. Through this activity, participants learned how to highlight product uniqueness and value proposition, even with minimal design tools or budget.

Another notable result was the formulation of personal action plans by each participant. These plans outlined individual steps for improving or launching a business within one to three months after the training. The action plans provided a sense of direction and accountability, enabling participants to apply what they had learned in a real context.

To assess the effectiveness of the program, both pre- and post-tests were conducted. Results showed significant improvements in participants' understanding of basic entrepreneurial concepts, marketing strategies, and confidence in business decision-making. Furthermore, a satisfaction survey completed by all 35 participants indicated a 91% satisfaction rate. Participants particularly appreciated the use of local examples, the participatory nature of the sessions, and the practical tools provided during the training.

Feedback also revealed that the program filled a critical knowledge gap. Several participants who had previously operated their businesses informally expressed a newfound awareness of business planning and the



importance of understanding customer preferences. Some participants even reported making immediate changes, such as adjusting pricing strategies or improving product presentation.

The positive engagement throughout the sessions demonstrated that the participatory and contextualized approach resonated with the audience. Participants remained highly active during discussions, group work, and presentations, suggesting that the format succeeded in fostering confidence, creativity, and collaboration. These results validated the effectiveness of a localized, hands-on method in delivering entrepreneurship and marketing education in rural settings.

The results of this community service program highlight the significant role that context-sensitive and participatory training can play in empowering rural communities economically. The creation of business plans, marketing materials, and personal action plans indicates that participants not only understood the material but were able to apply it in ways that aligned with their local economic environment and personal aspirations. This is critical in rural settings, where formal education in business is often limited and traditional practices dominate daily life.

One of the key insights from the program was the importance of using local examples and real-life scenarios. By grounding entrepreneurship and marketing concepts in the participants' own experiences, the program bridged the gap between theory and practice. This approach enhanced relatability and facilitated faster comprehension. For instance, when discussing pricing strategies or promotional methods, facilitators used familiar products like traditional snacks or herbal drinks, allowing participants to immediately visualize how the strategies applied to their own businesses.

The high satisfaction rate and enthusiastic participation further suggest that rural communities are not only receptive to entrepreneurship education but also eager for tools that are practical and immediately applicable. The interactive format—through games, group activities, and presentations—helped foster collaboration and peer

learning. These methods are particularly effective in rural contexts, where community bonds are strong and learning through discussion and observation is culturally embedded.

The post-program feedback and observations also indicated early behavioral changes among participants. Several began modifying their product pricing, redesigning packaging, or using social media for promotion—actions that signal a shift in mindset from traditional selling to strategic marketing. One youth group even initiated an online promotional campaign for their culinary products shortly after the training, showcasing the potential ripple effects of the program.

Furthermore, the implementation of the IPOO framework proved to be an effective model for structuring community-based entrepreneurship education. The clear flow from input to outcome allowed for tracking progress and ensured that each stage contributed meaningfully to the participants' learning experience. It also offers a replicable template for future programs in similar rural settings.

Overall, this outreach initiative demonstrates that with proper facilitation, even short-term educational interventions can lead to meaningful, sustainable improvements in economic behavior and entrepreneurial confidence among rural families. It reinforces the value of higher education institutions in engaging with local communities and providing impactful, real-world solutions for economic development.

## CONCLUSION

This community outreach program successfully demonstrated how entrepreneurship and marketing education can significantly impact rural communities when delivered through a participatory and context-based approach. The use of the IPOO (Input–Process–Output–Outcome) framework enabled a systematic implementation that resulted in tangible outputs such as business plans, product posters, and actionable strategies for business improvement.

Participants—ranging from housewives to youth and micro-entrepreneurs—showed increased confidence in



starting and managing their own businesses. They also gained a deeper understanding of customer behavior and marketing techniques tailored to their local context. The 91% satisfaction rate indicated that the program was well-received and met the learning needs of the community.

The program proved that rural residents are not only capable of engaging with entrepreneurial concepts but are also highly motivated when the content is relatable, hands-on, and adaptable to their environment. By equipping participants with practical tools and knowledge, the initiative helped shift mindsets from survival-based informal business practices toward structured, opportunity-driven entrepreneurship. In conclusion, community-based entrepreneurship programs, when designed and implemented thoughtfully, can play a vital role in promoting family economic resilience and catalyzing sustainable rural development.

## RECOMMENDATION

Based on the results and participant feedback, several recommendations are proposed to enhance the effectiveness and sustainability of future community outreach programs.

First, continuous mentoring should be integrated into follow-up phases. Many participants expressed the need for guidance in implementing their action plans, especially in financial planning, product development, and digital marketing. Establishing a mentorship scheme with periodic check-ins would help sustain the momentum generated during the training.

Second, future programs should include collaboration with local government or cooperatives to support participants with resources such as microloans, business permits, or access to marketplaces. These partnerships can strengthen the post-training impact and encourage long-term entrepreneurship growth.

Third, digital literacy components should be gradually introduced. As rural communities begin to explore online marketing, social media promotion, and e-commerce platforms, basic digital skills will be essential to compete in a broader market.

Finally, scaling up this model to other rural villages is recommended, using the IPOO framework and participatory learning methods as a foundation. Each program should be tailored to the unique needs and local potential of the target village to ensure relevance and effectiveness. By implementing these recommendations, similar programs can achieve broader and more sustainable impacts across rural regions in Indonesia.

## IMPLICATIONS

The success of this community service initiative carries several important implications for rural development, educational institutions, and public policy.

For rural development, the program illustrates that entrepreneurship is a powerful tool for enhancing family income and resilience. When families are equipped with business planning and marketing skills, they are more capable of building sustainable livelihoods using local resources. This strengthens the economic fabric of the village and contributes to broader regional growth.

For higher education institutions, the program reaffirms their vital role in community empowerment beyond academic instruction. By connecting theory with practice and academia with society, institutions like STIELM can function as catalysts for real-world problem-solving, especially in underserved rural areas. The IPOO model offers a replicable and scalable structure for similar outreach programs.

From a policy perspective, the findings suggest that entrepreneurship education should be more deeply integrated into rural development agendas. Government agencies and local authorities can support these efforts by providing funding, infrastructure, and policy frameworks that encourage community-based training and enterprise development.

Overall, this initiative underscores the value of grassroots, participatory education in empowering rural families and highlights the potential for replicating such models as part of Indonesia's inclusive economic development strategy.



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