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Community Service in Kampung Melayu through Sewing and Digital Marketing Training

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ABSTRACT

Background: The Kampung Melayu Urban Village community faces persistent economic vulnerability due to low educational attainment, limited marketable skills, unstable informal-sector employment, and restricted access to business opportunities, highlighting the need for practical home-based sewing and digital marketing skills to strengthen women's and youth's economic independence.
Aims: This community service program aims to improve sewing and digital marketing skills to strengthen the economic independence of the Kampung Melayu community.
Methods: This program was conducted in the Kampung Melayu Urban Village, featuring training in sewing and digital marketing aimed at developing home-based sewing businesses. The program was implemented through an international collaboration between Universitas Negeri Jakarta, the Kampung Melayu Urban Village administration as the local partner, and Universiti Teknologi MARA (UiTM), Malaysia, as the international partner. This collaboration facilitated knowledge exchange and capacity building in fashion, entrepreneurship, and digital marketing. Activities were conducted using a participatory learning approach, combining material delivery, demonstrations, hands-on practice, mentoring, and evaluation via pre-test and post-tests.
Result: Training topics included an introduction to sewing machines, basic sewing techniques, the creation of various fashion products, entrepreneurship development, and digital marketing using platforms such as WhatsApp Business, Instagram, Shopee, and TikTok. Overall, the training results demonstrated significant improvements across all aspects. Sewing and product finishing skills improved by an average of 38%, while digital marketing understanding and skills increased by an average of 54%. The most

substantial improvement in digital marketing training occurred in the use of WhatsApp Business, Shopee, Instagram, and TikTok, rising by 59%. Evaluation results indicated increased participant knowledge and skills in all measured areas. Participants became more proficient in operating sewing machines, producing market-ready fashion items, and utilizing digital platforms for promotion and sales. Beyond enhancing technical competence, the program fostered entrepreneurial motivation, self-confidence, and the ability to develop businesses independently. The home-based business model was selected due to its flexibility, affordable capital requirements, and significant market potential.

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1. Introduction

This community service initiative is conducted in partnership with the residents of Kampung Melayu Urban Village, specifically targeting those living in densely populated areas characterized by low-to-middle socioeconomic conditions (Prasetyaningsih & Idajati, 2021). Most residents rely on the informal sector for their livelihoods, resulting in unstable income, while others lack steady employment or marketable skills that could generate revenue. Furthermore, limited educational attainment restricts access to decent employment opportunities and hinders the ability to develop independent business ventures.

Based on the interview with the Urban Village Secretary, from a social perspective, the Kampung Melayu community possesses strong social capital, evidenced by active community engagement in activities such as the Family Welfare Movement, religious study groups, communal work, integrated health posts, and other social initiatives. A strong spirit of togetherness and a culture of mutual cooperation serve as assets that support the implementation of participatory community empowerment programs. Nevertheless, challenges such as high settlement density, limited infrastructure, and a lack of access to skills training continue to impede efforts to improve human resource quality and community economic well-being. Economically, the majority of residents work as day laborers, small-scale vendors, motorcycle taxi drivers, or in other informal roles characterized by unstable income.

This situation leaves many families, particularly women and working-age youth with limited access to formal employment, in a vulnerable economic state. Low education levels and a lack of productive skills further hinder residents from securing better jobs or establishing businesses capable of boosting family income. Field observations and discussions with Kampung Melayu officials indicate that home-based business development holds significant promise as an alternative for community economic empowerment. Sewing services and skill-based creative product businesses are considered particularly well-suited to the local environment. These ventures can be operated from home, require relatively affordable capital, and do not demand extensive workspace, making them highly feasible for the community to adopt.

A sewing service business was selected as the program's focus because a segment of the community, particularly housewives, already possesses basic sewing knowledge and skills that can be further enhanced. Through training, mentoring, and the strengthening of entrepreneurial capacity (Purnama *et al.,* 2023; Rizki & Susanto, 2021), this potential is expected to evolve into a productive business capable of generating added value, increasing family income, and fostering sustainable economic self-reliance within the community (Anisyah *et al.,* 2025; Harinurdin *et al.,* 2025; Mensah, 2025). Furthermore, the development of digital technology and social media has also created opportunities for people to market

products and services more widely through online marketing at a relatively low cost (Purnama *et al.,* 2023; Rahayu *et al.,* 2023; Sari *et al.,* 2023).

Therefore, the home-industry-based sewing and digital marketing training program is expected to serve as a solution for community empowerment by enhancing job skills, reducing unemployment, strengthening the roles of women and productive youth, and sustainably increasing family income (Intadiyah *et al.,* 2021; Purwaningrum *et al.,* 2022). This program is also expected to help the community build economic self-reliance and create new business opportunities in densely populated urban settlements (Intadiyah *et al.,* 2021). The community service activity in Kampung Melayu Urban Village aims to enhance the skills, economic self-reliance, and quality of life of the local community through training in sewing and home-industry-based digital marketing (Baharuddin & Sholikhah, 2024; Purnama & Radiona, 2021; Ray & Nayak, 2023). This program focuses on empowering women, housewives, and working-age youth in densely populated urban settlements with limited economic means (Musa *et al.,* 2025; Prasetyani et al., 2025). In addition to involving the State University of Jakarta and the Kampung Melayu Urban Village Government as local partners, this program also engages Associate Professor Ts. Dr. Rosita Mohd Tajuddin from Universiti Teknologi MARA (UiTM), Malaysia, as an international partner. UiTM's involvement strengthens international collaboration and knowledge transfer, particularly in the development of fashion, entrepreneurship, and digital marketing skills, while supporting community capacity building through the exchange of cross-border experiences and perspectives (Guo *et al.,* 2024; Kahn, 2023; Mazzarella & Black, 2023).

This Community Service program is designed to enhance the capacity of the Kampung Melayu Urban Village community through training in sewing and digital marketing, serving as an effort toward home-industry-based economic empowerment. The program aims to improve the community's productive skills, equipping them with sewing abilities that can serve as a source of income while opening opportunities for independent business ventures. Through this training, participants are expected to produce sewn goods with both utility and economic value, thereby gradually improving family welfare. This activity supports the achievement of the Sustainable Development Goals (SDGs), specifically SDG 4 (Quality Education), by providing skill-based non-formal education, and aligns with the implementation of Universitas Negeri Jakarta's Impactful Key Performance Indicators (IKU Berdampak) by offering solutions to the community's social and economic challenges.

Beyond enhancing technical skills, the program aims to strengthen family economic empowerment by developing home-industry-based sewing services. By improving participants' abilities to manufacture products and manage small-scale businesses, the program seeks to provide the community with an additional income source that bolsters family economic resilience. Furthermore, it creates productive employment opportunities for individuals who lack steady employment or rely on informal work with unstable earnings. Through skill enhancement and business mentoring, the community is expected to become more productive, self-reliant, and competitive. These contributions align with the goals of SDG 1 (No Poverty), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities).

The program also prioritizes improving community digital literacy through digital marketing training. Participants are equipped with the skills to utilize social media and various digital platforms for product promotion and marketing, enabling them to expand their market reach and enhance business competitiveness. Furthermore, participants are encouraged to foster creativity and innovation in creating value-added sewing and fashion craft products by applying sustainable fashion principles such as transforming fabric waste into economically valuable goods (Brown & Vacca, 2022). This approach supports the achievement of SDG 12 (Responsible Consumption and Production) while raising public awareness regarding more sustainable production practices.

Through a series of training and mentoring sessions, the program aims to enhance human capital quality via non-formal education that integrates technical skills, entrepreneurship, and digital marketing. This competency enhancement is expected to strengthen the community's readiness to face economic

shifts and technological advancements, making them more adaptable to the demands of the labor market and independent business ventures. The program's implementation also contributes to achieving the Key Performance Indicators (KPIs) for "Impactful Higher Education Institutions," specifically: KPI 3 (student involvement in community empowerment); KPI 4 (application of faculty research and expertise to solve community issues); KPI 5 (strengthening partnerships between the Universitas Negeri Jakarta and the Kampung Melayu Urban Village); and KPI 7 (contributing to the SDGs, particularly SDGs 1, 3, 4, 8, 10, 12, and 17).

Field observations, interviews with Kampung Melayu officials, and socio-economic analyses reveal that the community still faces various challenges, including low levels of productive skills, limited employment opportunities, restricted access to business development resources, and unstable family economic conditions. Densely populated settlement conditions with parts classified as urban slums also impact the community's quality of life and limit opportunities for improving well-being. Consequently, implementing a home-industry-based training program in sewing and digital marketing serves as a potential solution to enhance community competencies, expand entrepreneurial opportunities, strengthen family economies, and foster a community that is more self-reliant, creative, productive, and competitive (Rizki & Susanto, 2021).

Based on the situational analysis, the main challenges faced by the Kampung Melayu community include limited productive and sewing skills, unstable household incomes, underdeveloped home-based businesses, and low digital literacy. These challenges particularly affect housewives, female heads of households, and working-age youth, who have limited access to formal employment and entrepreneurial opportunities. Although home-based sewing services offer a feasible economic opportunity requiring relatively low capital and space, their development remains constrained by limited technical skills, business knowledge, mentoring, production facilities, and digital marketing capabilities.

To address these challenges, the Community Service program provides integrated training and mentoring focused on sewing skills, home-based business development, and digital marketing. Sewing training covers the introduction and operation of sewing equipment, basic sewing techniques, and the production of marketable fashion products and crafts. Business mentoring focuses on product development, pricing, service management, and basic entrepreneurship, while digital marketing training equips participants with skills in branding, promotional content creation, product photography, and the use of platforms such as WhatsApp Business, Instagram, Shopee, and TikTok to expand market reach and improve business competitiveness.

The program is expected to strengthen the productive capacity, entrepreneurial skills, and digital literacy of community members, particularly women and working-age youth, thereby creating new opportunities for home-based income generation. Through continuous training, mentoring, and collaboration among residents, women's organizations, youth groups, and local government, the program aims to increase household economic resilience, improve community self-reliance, strengthen local human resources, and support the sustainable development of home-based enterprises.

2. Methods

The activity implementation method employs a Participatory Learning approach a learning approach that positions the community as active participants throughout the entire learning process (Figure 1). This activity involved 20 participants from the Kampung Melayu Urban Village community. The program was implemented through three training sessions. The first session took place on 6 July 2026, covering knowledge about sewing machines and tools, as well as the steps for sewing the intended products. The second session was held on 7 July 2026, focusing on sewing skills and product finishing. Finally, the third session took place on 13 July 2026, covering digital marketing training, which included the use of various digital platforms and social media for product promotion and sales.

To evaluate changes in participants' knowledge and skills, pre-tests and post-tests were conducted. The evaluation instruments consisted of a total of 60 questions distributed across the three training sessions. In each session, participants were given 10 pre-test questions and 10 post-test questions; thus, all 20 participants underwent evaluation before and after each training session. The pre-test and post-test instruments were designed based on the learning objectives and material provided in each training session. These instruments were reviewed for alignment between question indicators, training materials, and the competencies participants were expected to achieve. The pre-test and post-test results were then compared to identify changes in participants' knowledge and skill levels following the community development program.

The analysis of changes in participants' knowledge and skills was conducted descriptively by comparing the percentage results of the pre-tests and post-tests. The analysis focused on changes in participants' understanding regarding sewing machines, the product manufacturing process, sewing and finishing skills, and knowledge and skills in digital marketing via digital platforms and social media. The percentage increase was calculated based on the difference between pre-test and post-test results to determine the program's effectiveness in enhancing participant competence.

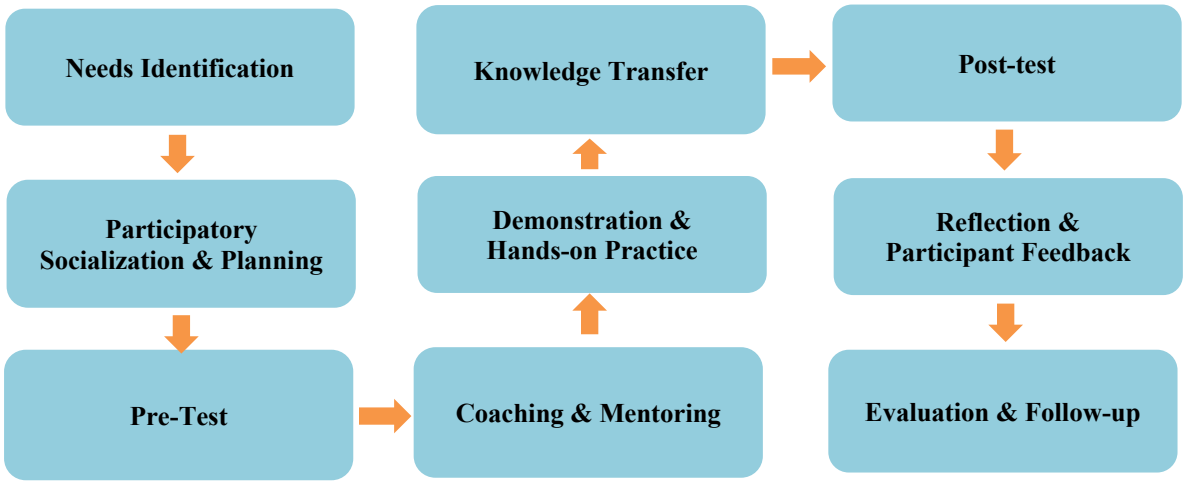


Figure 1. Participatory Learning Implementation Method

The first stage begins with a needs assessment conducted through field observations and discussions with program organizers and prospective participants to identify community needs, potential, and challenges. The findings from this assessment serve as the basis for determining training materials that align with the community's requirements. The subsequent stage focuses on outreach and motivation, aiming to provide an understanding of the program's objectives, benefits, mechanisms, and implementation phases. This stage also seeks to foster participant commitment and active engagement while drawing upon participants' prior experiences to inform the learning process.

Before the training commences, participants take a pre-test to assess their initial knowledge and skills regarding basic sewing techniques, entrepreneurship, and digital marketing. The pre-test results serve as a reference for designing learning strategies, ensuring that the material delivered is tailored to the participants' existing capabilities. The core phase of the activity involves content delivery (interactive learning) through interactive lectures, discussions, and Q&A sessions covering sewing techniques, entrepreneurship development, and digital marketing. Participants then engage in demonstrations and hands-on practice (learning by doing), which include demonstrations of tools and sewing techniques,

step-by-step product creation, and the use of digital platforms such as WhatsApp Business, Instagram, and online marketplaces for product promotion and marketing.

Throughout the practical sessions, participants receive intensive coaching and mentoring from the implementation team. This support includes guidance on product completion, pricing, branding development, and promotional strategies, as well as consultation regarding any challenges participants encounter during the training. Upon completion of the entire training series, a post-test is administered to measure improvements in participants' knowledge, skills, and understanding. The post-test results are compared with the pre-test results to evaluate the training's effectiveness. The final stage consists of reflection and evaluation, conducted through discussions about practical outcomes and participants' experiences during the training. In addition to assessing competency gains based on pre- and post-test results, this stage provides feedback to guide improvements in product quality, business development, and marketing strategies, thereby enabling participants to develop their home-based sewing businesses more independently and sustainably.

3. Results and Discussions

A Community Service Program was conducted in Kampung Melayu Urban Village to enhance community capacity through training in sewing and digital marketing, thereby supporting the development of home-based sewing businesses. The program targeted women, working-age youth, and community members interested in developing independent businesses. The activities were designed not only to improve technical sewing skills but also to build entrepreneurial competence, enabling participants to create and manage sustainable businesses.

Prior to the training, the community service team coordinated with the Kampung Melayu local government and relevant partners to formulate an activity plan, select participants, and identify community needs. The assessment revealed that while participants were highly enthusiastic about learning sewing skills, they faced various challenges such as limitations in operating sewing machines, understanding production techniques, developing product designs, and utilizing digital media for marketing. Based on these findings, the training curriculum was systematically structured, progressing from mastering basic sewing skills to business management and digital marketing.

The sewing training focused on enhancing participants' proficiency in using sewing machines, understanding basic pattern-making techniques, cutting fabric, assembling garments, performing finishing work, and maintaining stitching quality. Each participant had the opportunity to practice every stage of production hands-on, receiving intensive guidance from the instructors and the implementation team. This practice-based learning approach allowed participants to gain real-world experience, ensuring the acquired skills could be effectively applied to their business activities.

In addition to technical skills, participants received training in entrepreneurship, covering topics such as identifying business opportunities, creating simple business plans, pricing products and services, managing production costs, and customer service strategies. This training aimed to foster an entrepreneurial mindset, equipping participants not only to manufacture sewn goods but also to manage and grow their businesses independently.

In response to advancements in information technology, the program also provided training in digital marketing. The material covered included building a brand identity, creating engaging promotional content, leveraging social media platforms such as WhatsApp Business, Instagram, Facebook, and TikTok and utilizing digital platforms for customer communication and marketing. Additionally, participants were introduced to simple product photography techniques, the creation of digital catalogs, the writing of informative product descriptions, and promotional strategies designed to enhance appeal and expand market reach.

During the digital marketing practical sessions, participants received guidance on setting up business accounts, uploading the products and sewing items created during the training, and designing

promotional strategies tailored to their target market. This support aimed to enable participants to directly apply the knowledge they had gained and to ensure they were prepared to run their businesses independently once the program concluded.

Overall, the program results demonstrated a significant improvement in the participants' knowledge, skills, and motivation regarding the development of home-based sewing businesses. Participants became more proficient in operating sewing machines, capable of producing higher-quality goods, and gained a more systematic understanding of each stage of the production process. Furthermore, they demonstrated improved ability to utilize various digital platforms for promotion and marketing, thereby opening up broader opportunities to expand market share, enhance business competitiveness, and boost family income (Esbeih *et al.,* 2021; Pellicelli & Varese, 2020).



Figure 2. Day 1 Introduction to sewing machines and fashion products.



Figure 3. Day 2 Practical session on fashion product creation.



Figure 4. Day 3: Practical session on branding and digital marketing.

The community empowerment program was implemented in stages over three days, featuring content and activities tailored to the goal of developing participants' skills. Each stage was designed to build participant competence progressively, ranging from strengthening foundational knowledge and developing practical skills to utilizing digital technology for product marketing (See figure 2, 3 and 4).

As shown in Figure 2, the first day's activities focused on introducing the parts, functions, and operation of sewing machines, as well as the various apparel products the participants would create. The activities were conducted through presentations, demonstrations, discussions, and basic practice sessions. This stage served as a crucial foundation before participants engaged in actual sewing practice, as an understanding of machine usage and product characteristics is essential for the production process in subsequent stages.

Figure 3 illustrates the second day's activities, which focused on the practical production of apparel items. At this stage, participants applied the knowledge gained on the first day through the product creation process, sewing technique practice, and finishing work. This hands-on approach enabled participants to actively engage in the entire learning process and directly apply their technical skills. The documentation in the image highlights participant involvement in practical activities, which formed the core of the program's "learning-by-doing" approach.

On the third day, as shown in Figure 4, activities focused on strengthening competencies in branding and digital marketing. Participants received training on developing product identities and promotional strategies, as well as utilizing digital platforms and social media to support product marketing and sales. This activity represented a progression from the production skills training; participants were expected not only to produce apparel items but also to understand how to introduce and market their products to consumers using digital technology.

Overall, Figures 2–4 illustrate the structured and interconnected stages of the program's implementation. The activities began by reinforcing foundational knowledge regarding sewing machines and fashion products, followed by skills development through hands-on product creation, and concluded with strengthening branding and digital marketing capabilities. This sequence reflects the application of a Participatory Learning approach, wherein participants did not merely receive information passively but actively engaged in demonstrations, practical exercises, discussions, and the application of skills tailored to the needs of home-based business development.

3.1 Impact of Activities on the SDGs

The implementation of the community empowerment program generated positive outcomes in several areas of participant capacity development. The impacts of the activities are discussed based on key outcome indicators, including improvements in knowledge, practical skills, entrepreneurship, and digital marketing competencies, as well as their contributions to the relevant Sustainable Development Goals (SDGs).

3.1.1 Improved Participant Knowledge

The implementation of the Community Empowerment Program in Kampung Melayu Village demonstrated an increase in participant capacity, particularly in basic knowledge regarding sewing machines and fashion products. Evaluation results indicated that participants' understanding improved on average after participating in a learning process that combined material delivery, demonstrations, and hands-on practice. This improvement indicates that most participants who previously had limited knowledge regarding sewing machine parts, functions, and operation gained a better understanding after participating in the training.

This change in knowledge can be explained by the characteristics of the learning method used. The material was not only presented theoretically but also reinforced through demonstrations of sewing

machine use and opportunities for participants to directly practice the material presented. This process allowed participants to connect conceptual knowledge with practical experience. In the context of community empowerment, learning that integrates knowledge and hands-on experience can enhance participants' understanding because the learning process is based on their needs and life context.

3.1.2 Improved Practical Skills in Sewing and Product Making

Improvements were also seen in participants' practical skills in the fashion product making process. Participants not only gained an understanding of the product manufacturing stages but also received hands-on practice in sewing techniques, finishing, and product quality improvement. The training resulted in several products, such as prayer robes (mukena), skirts, house dresses, cosmetic bags, and vests.

This skill improvement demonstrates the importance of a learning-by-doing approach in skills-based training. Sewing skills are a competency that cannot be optimally acquired through theoretical learning alone but require repetition, practice, correction, and direct feedback. During the training, participants were involved in all stages of production, enabling them to understand the relationship between technique, work processes, and product quality.

Furthermore, improvements in product quality can be attributed to the mentoring and demonstrations provided during the practical process. Participants had the opportunity to identify errors, refine techniques, and understand basic product quality standards. Thus, the changes that occurred not only demonstrated increased knowledge but also illustrated the development of participants' abilities to apply that knowledge to the production process.

3.1.3 Strengthening Entrepreneurial Competencies

This program also contributed to strengthening participants' entrepreneurial competencies. The sewing skills acquired are not positioned solely as technical skills, but as productive potential that can be developed into home-based businesses. The ability to produce clothing products with utility and economic value opens up opportunities for participants to develop sewing services or produce products on a household scale.

The improvement in entrepreneurial competency is also supported by participants' experience in producing tangible products during the training. Successfully completing a product can increase participants' self-confidence and perception of their own ability to develop productive activities independently. In the context of community empowerment, the experience of successfully producing a product is an important factor in building motivation and readiness to start an economic activity.

However, the improvement in entrepreneurial competency observed in this program is still primarily related to readiness and motivation to develop a business. The program has not conducted long-term measurements regarding new business formation, increased income, production sustainability, or sales growth. Therefore, the long-term economic impact still requires further mentoring and monitoring.

3.1.4 Improved Digital Marketing Competency

The training results also showed an increase in participants' understanding of digital marketing. Prior to the training, most participants had limited understanding of digital marketing concepts and the use of digital platforms to support promotions and sales. After the training, participants demonstrated an increased understanding of the use of WhatsApp Business, Instagram, Shopee, and TikTok, as well as basic branding strategies and social media optimization. The platforms introduced are applications that are relatively close to participant's daily activities, allowing participants to directly observe. This is explained further below:

a. Improved participant knowledge

The implementation of the Community Empowerment Program in Kampung Melayu Village demonstrated an increase in participant capacity, particularly in basic knowledge regarding sewing machines and fashion products. Evaluation results indicated that participants' understanding improved on average after participating in a learning process that combined material delivery, demonstrations, and hands-on practice. This improvement indicates that most participants who previously had limited knowledge regarding sewing machine parts, functions, and operation gained a better understanding after participating in the training.

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b. Improved practical skills in sewing and product making

Improvements were also seen in participants' practical skills in the fashion product making process. Participants not only gained an understanding of the product manufacturing stages but also received hands-on practice in sewing techniques, finishing, and product quality improvement. The training resulted in several products, such as prayer robes (mukena), skirts, house dresses, cosmetic bags, and vests. This skill improvement demonstrates the importance of a learning-by-doing approach in skills-based training. Sewing skills are a competency that cannot be optimally acquired through theoretical learning alone but require repetition, practice, correction, and direct feedback. During the training, participants were involved in all stages of production, enabling them to understand the relationship between technique, work processes, and product quality. Furthermore, improvements in product quality can be attributed to the mentoring and demonstrations provided during the practical process. Participants had the opportunity to identify errors, refine techniques, and understand basic product quality standards. Thus, the changes that occurred not only demonstrated increased knowledge but also illustrated the development of participants' abilities to apply that knowledge to the production process.

c. Strengthening entrepreneurial competencies

This program also contributed to strengthening participants' entrepreneurial competencies. The sewing skills acquired are not positioned solely as technical skills, but as productive potential that can be developed into home-based businesses. The ability to produce clothing products with utility and economic value opens up opportunities for participants to develop sewing services or produce products on a household scale. The improvement in entrepreneurial competency is also supported by participants' experience in producing tangible products during the training. Successfully completing a product can increase participants' self-confidence and perception of their own ability to develop productive activities independently. In the context of community empowerment, the experience of successfully producing a product is an important factor in building motivation and readiness to start an economic activity. However, the improvement in entrepreneurial competency observed in this program is still primarily related to readiness and motivation to develop a business. The program has not conducted long-term measurements regarding new business formation, increased income, production sustainability, or sales growth. Therefore, the long-term economic impact still requires further mentoring and monitoring.

d. Enhancement of digital marketing competence

Training outcomes also demonstrated an improvement in participants' understanding of digital marketing. Prior to the training, most participants had a limited grasp of digital marketing concepts and

the use of digital platforms to support promotion and sales. Following the training, participants showed a better understanding of how to use WhatsApp Business, Instagram, Shopee, and TikTok, as well as basic branding strategies and social media optimization. This shift can be attributed to a training approach that linked digital technology with the participants' practical needs. The platforms introduced were applications closely integrated into participants's daily lives, allowing participants to immediately see their relevance in supporting home-based businesses. Furthermore, the practice-based learning enabled participants not only to understand platform functions conceptually but also to gain hands-on experience in using them for product promotion and marketing. Digital marketing competence is a crucial element of business development, as production skills alone are insufficient to ensure a business's sustainability. The ability to communicate product value, build a brand identity, and reach consumers via digital platforms can expand market access for home-based businesses that face resource and capital constraints.

e. The Role of the participatory learning approach in changing participant competence

Achieving these changes is inseparable from the use of the Participatory Learning approach. In this program, participants do not merely receive material passively; instead, they are actively involved in discussions, demonstrations, hands-on practice, product creation, and the application of digital marketing. This approach fosters a more active learning process, enabling participants to build understanding based on direct experience. A key characteristic of Participatory Learning is the active involvement of participants in the learning process. In the context of this program, such involvement allows training material to be tailored to the participants' practical needs, particularly regarding sewing skills and business development opportunities. Demonstrations and hands-on practice help participants grasp the material through experience, while discussions and mentoring sessions enable them to receive feedback on their work.

These findings align with research in adult education and community empowerment, which indicates that participatory and experience-based learning are more effective at enhancing practical skills than approaches focused solely on information delivery. Active learning allows participants to connect new knowledge with prior experience, boosts engagement during training, and strengthens their ability to apply knowledge in real-world situations. Nevertheless, the effectiveness of the Participatory Learning approach in this program must be interpreted with caution. While improvements in pre-test and post-test scores indicate changes in knowledge and skills following the training, they do not conclusively prove that these changes resulted solely from the learning approach employed. Other factors, such as participant motivation, prior experience, the intensity of mentoring, interaction with instructors, and the nature of the training material, may also contribute to the observed changes.

f. Program contribution to sustainable development goals (SDGs)

Program contributions to the SDGs need to be understood based on the relationship between observed program outcomes and relevant SDG targets. First, the program contributes to SDG 4 (Quality Education), especially Target 4.4, namely increasing the number of youth and adults who have relevant skills, including technical and vocational skills, to obtain work, decent work and entrepreneurship. The training increases participants' knowledge of sewing machines, sewing and product manufacturing skills, as well as digital marketing competencies. Thus, the program's main contribution to SDG 4 lies in strengthening practical and vocational skills through non-formal education based on community needs.

Second, the program supports SDG 8 (Decent Work and Economic Growth), especially Target 8.3, which emphasizes the development of policies and productive activities that support entrepreneurship, creativity and innovation. The sewing and digital marketing skills that participants gain create opportunities to develop home-based businesses. Although the program has not measured income

increases or business creation directly, increasing production and marketing capacity can be seen as an initial foundation for the development of productive economic activities.

Third, the program is related to SDG 1 (No Poverty), especially Target 1.4, by increasing access to resources and skills that can support productive economic activities. Training gives participants access to knowledge and skills that can be used to produce products and develop additional sources of income. However, the contribution to poverty reduction in this program is still potential and cannot be claimed as a direct impact because changes in income or economic conditions of participants have not been measured.

Fourth, the program supports SDG 10 (Reduced Inequalities), especially Target 10.2, by providing more inclusive opportunities for community members to participate in capacity building activities. Participants gain access to technical and digital skills training that can help expand their opportunities to engage in economic activities. However, to more robustly measure the program's impact on reducing disparities, long-term data on changes in participants' economic and social access is needed.

Fifth, the program contributes to SDG 12 (Responsible Consumption and Production), especially Target 12.5, through efforts to increase understanding regarding more efficient use of materials and reducing material waste in the production process. Applying sewing skills and managing materials more efficiently has the potential to reduce textile waste in household scale production activities. However, the environmental impact of the program has not been measured quantitatively, so the contribution to SDG 12 still needs to be strengthened through indicators such as the amount of textile waste that has been successfully reduced or the level of efficiency in material use.

Sixth, the program strengthens SDG 17 (Partnerships for the Goals), especially Targets 17.16 and 17.17, through a multi-stakeholder partnership involving Jakarta State University, the Kampung Melayu Subdistrict Government as local partners, and Universiti Teknologi MARA (UiTM), Malaysia, as international partners. This collaboration allows for the transfer of knowledge, exchange of experiences, and strengthening of community capacity through academic and institutional support from various parties.

g. Program implications and sustainability

Overall, the program results indicate that improvements in knowledge, practical skills, entrepreneurial competence, and digital marketing capabilities are interconnected in building participant capacity. Technical skills enable participants to produce goods, while digital marketing competence supports opportunities to introduce and sell products to a wider market. Meanwhile, increased self-confidence and motivation have the potential to strengthen participants' readiness to develop their businesses independently.

However, the program impact measured in this study focuses primarily on short-term outcomes following the training. The sustainability of this impact requires evaluation through post-program mentoring and monitoring. Follow-up activities could focus on enhancing product quality and variety, strengthening brand identity, managing basic business operations, developing digital marketing strategies, and evaluating participants' sales and revenue growth.

Thus, the program's primary contribution lies not merely in improved pre-test and post-test scores, but in establishing foundational capacity that can be developed into productive economic activities. Program sustainability will depend on the participants' ability to apply the skills they have acquired, support from local partners, and the existence of post-program mentoring mechanisms. Collaboration among universities, local government, the community, and international partners serves as a crucial foundation for ensuring that the empowerment process does not cease at the training stage but evolves toward economic self-reliance and the sustainable strengthening of community capacity.

3.2 Analysis of Changes Before and After the Community Development Program

The following are the pre-test and post-test results from the implementation of the community development activities (see Figure 5).

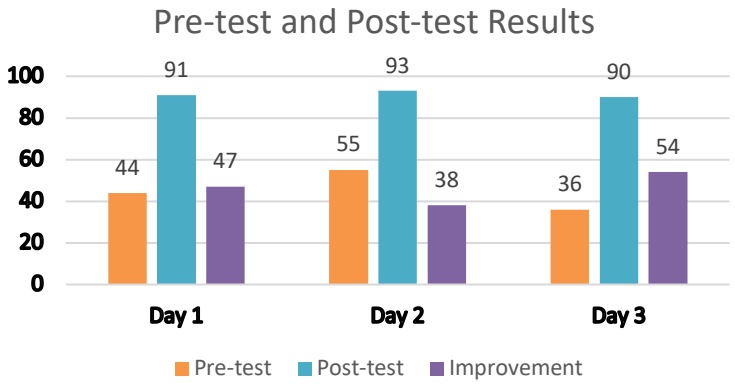


Figure 5. Pre-test and Post-test Results in a Bar Chart

Based on the pre-test and post-test results from the first day which covered the Introduction to Sewing Machines and Fashion Products, there was an improvement in participants' knowledge and skills across all assessed aspects. Prior to the training, the average level of participant understanding was only 44%, indicating that most participants had limited knowledge regarding the parts and functions of sewing machines and how to operate them. Prior to the training, the participants' average understanding level was only 44%, indicating that most had limited knowledge regarding sewing machine components, functions, and operation. Following the delivery of material, demonstrations, and hands-on practice, the average post-test score rose to 91%, reflecting a 47% increase. Sewing machine operation skills improved by 50%, rising from 38% to 88%. Meanwhile, knowledge of sewing machine components and functions increased from 45% to 92% (a 47% increase), and knowledge regarding fashion products rose from 50% to 93% (a 43% increase).

Based on a comparison of pre-test and post-test scores for the 20 participants (n = 20), the results demonstrate a consistent, substantial improvement across all assessed indicators. The average score increased by 47 percentage points, with gains ranging from 43% to 50% across the three indicators. These findings indicate a strong positive shift in the participants' knowledge and basic competencies following the training. The results suggest that demonstration and hands-on practice methods were effective in enhancing participants' sewing machine operation skills and their understanding of fashion products.

On the second day, the training focused on the practical creation of five fashion products. Evaluation results showed improvements in participant capabilities across all measured indicators. The average pre-test score of 55% rose to 93% in the post-test, marking an average increase of 38 percentage points. Understanding of the product manufacturing process improved from 58% to 95% (a 37% increase), while sewing and finishing techniques improved from 55% to 93% (a 38% increase). Additionally, the quality of the finished products improved from 52% to 91% (a 39% increase). Based on a comparison of pre-test and post-test results from 20 participants (n = 20), all assessed indicators showed consistent improvement, ranging from 37 to 39 percentage points. The overall average score increased by 38 percentage points. This consistent pattern of improvement indicates that the learning-by-doing approach

contributed positively to the development of the participants' technical skills, enabling them to enhance their competence in product manufacturing processes, sewing techniques, finishing, and product quality.

Overall, the pre-test and post-test results from the three-day training indicate that the Participatory Learning approach combined with interactive lectures, demonstrations, hands-on practice, and mentoring significantly enhanced the participants' knowledge and skills. Improvements were observed not only in technical sewing skills but also in entrepreneurial and digital marketing capabilities. These findings show that participants have developed greater competence in producing fashion items, managing sewing service businesses, and leveraging digital technology to expand their market reach. Consequently, this community service program successfully achieved its primary objective: enhancing the community's capacity to develop home-based sewing businesses that are more independent, productive, and sustainable.

4. Conclusions

The community development program successfully enhanced participants' sewing, fashion product development, and digital marketing skills through participatory training and mentoring. The program also strengthened collaboration among the university, local government, community, and international partners. Although limited by the small number of participants and short-term evaluation, continued mentoring, monitoring, and institutional collaboration are recommended to support the sustainability of home-based sewing businesses and long-term community economic empowerment.

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6. Conflict of Interest Declaration

The authors declare that there is no conflict of interest regarding the publication of this article. The authors also confirm that this manuscript is original and free from plagiarism.

7. Author Contribution Statement

All authors contributed equally to the conduct community service project, data analysis, and writing and preparation of this article.

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