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Revitalizing Village-Owned Enterprises through Micro-Business Empowerment: Strengthening Financial Literacy, Product Design, and Digital Marketing in Yatu Raharja Village, Papua

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Abstract: This community service program aims to strengthen the financial literacy, product design, and digital marketing capacity of micro-enterprise owners in Yatu Raharja Village, Arso X District, Keerom Regency, Papua, as an initial step toward revitalizing the long-inactive Village-Owned Enterprise (BUMKam). The program was implemented by the Community Service Team of the Faculty of Economics and Business, Cenderawasih University, in collaboration with the Yatu Raharja Village Government and the local Family Welfare Empowerment (PKK) organization. The intervention involved ten micro-enterprise owners selected through a preliminary household survey conducted alongside a broader community survey involving PKK members. To address the limited availability of laptop computers, two structured mentoring tools—a Simple Selling Price Worksheet and a Manual Business Cashbook—were developed and distributed in printed form. These materials were complemented by Canva-based visual learning resources covering product branding, packaging design, and Instagram content development. Baseline data were analyzed descriptively using percentage distributions and triangulated through SWOT analysis, while program outcomes were evaluated qualitatively through participatory observation and reflective discussions conducted during two mentoring sessions. The findings indicated improvements in participants' ability to apply cost-based pricing, increased commitment to maintaining routine financial records, and strong interest in using Instagram as a promotional platform. These outcomes were assessed through participatory observation rather than standardized pre- and post-intervention testing. Overall, these findings suggest that context-sensitive mentoring supported by practical learning tools can strengthen the entrepreneurial capacity of rural micro-enterprises and provide a foundation for the phased revitalization of the Yatu Raharja Village-Owned Enterprise (BUMKam).

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Introduction

Village-Owned Enterprises (BUMDes/BUMKam) are widely recognized as a cornerstone of rural economic institutions in Indonesia, established to manage local business activities, optimize village assets, and enhance community welfare through sustainable economic development (Ultari & Khoirunurrofik, 2024). Despite their strategic role, many village-owned enterprises across Indonesia have experienced prolonged inactivity due to leadership vacancies, weak organizational governance, and institutional instability. This

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Vol. 7, No. 3 (August 2026)
E-ISSN : 2722-5097
Pg : 890-901

recurring pattern has been documented in numerous regions of the country (Andrianto et al., 2023; Satoto et al., 2024). Previous studies have further emphasized that systematic revitalization through the establishment of new management structures, organizational reform, and local capacity strengthening constitutes a critical pathway for restoring these institutions to effective and productive operation (Hesti & Markos, 2024). These challenges are particularly evident in remote areas such as Papua, where rural livelihoods remain highly dependent on subsistence agriculture, small-scale livestock farming, and informal trading, while managerial capacity is constrained by persistently low levels of financial literacy. The 2024 National Survey of Financial Literacy and Financial Inclusion (SNLIK), jointly conducted by the (Financial Services Authority (OJK) and Statistics Indonesia (BPS) (2024), reported a national financial literacy index of 65.43%, with rural communities consistently recording lower literacy levels than urban populations. This disparity continues to limit rural economic opportunities and hinders progress toward sustainable community development, a pattern similarly observed across many developing countries (Kyeyune & Ntayi, 2025).

These national and regional conditions are clearly reflected in Yatu Raharja Village, Arso X District, Keerom Regency, Papua. The Village-Owned Enterprise (BUMKam) of Yatu Raharja, which had operated a savings and loan unit since 2018, ceased its activities following the death of its chairperson, and its institutional decline was further exacerbated during the COVID-19 pandemic. Since then, no new management structure has been established to reactivate its operations or support the village's economic potential. A preliminary socio-economic survey involving 45 households identified ten households operating micro-enterprises. A subsequent survey of these ten entrepreneurs provided a more detailed picture of local business conditions. Nine of the ten respondents reported that they did not use any marketing media, maintained no financial records, had never participated in business training, lacked independent business capital, had no product packaging, possessed no formal business licenses, and were unaware of the existence of the village-owned enterprise. Meanwhile, five respondents expressed their willingness to participate in basic bookkeeping training, and the remaining five indicated an interest in digital marketing training. These findings suggest that the principal obstacle to revitalizing BUMKam lies not in the absence of local economic potential but rather in the limited financial literacy and managerial capacity of individual entrepreneurs. This observation is consistent with previous evidence demonstrating that structured mentoring-based financial literacy interventions, rather than one-time training activities, contribute to measurable improvements in bookkeeping accuracy, cash-flow management, and business performance among Indonesian micro-enterprises (Nurani et al., 2025).

At the same time, internet accessibility and social media usage have continued to expand throughout Indonesia. According to the Indonesian Internet Service Providers Association (APJII., 2025), the country was projected to have approximately 229 million internet users in 2025, while Instagram remains one of the most widely utilized platforms for product promotion and marketing. However, this national digital opportunity contrasts sharply with the conditions observed in Yatu Raharja Village, where nine of the ten surveyed entrepreneurs reported that they did not use any marketing platform. This disparity highlights the necessity of interventions that strengthen digital marketing literacy while taking into account existing infrastructural limitations, including restricted access to digital devices and inconsistent internet connectivity.

In response to these conditions, a community service program was designed to provide an initial intervention focusing on financial management, product design, and basic

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Vol. 7, No. 3 (August 2026)
E-ISSN : 2722-5097
Pg : 890-901

digital marketing assistance for local micro-entrepreneurs. The program was intended to establish the necessary foundation before implementing broader institutional revitalization of the village-owned enterprise. This rationale aligns with previous community-based packaging improvement initiatives in Indonesia, which demonstrated that simple and cost-effective design interventions could substantially increase the market value of local products (Rosari et al., 2025). Likewise, evidence from previous studies indicates that structured Instagram-based training programs can effectively enhance the marketing communication capabilities of micro-enterprises, even under resource-constrained conditions (Khristiana et al., 2024; Liana et al., 2025). Based on the needs assessment, the mentoring program concentrated on four priority competencies: (1) calculating the Cost of Goods Sold (COGS) and determining appropriate selling prices; (2) preparing simple manual bookkeeping records; (3) developing basic product identity and packaging; and (4) introducing fundamental digital marketing practices through Instagram. The decision to employ paper-based financial learning materials was informed by field observations indicating that most residents did not own laptop computers, making printed worksheets the most practical medium for financial recording. In contrast, the digital marketing component was adapted to the relatively higher ownership of smartphones within the community.

Accordingly, the objectives of this community service program were fivefold: (1) to improve participants' understanding of cost-based pricing rather than relying on estimation; (2) to train micro-entrepreneurs in preparing simple manual bookkeeping as a basis for business decision-making; (3) to strengthen participants' capacity to develop attractive yet practical product identity and packaging; (4) to introduce Instagram-based digital marketing as a foundation for future business development; and (5) to foster collective awareness regarding the importance of revitalizing the Village-Owned Enterprise (BUMKam) as an institutional mechanism for integrating and sustaining local economic potential.

The overall program design translated the four identified needs financial management, bookkeeping, product design, and digital promotion into an integrated sequence of community-based activities, as described in the Methods section. This structured design ensured that all mentoring activities remained aligned with the program's primary objectives rather than evolving into disconnected interventions. The two printed learning tools, namely the Simple Selling Price Worksheet and the Business Cashbook, served as the principal instruments for strengthening financial literacy and bookkeeping skills, whereas the product packaging and Instagram components were implemented as complementary outcomes within the same integrated empowerment strategy rather than as separate and unrelated activities.

Method

This community service program adopted a participatory action learning approach grounded in well-established community-based intervention frameworks, including Participatory Rural Appraisal (PRA) (Chambers, 1994), Asset-Based Community Development (ABCD) (Kretzmann & McKnight, 1993), and Community-Based Participatory Research (CBPR) (Israel et al., 1998). Collectively, these approaches emphasize community-led problem identification, the mobilization of existing local assets and capacities, and continuous collaboration between facilitators and community members rather than relying on one-way knowledge transfer.

The program was conducted in Yatu Raharja Village, Arso X District, Keerom Regency, Papua, beginning in late June 2026. The primary beneficiaries consisted of ten micro-enterprise owners identified during the initial needs assessment, while the second

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Vol. 7, No. 3 (August 2026)
E-ISSN : 2722-5097
Pg : 890-901

phase additionally involved 15 residents and members of the local Family Welfare Empowerment (PKK) organization. Consistent with the needs-based participatory framework, the program was implemented through five sequential stages.

Stage 1: Needs Assessment (29 June–3 July 2026)

The community service team conducted a socio-economic survey involving 45 households, followed by a more detailed survey of the ten identified micro-enterprise owners. The assessment examined business characteristics, bookkeeping practices, previous participation in entrepreneurship training, sources of business capital, product packaging, business legality, and community awareness of the Village-Owned Enterprise (BUMKam). The findings served as the basis for designing the intervention.

Stage 2: Development of Learning Materials and Training Instruments

Based on the needs assessment, the team prepared a training module entitled Simple Financial Management Assistance for Micro-Entrepreneurs in Yatu Raharja Village. Two printed learning instruments were subsequently developed: the Simple Selling Price Worksheet and the Manual Business Cashbook. In addition, visual learning materials covering product identity, packaging design, and Instagram content strategies were produced to support the digital marketing component.

Stage 3: First Mentoring Session (11 July 2026)

The first mentoring session involved six of the ten identified entrepreneurs who were available to attend. Learning activities combined interactive lectures with guided practical exercises using the Simple Selling Price Worksheet and an introduction to the Daily Cashbook. Participants were divided into two small groups, each facilitated by members of the community service team. To reinforce conceptual understanding, participants also engaged in an educational activity in which they physically arranged calculation procedures and pricing formulas printed on paper cards into the correct sequence before applying the calculations to their own businesses.

Stage 4: Second Mentoring Session (15 July 2026)

The second mentoring session was conducted with 15 members of the Yatu Raharja PKK organization using the same small-group mentoring approach. Participants completed exercises on selling price calculations and manual bookkeeping while participating in the same sequencing game introduced during the first session. The session was further expanded to include training on product identity development, packaging design, and Instagram-based digital marketing. Rather than creating individual business accounts, participants collaboratively designed product branding and developed a business Instagram account using a representative village product (marning, a locally produced corn snack). This collective approach enabled all participants to complete the activities within the available training schedule.

Stage 5: Participatory Evaluation

Program evaluation was conducted through participatory observation of participants' ability to complete the worksheets independently within their respective groups. Additional evaluation methods included question-and-answer sessions and reflective group discussions focusing on participants' intentions to implement manual bookkeeping practices and digital marketing strategies after the completion of the mentoring activities. Instructional materials were delivered through Canva-based visual presentations integrated with the two printed learning instruments. Both instruments incorporated the visual identity of Yatu Raharja Village, including a photograph of the community's orange plantation displayed on the cover beneath the title Home Industry Development Program of Yatu Raharja Village. This

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Vol. 7, No. 3 (August 2026)
E-ISSN : 2722-5097
Pg : 890-901

contextualized design was intended to increase participants' familiarity with the materials and strengthen their relevance to local conditions.

Figure 1. Simple Selling Price Worksheet and Cover of the Manual Business Cashbook
Source: Community service team instruments (2026).

As illustrated in Figure 1, the business cashbook was intentionally designed as a practical learning tool that participants could continue using independently after the mentoring sessions. The Business Cashbook consists of six sections: user instructions, a Daily Cashbook, a Raw Material Purchase Log, a Sales/Revenue Record, a Monthly Operating Cost Summary, and an Income Statement. It also introduces two fundamental accounting formulas: Gross Profit = Business Revenue − Cost of Goods Sold (COGS) and Net Profit = Gross Profit − Total Operating Expenses. Likewise, the Simple Selling Price Worksheet comprises six components: entrepreneur identification, raw material costs, labor costs, supporting expenses, step-by-step selling price calculations from total production costs to unit selling price, and a section for participant notes and questions. Both learning instruments include worked examples to facilitate understanding among participants with diverse educational backgrounds.

Data collected during the baseline survey were analyzed descriptively using percentage distributions to describe the characteristics of local micro-enterprises. The findings were subsequently triangulated through SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to formulate recommendations for the revitalization of the Village-Owned Enterprise (BUMKam). The mentoring outcomes were evaluated using a qualitative descriptive approach based on participatory observation, consistent with established qualitative and mixed-method research conventions (Creswell & Creswell, 2022). Evaluation focused on observing participants' ability to complete the worksheets, engage collectively in product design and Instagram marketing exercises, documenting questions raised during group discussions, and recording participants' expressed commitment to applying bookkeeping practices and digital promotion strategies following the completion of the program.

Result and Discussion

Initial Business Conditions and the Rationale for BUMKam Revitalization

The preliminary survey of ten micro-enterprises in Yatu Raharja Village revealed that most businesses remained at an early stage of development. Their operations were

Vol. 7, No. 3 (August 2026)
E-ISSN : 2722-5097
Pg : 890-901

characterized by conventional marketing practices, minimal financial recordkeeping, limited exposure to entrepreneurship training, and restricted access to business capital.

The findings further indicate that the principal challenge confronting local entrepreneurs is not the absence of economic potential but rather inadequate business management capacity, compounded by weak institutional governance at the village level. This pattern is consistent with the broader literature on Indonesian micro-enterprises, which reports that fewer than one in five micro-businesses nationwide maintain structured financial records (Nurani et al., 2025). Consequently, the near absence of bookkeeping practices observed in Yatu Raharja reflects a broader structural issue rather than an isolated local condition. At the same time, the willingness of half of the respondents to participate in bookkeeping training and the remaining half to attend digital marketing training represented a significant opportunity that directly informed the design of the community empowerment program.

A complementary SWOT analysis, developed from field observations, interviews with village officials, and survey findings, demonstrated that the village's strengths and opportunities outweighed its weaknesses and external threats. The principal strengths included the diversity of local economic resources derived from agriculture, livestock production, and small-scale trading, together with the explicit commitment of the village government to reactivate the Village-Owned Enterprise (BUMKam). Conversely, the major weaknesses consisted of the prolonged absence of organizational leadership following the death of the former BUMKam chairperson, limited managerial capacity among local entrepreneurs, inadequate product packaging, and low utilization of digital marketing platforms. Opportunities were identified through government programs supporting the development of Village-Owned Enterprises, as well as potential collaboration with Bank Papua, the Cooperative Office, the Agricultural Office, and village facilitators. The primary threat identified was that, without institutional reactivation, local economic activities would remain fragmented at the individual level and would struggle to compete with externally produced goods supported by superior packaging and established marketing networks.

These findings are consistent with previous experiences of BUMDes/BUMKam revitalization in other regions of Indonesia. For example, the revitalization of the inactive BUMDes in Cibadak Village, Bogor Regency, was preceded by a structured participatory diagnostic process that identified weaknesses in organizational management before a new management structure was established and business priorities were redefined (Andrianto et al., 2023). This case illustrates that comprehensive diagnostic assessment, such as the SWOT analysis conducted in the present program, typically serves as a prerequisite for successful institutional recovery rather than a substitute for it. More broadly, national policy analyses have emphasized that institutional strengthening and the enhancement of individual entrepreneurial capacity should be viewed as sequential and mutually reinforcing stages rather than alternative approaches (Satoto et al., 2024). This perspective supports the strategy adopted in the present program, which prioritized strengthening entrepreneurs' individual capacities before initiating the formal revitalization of BUMKam.

Training on Cost of Goods Sold (COGS), Selling Price Determination, and Manual Bookkeeping

The first mentoring session, conducted on 11 July 2026, involved six of the ten entrepreneurs identified during the preliminary survey. The session began with an explanation of the importance of establishing appropriate selling prices, accompanied by practical illustrations demonstrating the consequences of underpricing, which may fail to

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Email: pengabdian@undikma.ac.id
Vol. 7, No. 3 (August 2026)
E-ISSN : 2722-5097
Pg : 890-901

recover production costs, and overpricing, which may reduce market competitiveness. Participants were introduced to the major components of production costs raw materials, labor, and operating expenses—and to the calculation of the Cost of Goods Sold (COGS) using the following formula:

COGS = Raw Material Cost + Labor Cost + Operating Expenses

The calculation procedure was illustrated using the example presented in Table 1, where a total production cost of IDR 500,000 for 100 product packages generated a unit production cost of IDR 5,000. By applying the desired profit margin of IDR 2,000 per unit, the recommended selling price was calculated at IDR 7,000 per package.

Table 1. Example of Cost of Goods Sold (COGS) and Selling Price Calculation

Component	Value
Raw material cost	IDR 300,000
Labor cost	IDR 100,000
Operating expenses (gas, electricity, transportation)	IDR 100,000
Total production cost (COGS)	IDR 500,000
Production quantity	100 packages
COGS per package	IDR 5,000
Desired profit per package	IDR 2,000
Recommended selling price per package	IDR 7,000

Source: Community service training instrument (2026).

Figure 2. Selling Price Calculation Flow in the Simple Selling Price Worksheet
Source: Community service team instrument (2026)

As illustrated in Figure 2, the flow diagram translated the numerical example presented in Table 1 into a sequential calculation process that participants could directly follow using the printed worksheet. Participants completed the exercises in two facilitator-assisted small groups. Besides following the structured worksheet, they also participated in an educational sequencing activity in which calculation procedures and pricing formulas printed on large paper cards were physically arranged into the correct order before being applied to their own businesses using actual production cost data. The mentoring session further introduced the principles of recording all cash inflows and outflows, the four basic accounting records commonly required for micro-enterprises (cash receipts, cash disbursements, inventory records, and accounts receivable/payable), and a simplified income statement consisting of the following equations:

- Gross Profit = Revenue − Cost of Goods Sold
- Net Profit = Gross Profit − Total Operating Expenses

During the second mentoring session, held on 15 July 2026, the same learning activities were repeated with two groups comprising fifteen PKK members to ensure that participants who had not attended the first session achieved comparable levels of understanding. The training was further strengthened through practical guidance on separating personal and business finances, recording every transaction on a daily basis,

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Vol. 7, No. 3 (August 2026)
E-ISSN : 2722-5097
Pg : 890-901

determining selling prices based on systematic cost calculations rather than estimation, maintaining proof of financial transactions, and allocating working capital for business sustainability.

The outcomes observed during these mentoring sessions are consistent with previous community-based training programs on COGS calculation and selling price determination for micro-enterprises in Alai Village. Participants in that program likewise demonstrated improved competence in calculating production costs and establishing more competitive selling prices following hands-on mentoring activities (Marshelindy et al., 2024). These findings reinforce the view that practical, worksheet-based mentoring is more effective than lecture-oriented instruction alone for introducing cost-based pricing concepts to novice entrepreneurs. Similar patterns have also been reported in broader accounting literacy interventions involving Indonesian micro-enterprises, where experiential learning approaches have consistently contributed to improved financial management capabilities.

Figure 3. Accounting Literacy

Digital Product Identity, Packaging, and Digital Marketing

Because 90% of the participating micro-enterprises lacked product packaging, the training introduced participants to four fundamental elements of product identity: product name, logo, slogan, and brand color. The training also introduced practical and low-cost packaging alternatives tailored to the village's flagship product (marning, a traditional corn snack). These materials were collectively developed using a representative local product through the free version of Canva.

The four branding elements were intentionally selected because each could be developed without specialized graphic design skills or commercial software. Instead, participants utilized Canva's free version, a platform already familiar to several younger community members. Establishing consistency across these four branding components was considered a prerequisite for effective product packaging, as a well-designed brand identity provides limited commercial value unless it can be translated into a tangible packaging design that accompanies the marketed product.

Figure 4. Example of Product Packaging Developed Using Canva

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Vol. 7, No. 3 (August 2026)
E-ISSN : 2722-5097
Pg : 890-901

The experience observed during this program is comparable to previous community-based packaging improvement initiatives conducted in a tourism village in North Sumatra, where affordable packaging designs reflecting local cultural identity successfully enhanced the market value of previously unpackaged micro-enterprise products despite participants' limited prior design experience (Rosari et al., 2025). These findings suggest that accessible smartphone-based design applications such as Canva can substantially reduce barriers to developing attractive product packaging among rural entrepreneurs.

The digital marketing component concentrated on the practical use of Instagram Business, including the creation of business accounts, utilization of feed, story, and reels features, the application of local hashtags, and customer engagement through interactive messaging. Similar to the branding exercise, these activities were carried out collaboratively using the same representative village product because of its visual suitability and participants' increasing familiarity with the platform.

The observed outcomes are consistent with previous structured Instagram training programs for micro-enterprises in Tebet District, where participants similarly demonstrated improved competencies in content planning and customer communication (Liana et al., 2025). Comparable findings were also reported in a village-level digital marketing initiative in Sragen Regency, in which approximately 85% of participants successfully established business social media accounts, with most subsequently reporting increased business revenue (Khristiana et al., 2024). Unlike the Sragen program, however, the present intervention was limited to two initial mentoring sessions; consequently, neither the independent establishment of individual Instagram Business accounts nor their effects on business performance could yet be evaluated.

Integration of the Revitalization Roadmap, Program Constraints, and Practical Implications

The mentoring activities were designed as an integral component of a broader BUMKam revitalization roadmap, consisting of four interrelated stages: institutional strengthening, business unit development, digital transformation, and partnership enhancement. The mentoring sessions conducted on 11 and 15 July 2026 primarily supported the first stage while simultaneously preparing participants for the digital transformation stage. Accordingly, entrepreneurs' readiness in cost-based pricing, bookkeeping, product packaging, and Instagram promotion was intentionally developed before the future integration of their individual businesses under a unified BUMKam identity and marketing platform, as illustrated in Figure 5 and summarized in Table 2.

Figure 5. Revitalization Roadmap for the Yatu Raharja Village-Owned Enterprise (BUMKam)
Source: Community service team (2026)

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Email: pengabdian@undikma.ac.id
Vol. 7, No. 3 (August 2026)
E-ISSN : 2722-5097
Pg : 890-901

As illustrated in Figure 5, the roadmap organizes four subsequent development stages institutional strengthening, business unit formation, digitalization, and partnership development upon the foundation of individual entrepreneurial capacity established during the two mentoring sessions. Each stage is assigned to designated stakeholders responsible for continuing implementation after the completion of the community service program.

Table 2. Recommended Follow-Up Roadmap for the Village Government and Future BUMKam Management

Stage	**Recommended Activities**	**Responsible Stakeholders**
Individual Capacity Development	Continue mentoring on the Daily Cashbook and Selling Price Worksheet, supported by discussions and the introduction of bookkeeping applications using Microsoft Excel.	Village Government & PKK Cadres
Institutional Strengthening	Conduct village deliberations to establish a new BUMKam management structure.	Village Government & Community Leaders
Digital Marketing	Provide advanced mentoring for the establishment of Instagram Business accounts.	Village Government & Youth Organization (Karang Taruna)
Business Unit Development	Prepare organizational statutes and establish initial BUMKam business units in agriculture, agricultural inputs, and product marketing.	Newly Established BUMKam Management
Partnership Strengthening	Develop partnerships with Bank Papua, the Cooperative Office, and the Agricultural Office.	Village Government & Village Facilitators

Source: Community service team (2026).

The proposed roadmap positions the mentoring activities described in this study as the initial phase of a broader, sequential revitalization strategy. This approach reflects the assessment that strengthening individual entrepreneurial capacity should precede, rather than follow, the formal reactivation of the institutional structure of BUMKam. Reactivating the organization before entrepreneurs possess fundamental competencies in pricing, bookkeeping, packaging, and promotion would risk reproducing the governance weaknesses that previously contributed to the institution's inactivity. Because the community service program was conducted within a limited implementation period, responsibility for advancing subsequent stages now rests with the village government and the future BUMKam management through the specific follow-up actions outlined in Table 2.

Program implementation benefited from strong enthusiasm among local residents and PKK members, full institutional support from the village government, and relatively widespread ownership of mobile phones. Nevertheless, several limitations influenced both implementation and interpretation of the findings. These included limited digital infrastructure, the short duration of the mentoring program, the diverse educational backgrounds of participants, and uneven internet connectivity across the village. These constraints also restrict the generalizability of the results because only ten micro-enterprises were directly surveyed and program evaluation relied on group-based participatory observation rather than standardized individual pre- and post-intervention assessments. Such limitations are commonly reported in short-term university-led community engagement initiatives, where restricted implementation periods inevitably constrain both the depth of intervention and the ability to verify long-term behavioral change. These observations reinforce previous evidence from studies on BUMDes revitalization, which suggests that sustainable institutional transformation typically requires continuous and phased assistance

Vol. 7, No. 3 (August 2026)
E-ISSN : 2722-5097
Pg : 890-901

extending beyond a single community intervention. Consequently, the follow-up actions proposed in Table 2 should be regarded as essential components of the revitalization process rather than optional extensions of the present program.

Conclusion

This community service program strengthened the business management capacity of micro-entrepreneurs in Yatu Raharja Village, particularly in Cost of Goods Sold (COGS) calculation, cost-based pricing, manual bookkeeping, product packaging, and basic Instagram-based digital marketing. The intervention provided practical skills and locally adapted learning instruments that addressed key weaknesses identified during the initial assessment and established a foundation for the gradual revitalization of the Village-Owned Enterprise (BUMKam).

However, the short implementation period, limited digital infrastructure, uneven internet connectivity, and reliance on participatory observation limited the assessment of long-term behavioral and business outcomes. Continued mentoring is therefore necessary to ensure that the skills introduced become sustainable business practices.

The village government should prioritize establishing a new BUMKam management structure and provide continuous mentoring in bookkeeping, pricing, packaging, and digital marketing. Future programs should expand participation to other micro-entrepreneurs, strengthen partnerships with relevant government and financial institutions, and utilize mobile phone-based learning. Establishing an official BUMKam social media platform as a collective marketplace is also recommended to strengthen digital promotion, expand market access, and integrate individual micro-enterprises into a more sustainable village economic ecosystem.

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Vol. 7, No. 3 (August 2026)
E-ISSN : 2722-5097
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