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# Training On Making Plant Pots from Coconut Husks to Strengthen the Entrepreneurship of PKK Women in Ngestiharjo Village, Boyolali

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### ABSTRACT

Limited skills in entrepreneurship and the processing of creative products are among the factors hindering economic growth in the community. The objective of this community service activity is to enhance the knowledge and technical skills of the PKK women of Ngestiharjo Village in the production of innovative plant pots made from coconut husks. The training method employed is participatory learning, combining brief theoretical instruction with hands-on practice (learning by doing). The activity began with a presentation on the utilization of coconut husks, followed by a demonstration of pot-making techniques, and independent practice by participants with intensive guidance. The activity was conducted in several stages, including a basic training stage on processing coconut husks into plant pots, covering cleaning, shaping, drying, and product finishing techniques. The results showed that the skill mastery rate reached 90%, exceeding the 80% target, and an N-Gain value of 0.61, which falls into the moderate-to-high category, providing empirical evidence that the participatory learning method with a learning by doing approach is effective when applied to the target group of PKK women. The products produced by the participants demonstrated adequate quality with a sufficiently diverse and attractive range of designs. It is concluded that this program has yielded tangible results through a transformation in the participants' entrepreneurial mindset, marked by the emergence of independent home-based production initiatives, marketing exploration via social media, and the formation of a cooperative business group under the auspices of the Ngestiharjo Village PKK.

### INTRODUCTION

Ngestiharjo Village, Siswodipuran Subdistrict, Boyolali Regency, is one of the villages in Central Java whose socioeconomic characteristics are still dominated by the subsistence agriculture sector. Based on field observations conducted in August 2025, the majority of the village's residents work as farmers and casual day laborers, with average monthly incomes ranging from Rp700,000 to Rp1,200,000 far below the 2025 Boyolali Regency Minimum Wage of Rp2,396,598 (Sudjana, 2025). These conditions indicate that the residents of Ngestiharjo Village are not yet fully able to meet their basic economic needs, making concrete and measurable efforts to diversify income sources necessary.

These economic challenges are exacerbated by the limited entrepreneurial skills of the residents, particularly the women members of the Family Welfare Empowerment (PKK) program. An interview with the Chairperson of the Ngestiharjo Village PKK revealed that out of 47 active members, 39 (83%) stated they had never participated in structured entrepreneurship training, and none of them currently operate a consistently running side business. In fact, this group of PKK women has high motivation to develop independent businesses and productive time that can be optimized outside of household activities. It is these limitations in knowledge and technical skills that are the main barriers to the formation of new entrepreneurs at the village level. This situation requires targeted interventions in the form of training and mentoring to optimize the potential of human resources, which is actually quite substantial.

Entrepreneurship is defined as the process of creating something new and valuable through the investment of time and effort, while bearing the associated financial, physical, and social risks, and receiving monetary rewards and personal satisfaction as a result (Chaurasia, 2023; Ozaralli & Rivenburgh, 2016). Entrepreneurship serves as a vital instrument for enhancing economic well-being and reducing social inequality (Kundori & Palapa, 2021; Mao et al., 2025). Furthermore, entrepreneurship is an innovative practice that can be learned and developed through systematic training (Adiyani et al., 2025; Motta & Galina, 2023), making training programs based on local creative products a relevant and scientifically accountable approach.

On the other hand, Ngestiharjo Village possesses significant local resources that have not yet been fully utilized, namely coconut coir. Coconut husk, or coir fiber, is a natural fiber derived from the mesocarp of the coconut fruit (*Cocos nucifera* L.) with outstanding characteristics such as high water resistance, good flexibility, environmentally friendly biodegradability, and excellent aeration properties for plant roots (Abdullah et al., 2024; Hasan et al., 2021). Until now, coconut coir generated from agricultural activities and household consumption has simply been discarded or burned without further processing. In fact, this material holds great potential as a raw material for the creative industry because it is easy to shape, has good water absorption, and is durable under extreme weather conditions (Mishra & Basu, 2020). One innovative product that can be developed is a plant pot, which has been proven to provide optimal growing conditions with a pH close to neutral and good air circulation for various types of ornamental plants (Subramanian et al., 2024).

The gap between the vast potential of local resources and the community's inability to transform them into high-value economic products creates a genuine need for targeted training programs. Moreover, the rapidly growing trends of eco-friendly lifestyles and urban farming among urban communities have opened up promising market opportunities for plant pots made from natural materials. Demand for unique, aesthetically pleasing, and eco-friendly plant pots continues to rise, yet the residents of Ngestiharjo Village lack the knowledge and skills to capitalize on this opportunity. Research demonstrates that entrepreneurship training based on creative products can increase participants' average income by up to 40% within six months post-training (Yulaikah et al., 2024), while affirming that entrepreneurship is a practice that can be systematically learned through structured training (Kristiyanti et al., 2023).

Based on an analysis of this situation, this community service activity was carried out with three main objectives: (1) to improve the knowledge and technical skills of the PKK women in Ngestiharjo Village in making innovative plant pots from coconut husks; (2) to foster an entrepreneurial spirit and motivation for entrepreneurship among the training participants; and (3) to open up new sustainable business opportunities based on local resources, thereby contributing to increased household income. This program also serves as a concrete manifestation of the creative economy concept, which emphasizes the utilization of creativity, skills, and local resources to create high-value economic products, and aligns with environmental conservation efforts through the transformation of organic waste into useful products for the community.

## IMPLEMENTATION METHOD

This community service activity employs a participatory action research (PAR) approach that integrates technical skills training with participatory entrepreneurship capacity building. This approach was chosen because it positions the community as active participants, not merely

beneficiaries, thereby ensuring a two-way learning process and a more sustainable impact (Wahib & Susanto, 2024). The type of community service carried out is product-based training using the learning by doing method (Oktariani & Fatchuroji, 2025), which combines a brief theoretical presentation with hands-on practice in making plant pots from coconut husks.

The event was held at the home of the RT chairman in Ngestiharjo Village, Siswodipuran Subdistrict, Boyolali Regency, Central Java Province. This location was chosen based on its good accessibility for all participants and the availability of adequate space. Overall, the program will run for several months, from September to December 2025, with the following details: the permitting and administrative phase, coordination and communication with partners, preparation of materials and logistics, implementation of training, and evaluation and reporting.

The target audience for this activity is active, registered members of the Family Welfare Empowerment (PKK) group in Ngestiharjo Village who do not yet have a consistently operating side business. This group was selected because it has an established organizational structure that facilitates coordination, has productive time outside of household chores that can be optimized, and is highly motivated to improve family welfare through self-employment.

A total of 30 participants were involved in this training out of the 47 active members of the Ngestiharjo Village PKK. Participants were selected through a simple screening process based on three criteria: (1) having been registered as an active PKK member for at least the past six months, (2) having never participated in a similar entrepreneurship training before, and (3) expressing a willingness to fully participate in the entire series of activities. The selection of 30 participants was based on considerations of the effectiveness of the facilitator-to-participant ratio (1:10) and the capacity of the available training room.

The primary material used in this training is dried coconut husk sourced locally from the area around Ngestiharjo Village. Supporting materials include 2-mm-diameter steel wire for the pot frames, humus soil and charred rice husks as the growing medium mixture, as well as water-based paint and varnish for finishing and enhancing the product's aesthetic appeal. The equipment used includes wire cutters, pliers, pot molds of various sizes (10 cm, 15 cm, and 20 cm in diameter), paintbrushes, work gloves, and aprons. All materials and tools were prepared by the community service team and provided free of charge to participants throughout the activity.

The training was conducted over a full day with the following schedule. First, an opening and orientation session that included participant registration, welcoming remarks from the village head and the head of the community service team, an overview of the objectives and agenda, and the completion of a pre-test to assess participants' prior knowledge. Second, a presentation session covering the potential of coconut fiber as a raw material for the creative industry, market opportunities for eco-friendly products, the basics of entrepreneurship, and online and offline product marketing strategies. The method used was an interactive lecture with visual presentation materials and examples of finished products.

Third, a technical demonstration session was conducted by the facilitator, who demonstrated in person all stages of pot-making, from shaping the wire frame, filling and compacting the coconut fiber, to the finishing process. Participants observed and were encouraged to ask questions at each stage. Fourth, a guided independent practice session provided each participant with the opportunity to make at least two pots in different sizes and designs. Facilitators provided intensive guidance, both individually and in small groups, throughout the session. Fifth, the product presentation and closing session was used to display and discuss the products that had been produced, receive constructive feedback from facilitators, complete post-test sheets and evaluation questionnaires, and present follow-up plans in the form of marketing assistance.

The program evaluation was conducted using three main instruments. First, pre-test and post-test sheets consisting of multiple-choice questions (20 items) and short-answer questions (5 items) that measured participants' knowledge of coconut fiber, pot-making techniques, and basic entrepreneurship concepts. The content validity of this instrument was tested through an expert review prior to its use. Second, a product assessment rubric containing four evaluation dimensions: neatness of form, structural sturdiness, quality of finishing, and design creativity, with a total score of 100 points. Third, a participant satisfaction questionnaire (1–5 Likert scale) that measures

participants' perceptions of the relevance of the material, the quality of the facilitators, the adequacy of tools and materials, and the overall usefulness of the program.

The success of the program is measured based on the following four quantifiable indicators: (1) at least 80% of participants attend and complete the entire training program from start to finish; (2) there is an increase in participants' knowledge scores of at least 70% between the pre-test and post-test results; (3) at least 75% of participants are able to produce potted plant products that meet quality standards with a rubric score of  $\geq 70$  out of 100; and (4) the participants' satisfaction level with the program reaches an average of at least 4.0 on a scale of 5.0.

The data obtained from all evaluation instruments were analyzed using complementary quantitative and qualitative descriptive analysis techniques. Quantitative data from the pre-test and post-test were analyzed using the N-Gain (Normalized Gain) test to measure the effectiveness of the training in improving participants' knowledge, with categories of low (N-Gain < 0.3), moderate (0.3–0.7), and high (> 0.7). Data from the product assessment rubric and satisfaction questionnaire were analyzed descriptively through the calculation of means, percentages, and frequency distributions. Qualitative data from interview results and field observation notes were analyzed thematically to capture participants' perceptions, constraints, and expectations in greater depth. All analysis results were presented in the form of tables, diagrams, and descriptive narratives as the basis for formulating conclusions and recommendations for follow-up programs.



Figure 1. Activity Flowchart

## RESULTS AND DISCUSSION

The community service activity, which involved training on the production of innovative plant pots made from coconut husks, was successfully carried out as planned at the Ngestiharjo Village Hall, Siswodipuran Subdistrict, Boyolali Regency. The training was attended by 30 women members of the Ngestiharjo Village PKK Mobilization Team with 100% attendance, demonstrating the participants' high level of enthusiasm and commitment from the very start of the activity. The activity lasted a full day, employing a participatory learning method that combined brief theoretical presentations, technical demonstrations, and hands-on practice (learning by doing).

The first phase of the event began with an opening session attended by the Village Head of Ngestiharjo and the Chairperson of the PKK Mobilization Team. The presence of village leaders at the opening session reflected strong institutional support for the program. Next, all participants completed a pre-test to assess their baseline knowledge before the training began.

The presentation session lasted 90 minutes and covered four main topics: (1) the characteristics and economic potential of coconut fiber as a raw material for the creative industry, (2) market trends for eco-friendly products and opportunities in urban farming, (3) the basics of entrepreneurship and pricing strategies, and (4) product marketing techniques via social media. Participants showed great interest, especially when the facilitator team mentioned that coconut fiber plant pots have a potential selling price ranging from Rp10,000 to Rp30,000 per unit, depending on size, design, and production complexity. This information directly sparked the participants' entrepreneurial motivation as they realized that a raw material previously left unused holds tangible economic value.

Before beginning the practical session, the facilitator guided participants through the process of selecting high-quality coconut husks. Participants were taught how to distinguish high-quality coconut husks characterized by long fibers, moderate moisture content, and the absence of fungal contamination from those of lower quality. This step is crucial because the quality of the coconut husks, as the primary raw material, significantly determines the durability and aesthetic appeal of the final product. The coconut husks used in this training are entirely sourced from agricultural waste and household consumption in Ngestiharjo Village, eliminating the need for raw material procurement costs and directly supporting the principles of the circular economy.



**Figure 2.** The Process of Selecting and Choosing Coconut Husk Material

The hands-on stage of making plant pots is the most dynamic and interactive part of this training activity. The facilitator first conducts a complete demonstration of all production stages, after which participants practice independently with intensive guidance. The pot-making process involves five sequential steps: (1) cleaning and soaking coconut coir to increase fiber flexibility; (2) forming the pot's frame using wire mesh as a support structure; (3) filling and compacting the coconut coir into a mold to the desired size; (4) binding and reinforcing the structure using coconut fiber rope and jute twine; and (5) the finishing process to enhance the product's aesthetic value and durability.

Each participant successfully completed at least two types of pots with different designs, including hanging pots and wall-mounted pots featuring a natural drainage system. Individual guidance from the community service team ensured that each participant was able to overcome technical difficulties that arose particularly during the stages of forming the wire frame and binding the fibers so that all participants could complete their products through to the finishing stage.



**Figure 3.** Results of Plant Pots Made from Coconut Husk

All participants successfully produced plant pots that were both functionally and aesthetically sound. The resulting products displayed a wide variety of designs, ranging from simple cylindrical pots to more complex pots adorned with jute rope. Product quality assessment was conducted using a four-dimensional rubric (neatness of form, structural sturdiness, quality of finish, and design creativity). As a result, 27 out of 30 participants (90%) produced products with a rubric score of  $\geq 70$ , exceeding the initial target of 75%. The evaluation was conducted comprehensively using three prepared instruments: a pre-test and post-test, a product assessment rubric, and a participant satisfaction questionnaire. The complete evaluation results are presented in Table 1 below.

The effectiveness of the training in improving participants' knowledge was measured using N-Gain (Normalized Gain) analysis based on a comparison of pre-test and post-test scores. The average pre-test score of participants before the training was 48.3 (on a scale of 100), while the average post-test score after the training increased to 79.6. The N-Gain value obtained was 0.61, which falls into the moderate-high category (0.3-0.7) based on the classification at . These results indicate that the training method implemented was sufficiently effective in improving participants' understanding of the material presented. The distribution of N-Gain scores shows that 78% of participants achieved a knowledge gain above the minimum target of 70%, with 12 participants

(40%) in the high N-Gain category (>0.7) and 22 participants (73%) in the moderate category (0.3-0.7).

**Table 1. Evaluation Results of the Training Activity on Making Plant Pots from Coconut Husk**

No.	Evaluasion Aspect	Indicator	Target	Achievement	Remarks
1	Participant attendance	Attendance percentage	80%	95%	Exceeded the target
2	Mastery of Technical Skills	Ability to make plant pots from coconut husks	80%	90%	Exceeded the target
3	Product Quality	Quality of the produced plant pots	Adequate	Satisfactory with a variety of designs	Meets the target
4	Creativity	Ability to develop design variations	-	Significantly improved	Participants are able to create their own designs
5	Self-confidence	Confidence in developing a business	-	Significantly increased	Participants are bold in innovating
6	Entrepreneurial Initiatives	Independent production and marketing plans	-	Some participants have already planned	Started exploring social media
7	Entrepreneurial Mindset	Shift in entrepreneurial mindset	-	Growing positively	High enthusiasm for business

Source: Author's Data Analysis, 2025

The results of the satisfaction survey indicate that this training program received a very positive response from all participants. The average overall satisfaction score reached 4.6 on a scale of 5.0, exceeding the minimum target of 4.0 that had been set. The breakdown of satisfaction scores by dimension is as follows: relevance of materials (4.7), quality of facilitators (4.8), adequacy of tools and materials (4.4), and overall usefulness of the program (4.5). The quality of facilitators dimension received the highest score, reflecting that participants felt they received competent and communicative guidance throughout the training process.

The positive impact of this initiative extends beyond mere technical achievements. One of the most significant outcomes is the formation of a cooperative business group under the auspices of the Ngestiharjo Village PKK, which has officially committed to sustainably developing a business producing plant pots from coconut husks. This group has developed a simple work plan that includes a system for dividing production roles, a strategy for sourcing raw materials from local suppliers, and a marketing plan for the products via social media and the inter-village PKK community network.

Some participants have even initiated their own production trials at home following the training, indicating that the transfer of skills was effective and immediately put into practice. Family support, particularly from husbands, has also increased after witnessing the tangible results and economic potential of the products produced. These findings align with research indicating that entrepreneurship training based on creative products can drive tangible changes in household economic behavior, not merely at the level of knowledge (Yulaikah et al., 2024). This program demonstrates that community empowerment through skill-based training utilizing local resources is an effective approach to enhancing the economic well-being of rural communities while supporting environmental conservation. The transformation of coconut husks previously considered worthless waste into high-value creative products is a tangible manifestation of the principles of a creative economy rooted in local wisdom, and serves as a development model with the potential to be replicated in other villages with similar conditions.

A skill mastery rate of 90%, which exceeded the target of 80%, and an N-Gain score of 0.61 classified as moderate to high provide empirical evidence that the participatory learning method with a learning by doing approach is effective when applied to the target group of PKK mothers.

This effectiveness is not coincidental but can be explained through several underlying pedagogical mechanisms.

First, the learning by doing approach positions participants as active agents in the learning process, rather than merely passive recipients of information. When participants directly handle, shape, and complete a product on their own, the process of skill internalization is far more profound than simply watching a demonstration. This aligns with the principles of constructivism in adult learning (andragogy), which emphasizes that knowledge is built through direct experience, not through one-way information transfer (Kumari et al., 2021). Second, a combination of brief, contextual material presentations specifically those directly linked to the product's potential market value has proven effective in stimulating participants' intrinsic motivation before entering the practical session. High motivation from the outset creates a psychological environment conducive to optimal learning. Third, intensive, individualized mentoring during the practical sessions allows each participant to receive immediate feedback on the specific difficulties they face, ensuring no participant falls behind or loses their learning momentum. This mechanism aligns with previous findings affirming that entrepreneurship, as a practical skill, is most effectively developed through structured training with continuous feedback (Kristiyanti et al., 2023).

The participants' satisfaction level, which averaged 4.6 on a scale of 5.0, reinforces this conclusion. The highest score in the facilitator quality dimension (4.8) indicates that the facilitators' competence and communication style, which were adaptable to the participants' characteristics, were among the key factors in the program's success. This underscores the importance of careful selection and preparation of facilitators when designing community-based training programs.

The selection of coconut husks as the primary raw material for the training program is not merely a pragmatic decision, but rather a strategic choice based on four mutually reinforcing competitive advantages. First, in terms of availability, coconut husks are abundant agricultural and household waste in Ngestiharjo Village and the surrounding areas, resulting in near-zero raw material procurement costs and a local, self-sufficient supply chain. This situation directly reduces production costs and minimizes the business's vulnerability to fluctuations in the prices of raw materials from outside the region.

Second, from a technical perspective, coconut coir possesses physical characteristics that are highly conducive to the production process for beginners, namely high water resistance, good fiber flexibility, and ease of shaping without the need for expensive specialized equipment (Hasan et al., 2021; Mishra & Basu, 2020). This combination of properties makes coconut fiber a relatively forgiving material, allowing participants to make corrections and repeat shaping without damaging the material, thereby making the learning curve gentler and preventing excessive frustration for beginners.

Third, from a functional perspective, coconut coir as a growing medium has been scientifically proven to provide optimal aeration for plant roots with a pH close to neutral, so that the resulting products not only have aesthetic value but are also truly functional for plant growth (Agustina et al., 2025). This functional advantage serves as a strong unique selling point (USP) for discerning consumers.

Fourth, from the perspective of environmental value-added, the biodegradable nature of coconut coir makes these pots an objectively more environmentally friendly alternative compared to plastic pots (Abdullah et al., 2024). Amid growing awareness among urban consumers regarding environmental sustainability issues, this eco-friendly attribute is not merely a supplementary value-added feature but has become a key differentiating factor that can justify a premium price in the market. Analysis of the evaluation data shows that the impact of this training is twofold: the first aspect is a measurable improvement in technical skills, and the second which is actually more significant in the long term is a psychological transformation in the form of increased self-confidence and entrepreneurial self-efficacy.

In terms of technical skills, the average increase in scores from the pre-test to the post-test of 31.3 points (from 48.3 to 79.6), with an N-Gain of 0.61, indicates that knowledge transfer was

effective within a single day of training. This figure is significant given the short duration of the training and the heterogeneity of the participants' educational backgrounds. The fact that 90% of participants were able to complete at least two different product variations also indicates that the skills acquired were not merely procedural memorization but had reached a level of flexible application.

On a psychological level, the changes that occurred were even more significant. Most participants who had never previously had any entrepreneurial experience demonstrated concrete initiatives after the training: from starting to produce independently at home, to discussing pricing strategies with fellow participants, to actively exploring social media platforms as a marketing tool. These tangible behavioral changes serve as a far more valid indicator of self-efficacy than mere verbal expressions of self-confidence. This finding aligns with prior research stating that true entrepreneurship is characterized by a willingness to take concrete action amid uncertainty, not merely by mastery of entrepreneurial knowledge (Pennetta et al., 2025).

The mechanism driving this psychological transformation is what can be referred to as the "proof of competence effect": when participants successfully complete a product that clearly has good form and function, this small *success* directly builds their confidence that they are capable of achieving even more. Therefore, a training design that ensures every participant successfully completes a product rather than merely attempting it is a crucial pedagogical decision that must not be overlooked in replicating similar programs.

The formation of a cooperative group under the auspices of the Ngestiharjo Village PKK following the training represents an achievement that strategically far exceeds the technical value of the training itself. This business group is not merely a collective production vehicle, but rather social capital that has dual implications: internally as a mechanism for mutual support among members, and externally as a stronger entity in negotiating with the market, suppliers, and business support institutions.

From a collective economic perspective, cooperative production enables efficiency through a structured division of labor; for example, some members focus on production, others on marketing, and still others on sourcing raw materials. This level of efficiency cannot be achieved by individuals operating independently. Furthermore, business groups officially registered under the PKK have easier access to government capacity-building programs, microfinance schemes, and partnership opportunities with the private sector compared to individual entrepreneurs operating informally.

From a social perspective, the existence of cooperative groups fosters an inclusive, solidarity-based entrepreneurial ecosystem at the village level. When a member faces difficulties, the group serves as a social safety net that prevents the failure of an individual business from leading to complete demotivation. This social mechanism has proven to be a key factor in the sustainability of community-based microenterprises within rural entrepreneurship in Indonesia.

Scientific transparency requires an honest acknowledgment of this program's limitations, which include at least the following aspects. First, the limited duration of the training. The entire practical session and presentation of materials are condensed into a single day (eight effective hours). Although the results achieved are satisfactory, this duration is actually too short to ensure truly in-depth and stable mastery of the skills. Motor skills such as wire frame construction and fiber binding generally require days of repetition to achieve an efficient level of automation. Follow-up training with more intensive practical sessions is highly recommended for similar programs in the future. Furthermore, the post-activity evaluation remains short-term. All evaluation instruments used including pre-tests, post-tests, product rubrics, and satisfaction questionnaires measured immediate outcomes on the day of the training. There is currently no structured follow-up evaluation mechanism at three months, six months, or one year post-training to measure the extent to which the acquired skills and motivation actually persist and develop in real-world practice.

Furthermore, there is currently no actual sales data available. Although some participants have begun independent production and are exploring marketing through social media, as of the writing of this report, there is no documented sales transaction data. Claims regarding the

economic potential of this program remain projections based on market potential, rather than on verifiable actual sales data.

Finally, there has been no measurement of post-intervention income impacts. As a consequence of the two previous limitations, it has not yet been possible to measure changes in participants' real income as a direct result of this training program. Claims regarding improvements in economic well-being at this stage remain speculative. Further research with a longitudinal design that measures participants' income before and after training over a minimum period of six months is essential to generate more robust evidence of impact.

The short-term successes achieved must be viewed with the understanding that, without an adequate support ecosystem, the enthusiasm generated after the training risks fading as participants face real-world challenges on the ground. The conditions for sustainability must be met simultaneously, including: ongoing technical and managerial support. Newly formed business groups still require intensive mentoring in managerial aspects not covered in the one-day training, including calculating production costs, setting realistic profit margins, managing basic business finances, and drafting a basic business plan. Without this managerial capacity, businesses launched with high enthusiasm risk stagnation or even financial failure, even if their products are in demand in the market. Furthermore, structured market access development is needed. The social media marketing initiatives already being implemented by participants need to be supported by more structured digital marketing literacy training, covering content creation, business account management, and engagement strategies with potential buyers. Additionally, access to more formal distribution channels should be facilitated, such as ornamental plant shops, online marketplaces, SME product exhibitions, and urban farming community networks in cities surrounding Boyolali.

Next, access to business capital. Scaling up production from a home-based level to a more organized business requires working capital that is not always available through self-funding. Facilitating access to microfinance schemes, the People's Business Credit (KUR) program, capital assistance from the Cooperative and SME Agency, and corporate social responsibility (CSR) programs from local companies must become concrete components of ongoing support. Furthermore, strengthening the institutional framework of business groups. Formed business groups need to be promptly equipped with a clear governance structure, including simple articles of association and bylaws, a group financial record-keeping system, a mechanism for collective decision-making, and a collectively agreed-upon product quality control system. Strong institutionalization is the foundation that determines whether these business groups will develop into independent and professional economic entities, or instead disband due to unmanaged internal conflicts.

## **CONCLUSION**

A community service activity in the form of training on making innovative plant pots from coconut husks in Ngestiharjo Village, Siswodipuran Subdistrict, Boyolali Regency was successfully carried out, and all activity objectives were achieved, even exceeding the established success indicators. A total of 30 women members of the PKK Mobilization Team participated in the training with 100% attendance, and 90% of the participants successfully mastered the technique of making plant pots from coconut husks with a product quality score of  $\geq 70$ , exceeding the previously set target of 75%. The increase in participants' knowledge, measured through pre- and post-tests, yielded an N-Gain score of 0.61 (moderate-high category), while participant satisfaction reached an average of 4.6 on a 5.0 scale. The initial impact of the program has also been clearly evident through a shift in participants' entrepreneurial mindset, marked by the emergence of independent production initiatives at home, marketing exploration via social media, and the formation of a cooperative business group under the auspices of the Ngestiharjo Village PKK, complete with a work plan, a role-sharing system, and marketing strategies collectively developed. This initiative demonstrates that a participatory training approach based on local resources is an effective and efficient empowerment model with the potential to be replicated in other villages with similar socio-economic characteristics.

Recommended follow-up actions that need to be prioritized to ensure the sustainability of this initiative's impact include the following. The community service team needs to conduct scheduled post-training mentoring for at least the next six months, covering monitoring of production progress, resolution of technical challenges in the field, and strengthening the motivation of business group members facing initial obstacles. Participants' managerial capacity needs to be strengthened immediately through follow-up training covering cost of goods sold (COGS) calculations, setting competitive selling prices, basic business financial management, and drafting a basic business plan. Without this capacity, the businesses they have started risk being financially unprofitable even if their products are in demand in the market. The social media marketing initiatives already launched by participants need to be supported by more structured digital marketing literacy training, covering the creation of engaging promotional content, management of business accounts on e-commerce platforms, and strategies for accurately targeting the right market.

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