

Enhancing Entrepreneurial Literacy of PKK Women through Agropreneurship-Based Training in Bulujaya, Jeneponto

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Abstract. *This study aims to improve agropreneurship-based entrepreneurial literacy for Family Welfare Empowerment (PKK) women in Bulujaya Village, Jeneponto Regency through training in processing corn into value-added products. The background of the study is based on the low entrepreneurial literacy of rural women, especially in aspects of business management, marketing, and the use of digital technology. This study used the Participatory Action Research (PAR) method with a qualitative descriptive approach. The research subjects were PKK women who were active in organizational activities, had an interest in entrepreneurship, and were willing to participate in the training program. Data were collected through observation, in-depth interviews, FGDs, and documentation. The results showed a significant increase in the participants' entrepreneurial literacy after the training, as evidenced by a comparison of pre-test and post-test results. Participants were able to understand the concept of entrepreneurship more professionally, including in managerial, financial, and marketing aspects. In terms of technical skills, participants successfully processed corn into popcorn with various flavors and attractive packaging, thereby increasing the added value of local products. In addition, there was an increase in digital literacy, where PKK women began to utilize social media as a means of product promotion. This training also has social and economic impacts, including increased self-confidence, group solidarity, and the emergence of additional family income, even on a small scale. Thus, agropreneur-based entrepreneurial literacy training has proven effective in empowering women, strengthening family economic resilience, and encouraging the development of local potential in a sustainable manner.*

Keywords: *Entrepreneurial Literacy, Agropreneur, Women' Empowerment, Family Welfare Empowerment (PKK), Digital Marketing*

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INTRODUCTION

Empowering women in the economic sector is an important step in sustainable economic development (Masruchiyah & Laratmase, 2023). Women play a vital role in supporting the family and community economy, particularly in rural areas. However, limited access to education, training, and business resources is often a major obstacle to increasing their economic capacity (Chowdhury, 2007). Therefore, increasing entrepreneurial literacy for women, especially women who are members of Family Welfare Empowerment (PKK) groups, is very important in encouraging economic independence based on local potential (Wibawa et al., 2023).

PKK as a community organization has a strategic role in supporting women' empowerment through various training and skills development programs (Mulyati & Suhaety,

2021). However, various studies show that one of the main obstacles in developing businesses at the household level is low entrepreneurial literacy, including in aspects of business management, marketing, and management (Gama et al., 2021). In fact, entrepreneurial literacy is a key factor in the successful management of small and medium enterprises (SMEs), especially in the agropreneurship sector or agriculture and plantation-based entrepreneurship (Yusri, 2025).

Bulujaya Village in Jeneponto Regency has significant agricultural-based economic potential. Jeneponto is known for its thriving agricultural and livestock sectors, with primary crops including corn, seaweed, and cattle. However, optimal utilization of agricultural products in the form of value-added products remains limited. This limitation is caused by a lack of skills in product innovation, marketing, and the use of digital technology in agricultural businesses. Corn is a widely produced agricultural commodity in Bulujaya Village, but its sales value remains low because it is still sold raw.

Therefore, processing innovation is needed to have higher added value (Novianti & Mahyuni, 2021). Popcorn is one of the choices because it has a wide market opportunity (Saleh et al., 2022). This training aims to improve the skills of PKK women in processing corn into high-quality, hygienic, and marketable popcorn, thereby improving the family economy (Zaenudin et al., 2023). Agropreneurship or agriculture-based entrepreneurship offers a more innovative approach to utilizing agricultural and plantation products to create products with high economic value (Hiden & Ningsih, 2021; Khourouh et al., 2025).

This concept not only focuses on the production of raw materials, but also encourages the processing of agricultural products into more competitive, ready-to-sell products (Dethan, 2024). Unfortunately, low levels of entrepreneurial literacy among women in villages remain a major obstacle to the development of agropreneurship (Busman et al., 2025). Therefore, intervention in the form of training and capacity building is needed so that PKK women in Bulujaya Village can understand business strategies, digital marketing, and manage their businesses more professionally (Fajar & Ritonga, 2024).

Several studies show that entrepreneurship training based on local potential can improve the sustainability of small businesses and increase household income (Aziz & Shohib, 2024). With this training, it is hoped that PKK women in Bulujaya Village will be more empowered to develop agricultural-based businesses and produce competitive products in the market.

METHODS

This study used a qualitative descriptive approach with the Participatory Action Research (PAR) method. This method was chosen because it aligns with the research objectives, which focus not only on data collection but also on community empowerment through direct involvement in the training process and capacity development of agropreneur-based entrepreneurial literacy. The PAR model allows researchers to act as facilitators who participate in the process of social change, so that the research results are not only descriptive but also applicable in increasing the economic independence of PKK women in Bulujaya Village (Rahmat & Mirnawati, 2020). The research location was determined in Bulujaya Village, Jeneponto Regency, which has great potential in the agricultural sector, especially corn, but its utilization is still limited to the sale of raw materials. The research subjects were PKK women who were selected purposively with the criteria of being active in organizational activities, having an interest or experience in small businesses, and being willing to participate in entrepreneurship training programs. In addition, the research also involved additional informants from village officials and local MSME actors to strengthen the validity of the data through triangulation. Research data was collected through participant observation, in-depth interviews, focus group discussions (FGDs), and documentation from various relevant sources. The research procedures included problem identification, planning a training program for processing corn into value-added products, implementing entrepreneurship training (technical, managerial, and digital marketing), providing business mentoring, and evaluating through reflection with participants. The collected data was analyzed using the Miles and Huberman interactive model (Ramadani,

2020). Which includes data reduction to simplify and focus important information, data presentation in narrative and matrix form, and drawing conclusions. With this method, the research not only produces a descriptive picture of the condition of entrepreneurial literacy of PKK women, but also provides a real impact by increasing their capacity to manage agricultural-based businesses in a more innovative and competitive manner.

RESULTS AND DISCUSSION

Enhancing Entrepreneurial Literacy

The research results showed that PKK women in Bulujaya Village experienced an increased understanding of entrepreneurship concepts after participating in the training. Prior to the training, most PKK women still viewed home businesses as merely side activities, without clear planning for business management, marketing strategies, or financial management. Through the training, participants began to understand the importance of entrepreneurial literacy as a foundation for managing small businesses more professionally. The team then conducted pre- and post-tests on the Bulujaya PKK women. The purpose of pre- and post-tests is to assess the effectiveness of a program, training, or intervention (Pranowo & Nuryanto, 2020). A pre-test is conducted before the activity begins to measure participants' initial knowledge, skills, and attitudes to determine their baseline. Pre-test results are also useful for identifying learning needs and determining competency gaps that must be filled through the program.

Meanwhile, a post-test is conducted after the activity is completed to evaluate changes or improvements in participants' knowledge, skills, and attitudes (Muzakir et al., 2023). By comparing pre-test and post-test results, organizers can assess the extent to which learning objectives have been achieved and measure the effectiveness of the materials and methods used. Furthermore, post-test results can serve as a baseline for participants to assess their progress and serve as evaluation and improvement material for organizers in designing future programs (Rachmawati et al., 2024). Thus, the combination of pre-test and post-test serves not only as a measurement tool for achievement, but also as a reflection instrument that supports the sustainability of the learning program.



Figure 1. Pre-test and Post-test Process

After conducting pre- and post-tests, calculations were performed using SPSS to measure the improvement in entrepreneurial skills among Bulujaya PKK women. The results of the pre- and post-tests are as follows:

Table 1. Pre-test and Post-test Results

Category	Pre-Test		Post-Test	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Strongly Disagree	0	0	0	0
Don't agree	0	0	0	0
Doubtful	24	5.3	2	0.4
Agree	286	63.6	305	67.8
Strongly agree	140	31.1	143	31.8
Amount	450	100	450	100

Based on the pre-test and post-test results regarding the training and capacity building of agropreneur-based entrepreneurial literacy for PKK women in Bulu Jaya Village, Jeneponto Regency, significant changes were seen in the participants' understanding and attitudes. In the pre-test stage, there were no respondents who stated "Strongly Disagree" and "Disagree" at all (0%). This indicates that from the beginning, most participants did not reject the importance of entrepreneurial literacy. However, there were still 24 people (5.3%) who were in the "Doubtful" category. This number decreased drastically in the post-test to only 2 people (0.4%). This condition shows that the training was successful in reducing the uncertainty or doubt of participants in understanding the concept of agropreneur-based entrepreneurship. In the "Agree" category, there were 286 people (63.6%) before the training, and this number increased to 305 people (67.8%) after the training. Similarly, in the "Strongly Agree" category, there was an increase from 140 people (31.1%) in the pre-test to 143 people (31.8%) in the post-test. Although the increase in the "Strongly Agree" category was relatively small (0.7%), the overall data shows a positive trend, indicating that the training strengthened attitudes and improved understanding. This finding confirms that agropreneur-based entrepreneurial literacy training is effective in enhancing the capacity of PKK women. The increase in the number of respondents who agreed and strongly agreed, and the decrease in the number of respondents who were unsure, indicates the success of the training material delivery, thereby clarifying participants' understanding. Therefore, this training not only builds entrepreneurial literacy but also has the potential to encourage PKK women to be more confident in implementing the knowledge gained in productive economic activities at the local level.

From these findings, it can be seen that the training and capacity building of agropreneur-based entrepreneurial literacy for PKK women in Bulu Jaya Village has proven effective in increasing participants' understanding and positive attitudes towards entrepreneurship. This is indicated by the decrease in the number of respondents in the "Undecided" category and the increase in the number of respondents who chose "Agree" and "Strongly Agree" after participating in the training. These findings indicate that the material provided successfully clarified the concept of agropreneur-based entrepreneurship, while also fostering the confidence of PKK women to implement the knowledge gained in productive economic ventures. Thus, this training program not only has an impact on increasing entrepreneurial literacy, but also makes a real contribution to encouraging women's independence and economic empowerment at the local level. Participants recognized that entrepreneurial literacy encompasses several important aspects, such as knowledge of business opportunities, production planning, financial record-keeping, and marketing strategies. This awareness aligns with Wibawa et al. (2023) assertion that entrepreneurial literacy is a crucial asset for promoting women's economic independence in rural areas. With this literacy, PKK women began to gain a new perspective on the potential of the small businesses they manage to develop into sustainable sources of income.

Technical Skills Enhancement

The training focused on processing corn into popcorn, a form of value-added product innovation. The training results demonstrated that the PKK women were able to effectively practice technical processing skills, from raw material selection and hygienic cooking techniques

to product packaging. The resulting products not only have a variety of flavors but are also more visually appealing due to their well-packaged packaging. The following illustrates the process of processing local corn into popcorn with various flavors ready for sale.



Figure 2. Making Popcorn in Various Flavors Practice

The figure showed a hands-on activity of making popcorn in various flavors, including sweet, savory, and salty. The process involves using a popcorn machine, which facilitates larger-scale production with more consistent results. Through this hands-on experience, participants not only learn basic production techniques but also understand how flavor variations can enhance product appeal and open up creative snack-based business opportunities.



Figure 3. Popcorn Packaging Practice

The figure showed the process of packaging finished popcorn. The packaging process is carried out using simple plastic packaging labeled to make it more attractive and marketable. This stage is crucial because packaging not only maintains product quality and durability but also has strategic marketing value (Hayati, 2021). With good packaging, popcorn products have greater potential to be marketed, both locally and as a small, home-based business product. These technical skills are crucial considering that most of the corn harvest in Bulujaya is currently sold raw at relatively low prices. With product innovation, the economic value of corn can be significantly increased. These findings support research by Pohan (2025) which emphasizes that product innovation can add value to agricultural products, making them more competitive in the market. This training also demonstrates that developing products based on local potential can be an effective strategy in supporting household economic independence (Lubis et al., 2024).

Utilization of Digital Marketing

The research also showed an increase in digital literacy among PKK women. Some participants previously only marketed their products through traditional methods. However,

after the outreach program, the PKK women began to use social media platforms such as WhatsApp, Facebook, and Instagram to promote their products. While still in its early stages, this indicates a shift in mindset, recognizing that digital marketing is a crucial part of small business development. This effort is in line with research by Barus et al. (2023) which emphasizes that utilizing digital technology in marketing is a crucial strategy for small businesses to compete in the modern era. By utilizing digital media, the market reach of popcorn products is no longer limited to villages but can expand to other regions (Sifwah et al., 2024). This is a strategic first step in increasing the competitiveness of community-based agropreneur products.

Social and Economic Impacts

This entrepreneurship training and mentoring not only provides technical benefits but also social and economic impacts. Socially, the training activities increase self-confidence and entrepreneurial spirit among PKK women. They feel empowered by acquiring new skills that can be directly applied in their daily lives. Furthermore, solidarity among PKK members is strengthened as they work together to produce and market products. Economically, popcorn sales have begun to provide additional income for participating families, albeit on a small scale. This suggests that locally-based entrepreneurship training can be a strategy for improving household well-being. These findings support Aziz & Shohib's (2024) assertion that locally-based entrepreneurship training can improve the sustainability of small businesses while strengthening family economic resilience (Aziz & Shohib, 2024). Overall, the results of this study show that interventions in the form of agropreneur-based entrepreneurship training have a positive impact on increasing the capacity of women in rural areas. The PKK, as a community organization, has proven to be a strategic platform for supporting women's empowerment, as stated (Syaharany et al., 2025) With this training, PKK women not only gain technical skills, but also managerial understanding and digital literacy that support business sustainability.

CONCLUSION

Research on agropreneur-based entrepreneurial literacy training for PKK women in Bulujaya Village showed significant improvements in knowledge, skills, and entrepreneurial attitudes. In terms of literacy, the training successfully reduced participants' doubts and increased the number of PKK women who agreed and strongly agreed with the importance of entrepreneurship, as reflected in a comparison of pre-test and post-test results. This confirms that the training materials are effective in strengthening understanding of entrepreneurial concepts, from business management and marketing strategies to financial management. In terms of technical skills, PKK women demonstrated how to process corn into popcorn in various flavors and package the product in a more hygienic and attractive manner. This innovative, locally sourced corn-based product has proven to increase the added value of agricultural produce and open up more economically viable home business opportunities. Furthermore, the majority of participants utilized digital marketing as a strategic step to expand market reach, enabling products to reach a wider area beyond traditional marketing channels. From a social and economic perspective, the training increased self-confidence, entrepreneurial spirit, and solidarity among PKK members. The economic impact is already evident in the additional income generated, albeit on a small scale, demonstrating the potential for continued growth. Thus, this agropreneurship-based entrepreneurship training not only improves literacy and skills but also significantly contributes to women's empowerment, strengthens family economic resilience, and sustainably develops local potential.

SUGGESTION

Based on the results of this study, several suggestions can be put forward. First, similar training programs should be continuously developed and adapted to the needs of PKK women in other villages, so that the empowerment impact is more widespread. Second, local governments are expected to support agropreneurship initiatives by providing access to training, production facilities, and marketing assistance, especially digital-based marketing. Third, collaboration between universities, PKK groups, and related stakeholders needs to be strengthened to ensure

the sustainability of the programs that have been implemented. Lastly, further research can be conducted to measure the long-term impact of agropreneurship-based entrepreneurial literacy training on family welfare and community economic resilience.

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