



## FROM LOCAL PRODUCTS TO DIGITAL READINESS: WOMEN EMPOWERMENT BOOTCAMP IN SUKAMANAH VILLAGE, TASIKMALAYA

B. Lena Nuryanti<sup>1</sup>, Dita Amanah<sup>2</sup>, Girang Razati<sup>3</sup>, Daffa Adipramana<sup>4</sup>, Emir Bachtiar<sup>5</sup>

<sup>1,2,3,4,5</sup>Pendidikan Bisnis, Universitas Pendidikan Indonesia

Correspondence Email: [daffaadipramana@upi.edu](mailto:daffaadipramana@upi.edu)

### ABSTRACT

This study is motivated by the limited digital literacy and product marketing skills among rural women, particularly adolescents and housewives, which may hinder the development of local products. The aim of this research is to analyze how a bootcamp program can contribute to women's empowerment in Sukamanah Village, Cigalontang District, Tasikmalaya Regency. A qualitative approach was applied using interviews conducted with participants after completing the bootcamp. The program was attended by 25 women aged between 24 and 48 years. The findings show that the bootcamp had a significant positive impact, not only by enhancing participants' knowledge in digital marketing and product design but also by fostering self-confidence in developing and promoting their local products, including packaged chili sauce, salted eggs, and molring. Participants expressed gratitude as they felt more capable of applying digital tools to market their products and expand their market reach. In conclusion, the bootcamp acted as a catalyst that strengthened digital literacy, self-confidence, and entrepreneurial spirit among rural women. The implication of this study is that similar training models can be scaled up to empower more women in rural areas and support sustainable community-based economic development.

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## 1. INTRODUCTION

Rural communities in Indonesia often face challenges in adapting to rapid changes in the digital era. Limited access to knowledge, training, and digital infrastructure frequently hinders their ability to compete in the broader market. This condition particularly affects women and micro, small, and medium enterprises (MSMEs) in villages, who play significant roles in driving the local economy but often lack adequate digital literacy skills (Suwana & Lily, 2017).

The empowerment of women and rural communities through digital literacy has been identified as a strategic approach to strengthen sustainable economic development. For example, research shows that women's empowerment in the digital era contributes to the advancement of the creative economy and the creation of inclusive business opportunities (Emmywati, 2024). Similarly, digital literacy training, such as the use of applications like Canva, has been proven effective in improving entrepreneurial capacity and business innovation among women in rural areas (Savitri et al., 2024).

In addition, a community-based educational approach in digital literacy has demonstrated significant impacts in improving MSME women's marketing skills, enabling them to adapt to market demands and build competitiveness (Trisninawati & Sartika, 2024). Case studies in rural Indonesia also reveal that the application of digital marketing can enhance women's roles in local economic development, as seen in Nglinggi Village, Klaten, where rural women actively participate in digital-based business practices (Yuliatiningtyas et al., 2024).

The integration of digital platforms also enables rural communities to expand their market reach through e-commerce, as observed in Karang Sari Village, Kulon Progo. Digital literacy based on e-commerce utilization has strengthened community empowerment and opened new opportunities for economic resilience (Sitorus et al., 2024).

Considering these findings, it is crucial to analyze how digital literacy and digital marketing empowerment can enhance the confidence, skills, and economic participation of rural communities. This research focuses on Sukamanah Village, where 25 participants aged between 24 and 48 years attended digital marketing training. The participants not only gained knowledge in marketing strategies but also developed product design skills, which increased their confidence in promoting their local products such as packaged chili sauce, salted eggs, and molring. This indicates that with proper digital literacy training, rural communities are able to strengthen their entrepreneurial capacity and contribute more effectively to sustainable rural development.

## 2. RESEARCH METHODS

This study employs a qualitative case study approach with a post-bootcamp evaluation design. Data were collected through semi-structured interviews conducted after the digital marketing and product design bootcamp, aiming to assess the impact of the training on participants' digital knowledge, design skills, and confidence in entrepreneurship. A case study design is suitable for exploring complex, real-life phenomena within specific contexts (Nursanti & Nurhayati, 2024).

This research follows a qualitative descriptive design, using thematic analysis to interpret participants' experiences and perceptions following the intervention. It aims to understand how the bootcamp influenced various empowerment dimensions among women in Sukamanah Village.

The study involved 25 women participants aged 24–48, who attended the bootcamp in Sukamanah Village. Participants were purposively sampled, selecting those who actively engaged during the workshop and were willing to be interviewed ensuring rich, relevant data collection, following practices in similar rural digital marketing empowerment studies (Yuliatiningtyas et al., 2024).

Data were gathered primarily through semi-structured interviews, with questions exploring participants' understanding of digital marketing concepts (e.g., online promotion, social media usage), product design skills development, confidence and motivation in marketing their local products, perceived challenges and enabling factors.

This instrument was inspired by methods used in studies on digital adoption among rural women entrepreneurs in Sukamanah, Sukabumi (Nursanti & Nurhayati, 2024). The interview guide allowed flexibility while ensuring topic relevance. Each interview lasted approximately 20–40 minutes and was conducted in the local language, then audio-recorded and transcribed for analysis. This aligns with best practices in qualitative research in empowering rural women through product training (I Makhisoh, 2024).

Thematic analysis was employed to identify recurring patterns, themes, and categories related to:

- Improvement in digital marketing knowledge,
- Product design skill enhancement,
- Growth in self-confidence and entrepreneurial motivation.

Thematic analysis is appropriate for in-depth exploration of personal experiences and insights in empowerment programs (Suwana & Lily, 2017)

To ensure credibility, the study used member checking, allowing some participants to review interview summaries to confirm accuracy. Triangulation was achieved by comparing interview data with workshop observations and participants' pre-/post-bootcamp reflections. These steps strengthen the trustworthiness of qualitative findings (Nursanti & Nurhayati, 2024, Yuliatiningtyas et al., 2024).

### 3. RESULTS AND DISCUSSION

The results of this qualitative research are derived from in-depth interviews with 25 women participants of the digital marketing bootcamp in Sukamanah Village, Cigalontang District, Tasikmalaya Regency. The participants, ranging from young women to housewives aged 24 to 48 years, joined the program with diverse backgrounds and entrepreneurial experiences. The interview findings provide insights into how the bootcamp influenced their knowledge, skills, confidence, and economic perspectives. In reporting these results, the discussion is organized into thematic categories that directly reflect the core focus of this research. Each theme is then analyzed in relation to established theories and previous studies on women's empowerment and digital literacy, to ensure that the findings not only describe local realities but also contribute to broader academic discourse.

### 3.1 Enhancement of Knowledge in Digital Marketing

The bootcamp in Sukamanah Village became a turning point for many participants in acquiring practical knowledge of digital marketing tools and strategies. Before attending the training, the majority of women relied heavily on conventional sales methods, such as word-of-mouth promotion, selling at traditional markets, or distributing products through personal networks. These methods, while culturally embedded and effective within local communities, limited their capacity to expand beyond village boundaries. The bootcamp sessions introduced participants to fundamental concepts of digital marketing, which included the importance of building an online presence, developing attractive product branding, and utilizing social media for business visibility.

Interviews with the participants revealed a notable shift in their awareness and perception of marketing. Several women openly admitted that they had never considered social media platforms, such as Facebook, WhatsApp Business, or Instagram, as tools to reach customers. Instead, these platforms were previously used solely for personal communication and entertainment. After the bootcamp, participants reported that they could see the potential of digital spaces for business growth, particularly in reaching new customer bases outside their immediate neighborhoods. They also gained insights into online branding techniques, learning how to craft messages that highlight the uniqueness of their products, as well as how to engage with customers through consistent updates and interactive content.

This newfound knowledge aligns with the argument of Suwana and Lily (2017), who emphasized that building digital literacy is a cornerstone for empowering Indonesian women in the digital economy. Their study demonstrates that digital literacy enables women not only to adopt new tools but also to shift their roles from passive users of technology to active creators of digital content. Similarly, the findings of this research indicate that the participants in Sukamanah moved beyond passive consumption of digital media toward actively leveraging these platforms to promote their businesses. This transition highlights how digital literacy training can alter mindsets and practices within a relatively short time.

Participants also mentioned that the bootcamp helped them understand the broader strategies of digital marketing, such as identifying target audiences, crafting personalized promotional content, and analyzing customer feedback. For example, one participant explained how she realized the importance of tailoring her product description and images to appeal to younger consumers who are more active on Instagram, compared to older customers who might prefer WhatsApp-based promotions. Such insights represent an improvement not only in technical knowledge but also in strategic thinking, which is essential for sustainable entrepreneurship.

These outcomes resonate with the findings of Trisninawati and Sartika (2024), who highlighted that digital literacy programs directly enhance the marketing capacities of women entrepreneurs at the micro and small business levels ResearchGate. Moreover, a case study in Sukamanah Village (Sukabumi) by Nursanti and Nurhayati (2025) similarly illustrated that digital marketing tools significantly contribute to household income, expand market reach, and improve operational efficiency, although barriers like limited literacy and

infrastructure remain relevant. Further reinforcing this, research conducted in Nglinggi Village, Klaten, Central Java by Yuliatiningtyas, Putrian, and Ramadiansyah (2024) found that digital marketing training improved digital literacy and business capacity, fostered community collaboration, and challenged gender norms—demonstrating transformative potential in rural contexts. Another important dimension that emerged from the interviews was the participants' growing awareness of the competitive advantages of digital marketing. Women producing packaged chili sauce, salted eggs, and molring (traditional cassava snacks) reported that the training opened their eyes to how similar products from other regions were already competing in digital markets. This realization encouraged them to consider differentiation strategies, such as using better packaging, storytelling about local origins, or offering promotions through digital platforms. This awareness reflects a deeper level of empowerment, where knowledge of digital marketing is linked with critical reflection on market dynamics and the need to stay competitive.

The impact of the bootcamp also extended to participants' confidence in experimenting with digital marketing practices. Several participants described how they began creating simple product advertisements using free design tools such as Canva. Although many of them were initially unfamiliar with digital design, they gradually became more comfortable using these tools, supported by peer learning during and after the bootcamp. This indicates that digital marketing knowledge was not only absorbed individually but also shared collectively among the women, fostering a culture of collaboration and continuous learning. The peer-to-peer support further reflects the community-based nature of the training, which allowed participants to strengthen their knowledge through mutual assistance. Similar results were found in the study of Savitri, Khotimah, and Rusmawati (2024), where Canva-based training improved promotional capabilities and economic resilience among women entrepreneurs in Malang Regency. Likewise, Aini, Safinska, and Mauliana (2024) reported that Canva rebranding and product photography training in Kenongo Village enhanced participants' design proficiency, visual branding, and motivation to apply digital tools effectively in their businesses.

Beyond individual skills, the bootcamp encouraged participants to see digital marketing as a long-term investment in their business growth. Interviews revealed that women began to develop plans for consistently updating their product catalogs online, setting aside time for social media engagement, and even considering collaborations with younger family members who were more tech-savvy. This intergenerational collaboration demonstrates how digital literacy training can extend its impact beyond direct participants, influencing family structures and creating opportunities for shared economic activities.

From a theoretical perspective, these findings support the notion that digital literacy is not merely about technical proficiency but about cultivating new forms of agency. As emphasized by Suwana and Lily (2017), women who are digitally literate can reposition themselves as active contributors to the digital economy, thus challenging traditional gender roles that confine them to the domestic sphere. In the case of Sukamanah, women's ability to market their products digitally redefined their position within both household and community economies, highlighting their role as economic actors with agency and vision.

Furthermore, the bootcamp illustrates how rural women can overcome structural barriers through targeted interventions. Limited internet infrastructure and lack of prior exposure to digital tools were initially seen as significant obstacles. However, with appropriate training and mentorship, participants were able to bridge these gaps, demonstrating resilience and adaptability. This suggests that knowledge enhancement programs should not be underestimated, as even short-term interventions can catalyze long-lasting transformations when they are contextually relevant and community-oriented.

The interviews also revealed challenges that participants encountered during their initial attempts at digital marketing, such as inconsistent internet connectivity, difficulty in managing time between household chores and online business activities, and limited access to capital for investing in digital advertising. Nevertheless, the fact that participants could articulate these challenges indicates that they had begun to critically evaluate the practical realities of implementing digital marketing strategies. This reflective capacity is an important outcome of knowledge enhancement, as it enables women to identify not only opportunities but also constraints, which is a key step toward developing sustainable solutions.

In conclusion, the enhancement of digital marketing knowledge among women in Sukamanah Village reflects a multidimensional process of empowerment. It involves the acquisition of technical skills, the development of strategic thinking, the strengthening of confidence, and the fostering of collaborative learning. The findings underscore the importance of integrating digital literacy training into community development programs, as such initiatives can transform women's roles in rural economies from local producers to competitive entrepreneurs in broader markets. By aligning with prior research (Suwana & Lily, 2017; Trisninawati & Sartika, 2024), this study demonstrates that knowledge enhancement through digital marketing is a critical pathway for women's empowerment, sustainable rural development, and inclusive participation in the digital economy.

### **3.2 Improvement of Product Design and Creativity**

Another notable outcome of the bootcamp was the significant improvement in participants' skills related to product design, creativity, and packaging. For many women entrepreneurs, the visual presentation of their products had previously been overlooked due to limited knowledge and resources. Interviews revealed that participants producing items such as sambal kemasan, salted eggs, and molring initially packaged their products in plain or makeshift wrappings, targeting only local consumers. Through the bootcamp, however, they were introduced to the importance of product aesthetics, branding consistency, and consumer-oriented packaging.

The introduction of simple yet effective digital design tools, such as Canva, allowed participants to experiment with product labels, logos, and marketing visuals. According to Savitri et al. (2024), the use of accessible design platforms enables small-scale entrepreneurs to bridge the gap between local products and wider consumer expectations, as attractive packaging often determines first impressions in competitive markets. Participants echoed this perspective, stating that improved packaging not only made their products stand out

but also increased their confidence to approach new sales channels such as online marketplaces and retail outlets.

Creativity also played a central role in product differentiation. Several participants described how they modified recipes, experimented with flavors, and tailored packaging sizes based on customer feedback gathered through digital interactions. This iterative process reflects the findings of Yuliatiningtyas et al. (2024), who argue that women's entrepreneurial creativity is crucial in sustaining rural economic growth by ensuring that products remain relevant and adaptable to changing consumer demands. By fostering innovation in both design and production, the bootcamp enabled women to move beyond survival-oriented businesses toward more growth-oriented ventures.

The participants' testimonies also highlighted how improved product design influenced consumer trust and loyalty. For instance, one woman recounted that after redesigning her sambal label with clear nutritional information and an expiration date, she noticed an increase in repeat customers who perceived her product as more professional and reliable. This aligns with research emphasizing that branding and packaging are not only tools for visual appeal but also signals of quality assurance factors that significantly impact purchase decisions and repurchase intention (Wijaksono & Tuti, 2024). Moreover, integrating attractive packaging design with digital marketing strategies has been shown to enhance customer loyalty among MSMEs by improving product attractiveness and consumer trust (Nur Ifriza et al., 2024).

Overall, the development of design and creativity skills complemented the participants' growth in digital marketing and entrepreneurial confidence. While digital literacy opened access to broader markets, creative product presentation ensured competitiveness within those markets. The integration of design skills thus demonstrates how empowerment initiatives must consider both marketing capacity and product innovation to create sustainable entrepreneurial ecosystems for women in rural areas.

### **3.3 Increased Confidence and Entrepreneurial Mindset**

One of the most consistent themes emerging from the interviews was the remarkable increase in participants' confidence and the development of an entrepreneurial mindset. Prior to the bootcamp, many women described themselves merely as household producers who created goods primarily for local consumption or small neighborhood markets. They were hesitant to identify as entrepreneurs and expressed uncertainty about their ability to compete beyond their immediate surroundings.

Following the training, however, participants consistently emphasized that they now felt empowered to position themselves as business owners with viable products. For instance, women who once relied solely on friends and neighbors to purchase their goods reported feeling ready to introduce their products through online platforms, target new customer segments, and even expand to local retail shops. This shift demonstrates not only a change in skills but also in self-perception, which is essential for entrepreneurial growth. These findings align with research indicating that improved digital literacy significantly enhances rural women's perceived capability, which then positively influences their

sustainable entrepreneurial intentions (Fayaz et al., 2025). Similarly, Helmi et al. (2025) found that community-based digital literacy programs strengthened both marketing capacity and entrepreneurial confidence among MSME women, enabling them to redefine themselves as active economic agents. In the same vein, Trisninawati and Sartika (2024) highlight how structured digital training facilitates women's transition from household producers to entrepreneurs with strategic market orientation, underscoring the critical role of mindset transformation in sustaining business growth.

The findings resonate with Emmywati (2024), who argued that empowerment strategies in the digital era must go beyond technical training and address the psychological dimensions of entrepreneurship. Confidence and self-belief are critical factors that enable women to innovate, take calculated risks, and sustain their businesses in the long term. Several participants expressed pride in being recognized as entrepreneurs within their communities, reflecting the transformative social impact of such initiatives.

The shift from passive production to active entrepreneurship also underscores the effectiveness of community-based training approaches. By learning alongside peers and receiving guidance in a supportive environment, participants were encouraged to overcome fear of failure and adopt a more proactive orientation toward opportunity-seeking. Ultimately, this growth in confidence and entrepreneurial identity not only benefits individual women but also contributes to the broader development of resilient, locally rooted economies.

### **3.4 Potential Economic and Social Impact**

The long-term implication of the bootcamp lies in its potential to generate both economic and social transformation in Sukamanah Village. From the interviews, it became clear that participants no longer perceive their businesses as limited to hyperlocal transactions. Instead, they now envision broader opportunities to reach customers beyond the village, whether through social media, online marketplaces, or collaborations with nearby towns. This shift in perspective is significant because it signals the beginning of economic diversification at the household level. By extending their market reach, participants are better positioned to increase household income, stabilize financial conditions, and reduce dependency on traditional sales channels. These findings resonate with Hidayah and Fauzi (2023), who found that digital literacy initiatives directly contribute to rural women's household income diversification and strengthen financial resilience.

These findings are consistent with Sitorus et al. (2024), who demonstrated that digital literacy and the use of e-commerce platforms enable rural communities to expand their market horizons, thereby strengthening the resilience of local economies. In Sukamanah, such expansion not only benefits individual women but also has a multiplier effect across the village, as higher incomes can contribute to improved household welfare, education opportunities for children, and reinvestment into small-scale enterprises.

Beyond the economic dimension, the bootcamp also fostered notable social impacts. One particularly striking aspect was the intergenerational collaboration observed during and after the training. Younger women, often more adept at navigating digital tools, took the



lead in online marketing and content creation. Meanwhile, older participants concentrated on refining product quality, packaging, and maintaining traditional recipes. This distribution of roles created a supportive ecosystem where digital fluency and experiential wisdom complemented one another, strengthening the overall capacity of the community. Such intergenerational synergy is consistent with findings by Sari and Setiawan (2022), who emphasize that community-based entrepreneurship programs foster cross-generational learning and enhance social cohesion in rural areas.

Moreover, the process of learning and working together cultivated stronger social cohesion. Women reported feeling more connected, motivated, and supported, which reduced the sense of isolation often experienced in rural entrepreneurship. Such collective empowerment aligns with broader goals of inclusive development, where economic progress is embedded within a fabric of mutual cooperation and shared identity. In this way, the bootcamp demonstrates its dual role in generating sustainable livelihoods while also nurturing community solidarity.

### **3.5 Interpretation and Theoretical Implications**

The findings of this study confirm and extend the theoretical framework that rural women's empowerment is most effectively achieved through the integration of digital literacy and entrepreneurship training. Empowerment, as revealed in the data, is not confined to the acquisition of technical skills but also encompasses the strengthening of agency, confidence, and entrepreneurial identity. Women who once viewed themselves as peripheral contributors to the household economy began to identify as entrepreneurs capable of innovation and risk-taking. This psychological transformation underscores the multidimensional nature of empowerment, which includes both cognitive and affective dimensions.

The results further suggest that empowerment processes in rural contexts cannot be adequately explained by skills transfer models alone. While technical training provides essential competencies, the bootcamp demonstrated that building confidence and fostering community-based learning are equally crucial. The integration of digital literacy with creative product development provided a holistic approach that not only equipped women with tools but also instilled a sense of ownership and agency over their economic futures. This aligns with, yet also advances, earlier studies such as Suwana and Lily (2017), who emphasized digital media literacy as a pathway to women's empowerment.

A key theoretical implication of this study is the recognition that even short-term interventions can serve as catalysts for long-term change. The bootcamp format, despite its limited duration, was sufficient to trigger significant changes in knowledge, skills, and confidence among participants. This finding challenges assumptions that empowerment requires extended or large-scale programs, suggesting instead that well-designed, intensive, and community-driven initiatives can produce meaningful impact.

Moreover, the results indicate the need to refine existing theories of rural empowerment. Sustainable outcomes appear more likely when digital literacy training is intentionally combined with creative product innovation and peer-based collaboration. This

tripartite model digital skills, creativity, and community provides a framework for understanding how empowerment unfolds in rural settings. It highlights that empowerment is both an individual and collective process, shaped by the interplay of technological adoption, entrepreneurial identity, and social support networks.

## **4. CONCLUSION & RECOMMENDATION**

### **4.1 Conclusion**

This study shows that practical-based entrepreneurship bootcamps play a significant role in enhancing participants' skills, motivation, and readiness in developing business ideas. The findings indicate that through hands-on approaches, group collaboration, and mentorship, participants gained a deeper understanding of business planning, marketing strategies, and financial management. Furthermore, the bootcamp served as a social learning space that fostered networking, built self-confidence, and strengthened communication skills. Thus, the research objective of identifying the role of bootcamps in developing entrepreneurial capacity among young people has been achieved, while also contributing to the strengthening of entrepreneurial learning models that are relevant to current needs.

### **4.2 Recommendations**

Based on the findings, it is recommended that bootcamp organizers continue to optimize interactive and practical learning approaches, while also integrating more contextual materials that reflect real industry challenges. In terms of theoretical development, these findings may serve as a foundation to enrich the literature on entrepreneurship education through experiential learning. Additionally, future research is suggested to involve a broader and more diverse range of participants, as well as conduct long-term evaluations to assess the sustainability impact of bootcamps on participants' entrepreneurial development.

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