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MSMEs Go Digital: Practical Training and Digital Platform Selling Strategies for Jawara Depok Community

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Abstract:
The development of digital technology has shifted consumer behavior from offline systems to interactive online ecosystems. This Community Service program aimed to empower 30 Micro, Small, and Medium Enterprises (MSMEs) from the Jawara Depok Community through comprehensive digital marketing and operational training. Based on a situational analysis revealing low digital literacy and a reliance on conventional marketing, the intervention utilized an experiential learning method. Program activities included hands-on practice in Shopee store account creation and live streaming, alongside conceptual instruction on digital marketing, trade marketing, Blue Ocean Strategy, and halal certification education by LPPOM MUI. The program was held at Resto Gemintang, Depok, on September 4, 2026. Outcomes were evaluated using a one group pretest and post test design. Descriptive statistical analysis and normalized gain (N-Gain) scores demonstrated a substantial improvement in participants' digital competencies. Quantitatively, the overall average competence score of the 30 participants increased from 2.98 in the pre-test to 7.91 in the post-test, measured on a 10-point scale. Specifically, marketplace live streaming practice showed the largest gain, surging from 2.10 to 8.25 (N-Gain = 0.78), while interactive business account creation improved from 4.20 to 8.50 (N-Gain = 0.74). Content strategy and insight analysis also saw significant improvements with moderate N-Gains of 0.68 and 0.61, respectively. In conclusion, this quadruple helix collaboration successfully served as a catalyst for Jawara Depok MSMEs to adopt practical digital skills and enter an adaptive, trusted, and globally competitive digital ecosystem.

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Introduction (مقدمة)

Micro, Small, and Medium Enterprises (MSMEs) occupy a strategic position in Indonesia's economy, contributing approximately 60% of gross domestic product and absorbing the majority of the domestic workforce. Yet the sector's capacity to sustain this contribution is increasingly conditioned by its ability to adapt to a rapidly digitizing consumer environment. Although digital platforms have expanded access to markets, only about one-third of Indonesian MSMEs are actively engaged in digital marketing, and many continue to rely on conventional, one way promotional practices that are poorly suited to interactive online commerce. Systematic reviews of Indonesian MSME digital transformation consistently identify limited access to technology, low digital literacy, and insufficient technological skills as the principal barriers to effective adoption, even where infrastructure and policy support have improved. This literacy gap is particularly pronounced in community-based MSME clusters, where members often operate without structured technical guidance or sustained mentoring.

The Jawara Depok Community, a proactive MSME association in Depok City, West Java, concentrates these challenges in a visible form. Situational analysis conducted with community members identified four interconnected problems. First, members exhibit low operational digital literacy, which impedes their ability to formulate a coherent Unique Selling Point (USP) and to translate product characteristics into persuasive digital narratives. Second, there is a limited grasp of trade marketing and Blue Ocean Strategy logic, leaving entrepreneurs exposed to saturated, price-based competition in marketplace environments rather than enabling value innovation that creates uncontested market space (Kim & Mauborgne, 2015). Third, the community lacks systematic access to halal certification legality, which is not only a regulatory requirement under prevailing Indonesian law but also a critical trust signal in virtual transactions where consumers cannot physically inspect products. Fourth, members struggle to conceptualize and operationalize the "found, trusted, and bought" customer journey that digital channels enable, particularly in interactive formats such as live streaming and marketplace storefronts. These difficulties are not merely informational; they reflect a gap

between the availability of digital tools and the confidence-building, practice-oriented support required to use them under real operating conditions.

Previous MSME digital empowerment initiatives have predominantly relied on one way socialization and theoretical dissemination. Such approaches are ill-suited to dismantling operational barriers such as camera anxiety, unfamiliarity with algorithmic discovery mechanisms, and the perceived complexity of marketplace seller systems. A growing body of international evidence indicates that experiential, hands-on learning is a more effective mechanism for developing entrepreneurial and digital capabilities than conventional instruction. Community-based digital transformation research further demonstrates that close-knit MSME associations can accelerate technology transfer when they combine exemplary practice with peer guidance. Herari and Marlina (2024), in a study of the Paguyuban UMKM Kecamatan Bekasi Timur, showed that a two-step communication model where community leaders model digital marketing practices for members can facilitate MSME digitalization through Instagram based guidance. Related community development research in Bekasi has likewise demonstrated that structured social marketing communication strategies can strengthen local organizational capacity and participation (Marlina et al., 2025). These findings align with systematic reviews identifying leadership support, digital readiness, and community intermediation as critical enablers of social commerce adoption among SMEs in developing economies. International studies on live streaming commerce confirm that SME adoption of interactive selling formats can produce measurable improvements in buyers, revenue, and items sold, yet adoption remains constrained by resource limitations and skill deficits. Research on marketplace adoption in Indonesia similarly shows that marketplaces can expand MSME market reach substantially, but that low digital literacy and intense competition with larger brands continue to limit optimal use. Halal certification research adds a further dimension: certification functions as a quality guarantee and trust mechanism that, when combined with e-commerce participation, contributes positively to MSME competitiveness and sustainability.

The gap addressed by the present program is therefore not the absence of digital platforms, but the absence of an integrated, practice-oriented intervention that links digital literacy, marketplace technique, trust-building through halal certification, and

community based mentoring within a single experiential learning framework. Existing studies have examined individual elements—Instagram-based community transformation, live streaming performance, marketplace adoption barriers, or halal certification and e-commerce synergy but rarely have these dimensions been combined in a coordinated program delivered through a quadruple helix collaboration involving academics, local government, a regulatory body (LPPOM MUI), and a community association. The novelty of this program thus lies in three contributions. First, it extends the community-based digital transformation framework of Herari and Marlina (2024) from social-media-based guidance to highly technical marketplace operations, including store creation, discovery-algorithm familiarization, and live selling. Second, it operationalizes Blue Ocean Strategy logic as a practical alternative to red-ocean price competition, translating value-innovation principles into marketplace positioning decisions. Third, it integrates halal certification explicitly as a structural trust mechanism within hands-on digital selling training, rather than treating legality as a separate administrative matter. In doing so, the program offers a replicable mentoring-cluster model for grassroots MSME communities seeking to move from basic digital onboarding to sustained, trust-oriented digital commerce.

Method (منهج)

Research Design

This community service program employed a participatory, collaborative, and experiential learning–based approach, structured to allow systematic replication and transparent evaluation. The program was conducted on 4 September 2026 at Resto Gemintang, Sawangan District, Depok City. The methodological description below is organized into four subsections: participant selection, program design and experiential learning stages, learning materials and practical activities, and evaluation procedures.

Participant Selection and Characteristics

The participants were 30 Micro, Small, and Medium Enterprise (MSME) practitioners affiliated with the Jawara Depok Community. Participants were recruited through purposive sampling, a technique appropriate for small scale community

interventions where the unit of analysis is a bounded organizational membership rather than a population-level estimate. Eligibility criteria were: (a) active operation of an MSME, (b) registered membership in the Jawara Depok Community, and (c) willingness to complete both pretest and post test instruments and to participate in the full day training. All 30 participants completed both measurement waves, yielding zero attrition.

Program Design and Experiential Learning Stages

The program adopted a quantitative within-subject design using a one-group pre-test–post-test approach. This design was selected because the intervention targeted change within the same individuals over a compressed time frame, and the absence of a control group reflects the practical constraints of community service delivery rather than an inferential ambition. The experiential learning framework followed Kolb's cycle, which conceptualizes learning as progressing through four modes: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This framework was operationalized across the day's training sequence.

Stage 1: Concrete Experience — Hands-On Marketplace Practice. The first stage immersed participants in direct operational tasks within the Shopee seller ecosystem. Participants created or activated interactive business accounts, uploaded product listings, and conducted live streaming sessions. This stage deliberately preceded conceptual instruction so that subsequent discussion could be grounded in participants' own successes and difficulties, consistent with the principle that adult learners benefit most from practical, contextualized experience.

Stage 2: Reflective Observation — Guided Discussion of Practice. Immediately following hands on activities, facilitators led structured reflection sessions in which participants examined what had occurred during their store creation and live selling attempts. Discussion focused on observable outcomes (e.g., viewer engagement, listing visibility) and the barriers participants encountered (e.g., camera anxiety, uncertainty about tagging products). This reflective component has been identified as a critical mechanism in MSME digital training, enabling participants to interrogate their own operational constraints more systematically rather than merely receiving corrective feedback.

Stage 3: Abstract Conceptualization – Concept and Strategy Delivery. The conceptual sessions covered four interconnected domains: (1) fundamental digital marketing and consumer behavior shifts; (2) trade marketing and distribution management; (3) Blue Ocean Strategy as a framework for value innovation beyond price-based competition (Kim & Mauborgne, 2015); and (4) halal certification requirements and procedures under the LPPOM MUI system. Delivering these concepts after initial practice allowed participants to connect abstract principles to concrete experiences they had just undergone, rather than treating theory as a separate, one-way transmission.

Stage 4: Active Experimentation – Refinement and Reapplication. In the final stage, participants returned to their marketplace accounts and live streaming setups to apply the conceptual insights from Stage 3. They revised product narratives, adjusted store layouts, and rehearsed live selling with attention to persuasive communication and trust-building signals, including halal certification status where applicable. This iterative return to practice corresponds to the "active experimentation" mode of the experiential cycle and has been shown to consolidate skill acquisition more effectively than single-exposure workshops.

Learning Materials and Practical Activities

The learning materials were developed as modular training content by the academic team in collaboration with LPPOM MUI representatives and Jawara Depok Community leaders. Materials covered: digital marketing foundations and storytelling for product narratives; trade marketing and channel management; the "found, trusted, and bought" customer journey; Blue Ocean Strategy principles; halal certification legality and its function as a trust mechanism in e-commerce; and technical guides for Shopee store setup, discovery algorithm familiarization, and live streaming operation. Practical activities were concentrated on the Shopee marketplace and included account creation, product listing, live streaming rehearsal, and basic insight dashboard interpretation. The full program was delivered in a single day, with the pre-test administered at 08:00 WIB and the post-test at 14:40 WIB, bracketing approximately six hours of instructional and practical activity.

Evaluation Procedures and Instruments

To measure changes in participants' digital knowledge and skills, a structured questionnaire was administered as both pretest and post test. The instrument was adapted from prior community-based digital literacy assessments and tailored to the program's four target competency domains. The four domains and their constituent indicators were as follows:

1. **Interactive Business Account Creation** (e.g., ability to create and configure a marketplace seller account, upload products, and set basic store parameters).
2. **Content Strategy and Storytelling** (e.g., ability to formulate product narratives, identify a Unique Selling Point, and adapt content to platform norms).
3. **Insight Analysis and Demographic Data** (e.g., ability to locate and interpret marketplace dashboard metrics, including visitor and buyer demographics).
4. **Marketplace Live Streaming Practice** (e.g., ability to initiate a live session, present products persuasively, manage viewer interaction, and sustain engagement).

Each indicator was measured using a Likert-type scale. For the analysis reported here, responses were converted to a 0–10 metric to facilitate interpretation of mean scores. Scoring categories followed a percentage-of-maximum convention commonly used in Indonesian community service evaluations: scores below 60% were classified as *poor*, 60–75% as *sufficient*, 76–85% as *good*, and 86–100% as *very good*.

Given the small sample (N = 30) and the single-group design, the analysis prioritized descriptive statistics: mean pre-test and post-test scores for each domain, absolute mean differences, and percentage change relative to the pre-test baseline. Where appropriate, a normalized gain score (N-Gain) was calculated as (post-test − pre-test) / (maximum possible score − pre-test), with values below 0.30 interpreted as low, 0.30–0.70 as moderate, and above 0.70 as high. This approach is consistent with evaluation practice in comparable MSME digital training interventions, which report mean differences and

growth percentages rather than inferential tests when samples are small and non-randomized. The evaluation therefore provides descriptive evidence of change, not causal attribution; this limitation is acknowledged explicitly and addressed in the discussion.

Figure 1. Community Service Activities of UMKM Go Digital



(Personal Documentation, 2026)

Result (نتائج)

The implementation of the "UMKM Go Digital" training produced measurable shifts in participants' digital competencies across all four assessment domains. Table 1 reports the descriptive pre-test and post-test results for the 30 participants who completed both measurement waves. Scores were recorded on a 0–10 scale, with higher values indicating greater self-assessed proficiency.

Table 1. Pre-test and post-test scores across four digital competency domains (N = 30)

No	Domain	Pre test M	Post -test M	Mean difference	Percentage change	N-Gain	Category
1	Interactive Business Account Creation	4.20	8.50	+4.30	+102.4%	0.74	High
2	Content Strategy and Storytelling	3.15	7.80	+4.65	+147.6%	0.68	Moderate
3	Insight Analysis / Demographic Data	2.50	7.10	+4.60	+184.0%	0.61	Moderate
4	Marketplace Live Streaming Practice	2.10	8.25	+6.15	+292.9%	0.78	High

Note. N-Gain = (post test − pretest) / (10 − pretest). Categories follow the convention: < 0.30 = low, 0.30–0.70 = moderate, > 0.70 = high.

The largest absolute and relative improvement occurred in marketplace live streaming practice, where the mean score rose from 2.10 to 8.25, an increase of approximately 293%. This finding is consistent with international evidence that live streaming commerce represents a high-impact but skill-intensive channel for SMEs:

Hwang et al. (2026) show that SME live streaming performance is strongly conditioned by operational readiness and host capability, and Habie et al. (2026) demonstrate that live streaming enhances SME sales performance through trust and engagement mechanisms. The pretest mean of 2.10 indicates that participants entered the program with very limited live selling proficiency, a baseline consistent with the broader pattern of Indonesian MSME digital capability stratification, where only 9% of enterprises possess advanced digital marketing capability while 36% remain conventionally oriented.

Interactive business account creation also registered a large gain, from 4.20 to 8.50, with an N-Gain of 0.74 falling into the high category. This improvement corresponds to the hands-on store configuration activities embedded in the experiential cycle, in which participants created and activated Shopee seller accounts, uploaded product listings, and configured basic store parameters. The result aligns with evidence from community-based digital marketing accompaniment programs in Indonesia, which report that direct practice in platform management produces measurable improvements in participants' ability to operate marketplace and social media accounts effectively (Bantulu et al., 2026). It also resonates with the finding of Herari and Marlina (2024) that community mediated digital guidance can accelerate MSME platform adoption, although the present program extends that framework from social-media-based guidance to structured marketplace operations.

Content strategy and storytelling improved from 3.15 to 7.80 (N-Gain = 0.68, moderate). This domain targeted participants' capacity to formulate product narratives, articulate a Unique Selling Point, and adapt content to platform norms. The substantial gain is notable because storytelling and persuasive communication were identified in the situational analysis as persistent weaknesses: field surveys indicated that MSME actors struggle specifically with narrative content and persuasive communication. The improvement suggests that the reflective observation and abstract conceptualization stages where participants examined their own live selling attempts and then received instruction on narrative structure and value proposition design were effective in translating conceptual input into applied capability. This interpretation is consistent with the experiential learning literature, which holds that reflection on concrete experience is

a necessary condition for the internalization of abstract concepts (Kolb & Kolb, 2017), and with evidence that interactive, case-based training formats are more effective than one-way socialization for fostering behavioral change among MSME actors (Arisandra et al., 2026).

Insight analysis and demographic data interpretation showed the largest percentage increase after live streaming, rising from 2.50 to 7.10 (N-Gain = 0.61, moderate). This domain required participants to locate and interpret marketplace dashboard metrics, including visitor and buyer demographics. The relatively lower post-test mean compared with the other domains (7.10 versus 8.25–8.50) may reflect the greater conceptual demand of data interpretation relative to operational task completion. Nonetheless, the gain indicates that participants moved from a baseline of minimal familiarity with analytics to a functional level of data use. This outcome is practically significant because the ability to read marketplace insights is a prerequisite for iterative optimization of product listings and content strategy; without it, MSMEs risk remaining in a state of "digital presence without digital performance," where platforms are used but not leveraged for competitive advantage.

Taken together, the pattern of results supports the core claim that an experiential, mentoring-cluster format can produce practically meaningful gains in technical digital skills among grassroots MSME actors. The two domains with the highest N-Gain values live streaming (0.78) and interactive account creation (0.74) were precisely those in which participants spent the most time in direct, hands-on practice. This pattern is consistent with the design logic of the program, which placed concrete experience and active experimentation at the Centre of the learning cycle, and with the broader evidence that hands-on, participatory training is more effective than conventional instruction for MSME digital upskilling (Bantulu et al., 2026; Morris & König, 2020).

The results also speak to the program's integrated design. The Blue Ocean Strategy component addressed participants' tendency to compete on price in saturated marketplace categories, a pattern that research on MSME digital transformation in Indonesia identifies as a barrier to sustainable growth (Patty & Turukay, 2025). By

reframing marketplace positioning around value innovation rather than price competition, the training sought to shift participants' strategic orientation, not merely their technical proficiency. Similarly, the halal certification module responded to the trust deficit that characterizes e commerce transactions, where consumers cannot physically inspect products. Research on halal MSMEs indicates that certification functions as a quality signal that can strengthen consumer confidence and, when combined with e-commerce participation, contribute to business sustainability (Amalia et al., 2026). The present results cannot isolate the independent effect of the halal module on the competency scores, but the integration of legality education within the practical training reflects the program's premise that digital literacy and structural credibility are complementary rather than separable objectives.

Finally, the results should be interpreted within the methodological boundaries established in the Method section. The one-group pre-test–post-test design with a small, purposively selected sample (N = 30) supports descriptive inference about within-group change but does not permit causal attribution or generalization to the broader population of Indonesian MSMEs. The absence of a control group means that maturation, testing effects, and social desirability cannot be ruled out as partial explanations for the observed gains. The N-Gain values reported here should therefore be read as indicators of practical significance rather than as effect-size estimates in the inferential sense. What the results do establish, with reasonable confidence, is that the program was followed by substantial and consistent improvement across all measured domains, and that the magnitude of improvement was greatest in the domains that received the most intensive hands on practice-a pattern that is at least consistent with the program's experiential learning rationale and warrants further investigation through controlled or longitudinal designs.

The implementation of the "UMKM Go Digital" training produced measurable shifts in participants' digital competencies across all four assessment domains. Table 1 reports the descriptive pretest and post test results for the 30 participants who completed both measurement waves. Scores were recorded on a 0–10 scale, with higher values indicating greater self assessed proficiency.

Discussion (مناقشة)

The "UMKM Go Digital" program produced substantial within-group improvements across all four measured competency domains, with the largest gains concentrated in the two domains that received the most intensive hands on practice: marketplace live streaming (N-Gain = 0.78) and interactive business account creation (N-Gain = 0.74). This pattern provides the central empirical basis for the discussion that follows. The results are interpreted in relation to the program's experiential learning design, the international literature on MSME digital transformation, and the specific institutional configuration of the intervention a quadruple helix collaboration involving academics, local government, LPPOM MUI, and the Jawara Depok Community.

Experiential learning and the concentration of gains in technical domains

The finding that the highest N-Gain values occurred in live streaming and account creation is consistent with the program's pedagogical logic. These domains were structured around Kolb's cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Participants first attempted live selling and store configuration, then reflected on the barriers they encountered, then received conceptual input, and finally returned to practice with revised strategies. The literature on experiential learning in MSME contexts supports this sequencing. Amalia et al. (2025) report that participatory, simulation-based training in digital technology raised MSME understanding from 39% to 88% on pretest and post-test measures, concluding that experiential learning is effective precisely because it targets skills that can be immediately applied. Similarly, Morris and König (2020) argue that self-directed experiential learning is particularly suited to entrepreneurship because it allows learners to confront authentic operational problems rather than abstracted cases. The present results extend this evidence to the specific context of marketplace live streaming, a technical domain in which the gap between platform availability and effective use remains wide.

The literature on live streaming commerce helps explain why this domain showed the largest absolute improvement. Habie et al. (2026) demonstrate that live streaming features interactivity, vividness, and informativeness influence SME sales performance

through the full mediating roles of customer trust and engagement. Their study also identifies the "empty room" syndrome, in which SMEs adopt live streaming but fail to convert viewers into buyers because they lack the interactive communication skills the format demands. The pretest mean of 2.10 in the present study indicates that participants entered the program with very limited live selling proficiency, a baseline consistent with this syndrome. The post test mean of 8.25 suggests that the program's combination of rehearsal, reflection, and re-practice addressed the skill deficit that Habie et al. identify as the critical bottleneck. This interpretation is further supported by Hwang et al. (2026), who show that live streaming performance among SMEs is strongly conditioned by operational readiness and host capability rather than by platform access alone.

Community mediated mentoring and the extension of prior frameworks

The program's mentoring-cluster format builds directly on the community-based digital transformation framework developed by Herari and Marlina (2024) in their study of the Paguyuban UMKM Kecamatan Bekasi Timur. Herari and Marlina found that a two-step communication model—in which community leaders model digital marketing practices for members facilitates MSME digitalization through Instagram-based guidance, and they attribute this effect to the close-knit structure of the Paguyuban. The present program extends that framework in two directions. First, it moves from social media based guidance to structured marketplace operations, including seller account configuration, discovery-algorithm familiarization, and live selling. Second, it formalizes the mentoring relationship within a quadruple helix structure, adding local government and a regulatory body to the academic community dyad that Herari and Marlina describe.

The relevance of this extension is supported by systematic evidence on social commerce adoption. Muhammad et al. (2026), in a PRISMA-guided review of 45 studies, identify technological readiness, leadership support, and workforce digital literacy as critical enablers of social commerce adoption among SMEs in developing countries, while noting that digital literacy gaps remain a persistent barrier. The mentoring-cluster model directly addresses the leadership-support and literacy dimensions by embedding

guidance within an existing community structure rather than delivering it through external, one off training. The account creation domain, which produced the second-highest N-Gain, is a case in point: participants did not merely receive instructions on how to open a Shopee seller account; they were guided through the process by community peers who had already navigated it, with academic facilitators providing technical backup. This configuration is consistent with Bhattacharyya's (2020) argument that community development interventions are most effective when they work through existing associational structures rather than creating parallel delivery mechanisms.

The Ecolution program in Bekasi, documented by Marlina et al. (2025), offers a further point of comparison. That program employed locally framed messages, multi actor collaboration, and a combination of digital and face to face channels for experiential learning, and it produced significant improvements in environmental knowledge and practice. Although Evolution addressed environmental behavior rather than digital commerce, its communication architecture local framing, multi actor coordination, and experiential delivery parallels the design of the present program. The convergent finding across the two programs suggests that the quadruple helix configuration is not domain-specific but represents a transferable model for community based behavioral change in Indonesia. This is a modest but meaningful contribution to the literature on community intermediation in MSME development.

Halal certification as a structural trust mechanism

The integration of halal certification education within the practical training addresses a dimension of MSME digitalization that is often treated separately from digital skills. Amalia et al. (2026) show that halal certification and e-commerce participation contribute positively, both individually and jointly, to MSME competitiveness and sustainability, with certification functioning as a quality guarantee and consumer trust signal. In virtual transactions, where consumers cannot physically inspect products, verified legality becomes a primary vehicle for establishing credibility. The present program embedded this logic within the same training sequence as live selling and store configuration, on the premise that digital literacy and structural

credibility are complementary rather than separable objectives. The results cannot isolate the independent effect of the halal module on the competency scores, and this is an acknowledged limitation. What the program does demonstrate is that halal education can be delivered as an integral component of digital selling training rather than as a separate administrative workshop-a design choice that aligns with the literature's emphasis on the synergy between certification and e-commerce participation.

The limits of the evidence and the scope of inference

The findings must be interpreted within the boundaries of the one group pretest–post test design with a small, purposively selected sample (N = 30). The absence of a control group means that maturation, testing effects, and social desirability cannot be ruled out as partial explanations for the observed gains, and the N-Gain values should be read as indicators of practical significance rather than as inferential effect sizes. The consistency of the pattern across four domains, and its alignment with the program's experiential learning rationale, strengthens the plausibility of the interpretation offered here, but it does not establish causality. The discussion has therefore framed the results as evidence of association rather than causation, and the conclusion identifies controlled and longitudinal designs as the appropriate next step.

Implications for practice and policy

Notwithstanding these limitations, the program offers three practical implications. First, for MSME community leaders, the results suggest that the most effective entry point for digital training may be the technical domain in which members experience the most acute performance gap-in this case, live selling rather than the domain that is conceptually most familiar. Second, for academic institutions engaged in community service, the quadruple helix configuration provides a replicable structure for combining conceptual expertise with regulatory knowledge and community access. Third, for local governments and regulatory bodies, the results suggest that halal certification education is most effectively delivered when it is embedded in practical digital selling training, because it is at the point of transaction that the trust function of certification becomes salient to MSME actors. These implications are provisional, but they are grounded in a

pattern of results that is consistent across multiple measures and aligned with the broader international evidence on experiential learning, live streaming commerce, and social commerce adoption

Conclusion (خاتمة)

The "UMKM Go Digital" community service program achieved its primary objective of elevating the digital marketing and operational capabilities of 30 MSME practitioners within the Jawara Depok Community. Evaluation data from the one group pretest–post test design document substantial and consistent improvements across all four measured competency domains: interactive business account creation rose from a mean of 4.20 to 8.50 (N-Gain = 0.74); content strategy and storytelling improved from 3.15 to 7.80 (N-Gain = 0.68); insight and demographic analysis increased from 2.50 to 7.10 (N-Gain = 0.61); and marketplace live streaming practice demonstrated the largest gain, from 2.10 to 8.25 (N-Gain = 0.78). The concentration of the highest gains in the two domains that received the most intensive hands-on practice supports the program's experiential learning rationale and is consistent with international evidence that live streaming performance among SMEs is conditioned by operational readiness and host capability rather than platform access alone (Hwang et al., 2026; Habie et al., 2026).

The program also achieved its secondary objective of integrating halal certification education within practical digital selling training. By embedding LPPOM MUI mentoring within the same sequence as store configuration and live selling, the intervention treated legality as a structural trust mechanism rather than a separate administrative requirement. This design choice aligns with evidence that halal certification and e-commerce participation jointly contribute to MSME competitiveness and sustainability (Amalia et al., 2026), although the present evaluation cannot isolate the independent effect of the halal module on the competency scores.

The novelty of the program lies in its extension of the community mediated digital transformation framework developed by Herari and Marlina (2024) in Bekasi Timur from social-media-based guidance to structured marketplace operations, and in its formalization of a quadruple helix configuration that adds local government and a

regulatory body to the academic–community dyad. The convergence between the communication architecture of this program and that of the Ecolution initiative in Bekasi (Marlina et al., 2025) suggests that locally framed, multi-actor, experiential delivery is a transferable model for community-based behavioral change in Indonesia, at least within the domains examined.

Limitations

The conclusions that can be drawn from this evaluation are bounded by three limitations. First, the one-group pre-test–post-test design with a small, purposively selected sample (N = 30) does not permit causal attribution. Maturation, testing effects, and social desirability cannot be ruled out as partial explanations for the observed gains, and the N-Gain values should be read as indicators of practical significance rather than as inferential effect sizes. Second, the evaluation measured self-assessed competencies immediately before and after a single-day intervention. It did not capture sustained behavioral change, actual sales performance, or the durability of skills over time; comparable MSME training evaluations acknowledge that short post-training observation windows fail to capture long-term behavioral outcomes. Third, the program did not incorporate a control or comparison group, which is a common constraint in community service delivery but nonetheless limits internal validity. Claims about the program's contribution to "global competitiveness" would therefore exceed the evidence; what the data support is a documented improvement in specific digital competencies among a defined group of participants under the conditions described.

Recommendations for follow-up and sustainability

Three recommendations follow from the results and limitations. First, **structured follow-up mentoring** should be implemented to consolidate the gains observed during the initial training. Evidence from MSME mentoring programs indicates that digital mentoring conducted through participatory stages of observation, problem identification, training, and monitoring produces stronger and more durable improvements in marketing reach and operational efficiency than one-off training alone (Umagapi et al., 2025). A Training of Trainers (ToT) model, in which selected Jawara

Depok members are equipped to mentor peers, would extend the program's reach while embedding capacity within the community structure (Arisandra et al., 2026). Second, **continued digital adoption** should be monitored through lightweight, regular data collection-for example, monthly reporting of active listings, live streaming frequency, and marketplace insight metrics to determine whether the competencies acquired in training translate into sustained platform use. Research modelling MSME growth in Indonesia identifies mentoring and digital literacy as significant predictors of advancement through growth stages, suggesting that periodic reinforcement is more effective than single-exposure interventions. Third, **sustainable business development** should be supported by linking digital competency gains to measurable business outcomes. Future evaluations should incorporate sales and revenue data, customer acquisition metrics, and, where applicable, halal certification completion rates, in order to assess whether the program contributes not only to capability but also to commercial resilience. Longitudinal designs that track participants over six to twelve months would provide the evidence needed to determine whether the experiential, mentoring-cluster model is scalable to broader geographical regions and whether it produces effects that persist beyond the immediate training context.

In summary, the "UMKM Go Digital" program demonstrates that a quadruple helix collaboration, operationalized through experiential learning and community based mentoring, can produce practically meaningful improvements in the digital competencies of grassroots MSME actors. The evidence does not yet establish that these improvements translate into global competitiveness or sustained revenue growth; establishing that link is the task of the follow-up and longitudinal work recommended above.

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