ENHANCING BUSINESS SKILLS TO IMPROVE THE COMMUNITY ECONOMY IN EAST NUSA TENGGARA

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ABSTRACT

Farmers and fishermen are crucial to the NTT community economy; this community development project emphasises their commercial skills. Lack of skills and knowledge makes it harder to manage business changes and risks. Due to surplus products or parental inheritance, the business is a second job. The programme teaches financial, marketing, supply chain, and strategic business abilities. The program runs in two levels: fundamental business skills and advanced business skills. Both projects satisfy requirements with priority scales. Fundamental business skills are taught through case studies and group exercises in addition to lecturing sessions, while advanced skills are taught through pedagogy and role-playing. Based on these goals and criteria, modules are created. Each session is assessed before and after to establish its impact, each programme is assessed at the conclusion for participant feedback, and each presentation is assessed for business involvement after training. The community development project reveals that the capacity of farmers and fishermen as MSME actors remains focused on managing and utilising surplus production, rather than prioritising it as the primary business objective. Consequently, enhancing the economy through production management, financing and market penetration is essential for transforming the business activities of farmers and fishermen in remote areas

Keywords: Business Skills, Product Innovation, Cash Management, Flexible Strategy

INTRODUCTION

The objectives of this community development are to enhance the economic situation in East Nusa Tenggara (NTT) through enhancing the community's business skills. The community development was driven by insufficient business skills, which hindered farmers and fishermen in NTT from expanding their businesses. Consequently, the business is stagnant. It is required for the business players who are farmers and fishermen to get proper training to enhance and sustain their businesses. NTT is an Indonesian archipelagic region consisting of five major islands: Flores, Sumba, Timor, Alor, and Lembata. The province comprises 21 regencies, which are further subdivided into 315 sub-districts and 2,442 villages. In 2025, economic growth reached 5.34 per cent, with total regional revenue amounting to IDR 22.02 trillion (BPS, 2026). The regional government reported a surplus of IDR 2.53 trillion, a sum that remains rather modest for a province with a population of 5,742,566. Currently, 49.91 per cent of the workforce in the NTT is engaged in the agriculture sector (BPS, 2025c). This constitutes the largest workforce in the NTT. The trade and service industry constitutes approximately 35.98 per cent, representing the second-highest proportion. As a result, the agriculture, forestry, and fishery sectors predominate in the NTT economy. Nonetheless, these industries accounted for around 28.87 per cent in 2025 (BPS, 2025c). The agricultural sector's contribution was minimal in relation to the province's land area. It is essential to enhance their contribution and optimise the agricultural sector, which underpins the area economy. This community development programme primarily sought to bolster the regional

economy by promoting agricultural-sector stakeholders by improving the entrepreneurial abilities of farmers and fishermen, who are the principal economic players of NTT.

Comprehending business is essential for any commercial endeavour. The deficiency in business skills adversely affects the weakening of local economic activity. According to statistical data, 26.03 per cent of the entire employment in the agricultural sector comprised unpaid family members (BPS, 2025a). This situation illustrates the deficiency in business skills among farmers and fishermen. The farmers and fishermen were unaware that this situation was inequitable for their family members and hindered their economic growth. Business analysis may be an overlooked endeavour for them. The absence of facilities and resources, due to the isolated location, exacerbates this neglect (Fitriningrum & Setyadi, 2019a, 2019b). Consequently, this community development seeks to enhance skills and facilities to access superior funding and markets. This community development initiative aims to enhance the skills and knowledge of farmers and fishermen in business practices. Therefore, they can improve their enterprises and provide a greater contribution to their economy.

Farmers and fishermen encounter several challenges impacting their enterprises. Finance is a crucial determinant of a company's profitability. The disparity between the selling price and the incurred costs determines profitability. A prevalent issue is that these farmers and fishermen cannot determine the actual selling price. It is typical practice to exclude labour costs incurred in-house or from raw commodity sources from the farm (Supangkat et al., 2025). In addition to internal labour, raw materials pose a significant challenge for micro, small, and medium-sized firms in remote regions. The most significant impacts arise when raw material requirements are deficient or when there is a decrease in demand (Jajja et al., 2025; Mohsin et al., 2025). Farmers and fishermen must endure losses resulting from uncontrolled production expenses. Comparable circumstances are likewise seen in the marketing domain. Although farmers and fishermen can effectively sell their products in the current market, the outcomes are not equal. Isolated regions restrict the market access for farmers and fishermen to vend their products (Setyadi & Fitriningrum, 2019). Changes in the business environment substantially influence local economic activity. For instance, changes in customer preferences may result in diminished income. If farmers and fishermen do not foresee them. The issue with remote regions is that insufficient information hinders farmers and fishermen from foreseeing these alterations.

The role of farmers and fishermen as proprietors is essential in overseeing their enterprises. Entrepreneurs ascertain the viability of their enterprises. The role of farmers and fishermen in these commercial activities transcends mere company operators; they also function as capital providers and managers. Insufficient skills and expertise in business management, coupled with inadequate facilities, might adversely affect their operations (Chakabva & Tengeh, 2023). Prior to this circumstance arising, farmers and fishermen, as business entities, must possess business skills and expertise. Business is an endeavour that generates commodities and services required by society to yield profit (Pride et al., 2019). This definition illustrates that the mere production of goods and services is inadequate for commercial operations. Business operations necessitate the involvement of business actors, specifically farmers and fishermen, who function as entrepreneurs capable of generating profits. This serves as the foundation for community service initiatives.

METHOD

The NTT farmers and fishermen from 21 regencies participated as representatives of their respective regencies. Later, these selected participants will train local farmers and fishermen in their respective regions. The programme ran in Kupang and Waingapu from January to June 2025. In both places, 30 farmers and fishermen from 21 regencies participated. The course had two phases: fundamental business skills and advanced business skills. Before the training programme begins, a brainstorming session is held to identify the challenges faced by farmers operating enterprises. Geographic constraints force the farmer's representative to brainstorm online in the first week of January. Their future business aspiration is gathered during brainstorming. The brainstorming session identifies challenges and opportunities (Winarko et al., 2021), which guide training programmes. A module for the first training session was created from this information.

After brainstorming, the team created the fundamental skills training modules. From the second week of January until early February 2025, modules were developed. The modules were the training handbook and resources. The modules are clear and accessible, allowing participants to understand and use them in their business activities after training. These courses are tailored to participants' knowledge and capabilities. Each trainer presented the modules during the introductory session in Kupang. Each trainer also explained the approach to training and session objectives.

The inaugural training programme began with the introductory session. Programme implementation followed the introduction in the second week of February. Alongside each trainer's lecture, the implementation session included many crucial problem-solving and discussion exercises for active learning. Active learning motivates individuals to learn and train (Fitriningrum et al., 2024). This active learning session explored their potential and boosted their business-critical confidence (Gosavi & Arora, 2022). Instructional presentations aim to improve participants' firm operations skills. The classes cover basic bookkeeping, marketing to understand the market and clientele, and operations to manage supply. Each topic runs for a whole day, with two different subtopic sessions around four hours, each subtopic divided into two sessions. Each lesson ends with a question and an answer. A collaborative scenario requires attendees to produce objects, financial papers, or product brochures after the training session. The same business line divided participants into several groups. This technique helps them see their business differently and solve problems. In this case, the mentor provides monitoring to improve business case comprehension. Each group must submit and present their findings after this case session. This presentation examines how learning and training sessions improve participants' skills. Participants receive business improvement suggestions after the presentation.

The next session was an assessment. Evaluation occurs before, during, and after the session. Before class, participants take a business practices pre-test. The assessment evaluates business knowledge. Brainstorming and basic business processes inform the pre-material test. The assessment evaluates participants' knowledge and skills. Additional testing is done during the session. It's a quiz question based on the lesson. This task tests comprehension and acts as an icebreaker to keep participants engaged (Sumanasekera et al., 2020). Participants receive an additional evaluation after each instructional and group case session to assess their progress. The basic skills programme concludes with suggestions and input to improve the curriculum and evaluation. As part of this programme, the participants were required to implement their training through the mentorship programme. The

mentorship is a temporary initiative established to facilitate the achievement of training outcomes. This section applies the outcomes of the business fundamentals course, wherein participants are required to engage in various activities aligned with the instruction they received. Throughout the implementation phase, participants can consult with the local team or trainers via online channels weekly.

Advanced business skills training began with a review. Pre-session evaluation occurs in early May 2025. The advanced business skills training programme begins with an assessment. This assesses fundamental skills training. It includes sharing information regarding the initial learning session's activities. This preliminary evaluation discusses the problems of applying first-session skills and knowledge to the second. In this preliminary assessment, participants may suggest topics to study to achieve their business goals. The advanced business skills programme modules are based on this preliminary review. Modules reference and supplement advanced business skills curricula. Participants' needs to improve business and sustainability drive the programmes. The Waingapu development project begins with modules. Mentors describe the module and its goals in the introduction.

After the introduction, the advanced business skill programme began in the fourth week of May 2025. Participants showed their firm progress and used basic skills from the initial session. Participants can discuss implementation concerns in this session. This session allowed each group to discuss their hometown business concerns. The progress presentation and discussion run for two hours. The advanced business skills training programme focused on skill development and application (Sumanasekera et al., 2020). This advanced business skills programme covers cost budgeting, target market strategy, supply chain management, and adaptability. Each subtopic runs for two sessions, 45 minutes per session. This advanced business skills course also focuses on growth and sustainability. Critical thinking and conversation were key to active learning in this programme (Gosavi & Arora, 2022). Critical thinking helps participants comprehend their socioeconomic background and company growth possibilities. Instruction is supplemented by presentations, activities, and group discussions. Games stressed knowing the business environment and spotting commercial opportunities (Sumanasekera et al., 2020). Participants are given role players from normal business activities and must develop strategies, decisions, and actions to solve the problems. Role-playing encouraged players to think creatively about company business events. After finishing their assignments, each group reports their findings, and the other groups and the mentor offer feedback and solutions. This session runs for three hours. These games help participants improve their business abilities to protect their businesses.

The programme ends with an evaluation. This session evaluates the entire curriculum, including basic skills and development. Two methods are used to evaluate. The initial assessment is done during role-playing. Each participant reviews their group's role-playing results in this peer review. The evaluation highlights outputs, including plans, accomplishments, and corporate growth efforts. At the end of the session, participants review the programme and their own learning. Figure 1 shows the programme map for basic and advanced business skills.

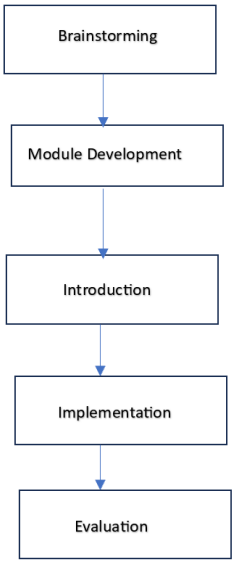


Figure 1: The Flow of the Program

RESULTS AND DISCUSSION

This community development program operates in several phases, from ideation to assessment. The program was executed in two phases: the fundamental skills phase and the advanced business skills phase.

RESULTS

Preliminary Discussion and Brainstorming Session

Initially, farmers and fishermen were interviewed to determine their training needs and current conditions. Farmers and fishermen were allowed to address their daily challenges during the preliminary conversation. Representative farmers and fishermen were also asked about their business goals and industry outlooks. At this point, representative farmers and fishermen were asked what skills and knowledge they wanted from the programme.
The project leader and team assessed requirements, problems, and resource allocation after the previous meeting. The original discussion with representative farmers and fishers outlined difficulties and needs. During this first meeting, the participants were requested to propose subjects according to prioritised needs. Trainees developed multiple alternative subjects accompanied by an explanation for each topic. The findings of the topic selection, illustrated in Table 1, reveal multiple issues that were prioritised according to the poll outcome. As shown, the requirement to manage the fund and access to the wider market are the most crucial topics. This conversation and the polling results became the references to develop the module for this programme. This discussion also generated requirements, impediments, and resources to meet their expectations. The second meeting generated ideas from the lists and the module for each topic. Representative farmers and fishermen assessed commodity priorities based on this list. During this session, farmers and fishermen were given chances to add or discuss whether the topic and module met their expectations.

Table 1: Proposed Topic

Topic	High Priority	Priority	Sufficient	Low Priority	Very Low Priority
Bookkeeping	8	7	1		
Promotion	4	6	2	2	
Digitating Business	8	4	3		
Cost Budgeting	7	8			
Financing	9	4			
Product modifying	2	6	3	2	
Marketing	6	8	1		
Market Network	8	5	2		
Financial planning	6	8	1		

Module Development Session

The initial discussion and brainstorming showed that farmers and fishermen needed business skills to grow their businesses. These findings suggest that farmers and fishermen need more business skills to improve their understanding and management. They needed the ability to spot business opportunities. The training must be simple, appealing, and engaging to ensure student participation in the learning and instructional process.

This community development training is two-tiered. The initial training focused on basic skills to lay the groundwork for corporate responsibilities. This programme covered basic accounting, customer and market understanding, material supply management, and business analysis. Accounting focuses on fundamental bookkeeping. The accounting spans two sessions. Marketing holds consumer and market understanding sessions simultaneously. Supply chain cycles last one session. This lesson covered raw material supply management. The third session is business analysis, when participants evaluate and understand their activities. Participants will use their programme knowledge to evaluate their company in the final session. This training incorporates self-assessment to analyse business performance and address concerns and obstacles.

Advanced business skills training follows. This secondary training level improves business abilities. The second programme promotes critical thinking and corporate strategy. The modules emphasise role-playing games where participants assume company positions. There are three modules: finance, marketing, and supply chains. Financial session focuses on cost budgeting for a single-session operation. This session aims to improve resource efficiency. Finance is followed by supply chains. Participants learn about their raw material supply and value added in one course session. The marketing session uses technology to boost corporate growth. This marketing module requires participants to digitise and promote their items on a marketing platform in two course sessions. The last two sessions established a business strategy to sustain their organisation. During this session, participants are asked to make a plan for the next year and the next five years

THE FUNDAMENTAL BUSINESS SKILL PROGRAM

The fundamental skill program comprised brainstorming, module development, an introductory session, an implementation session, and an evaluation session. This curriculum seeks to impart fundamental knowledge and skills related to business management. The initial discourse constituted the inaugural phase of the entire program.

Introduction session

The fundamental skills and advanced business skills curricula begin with an introductory session. The core skills training introductory session provides brief information about the programme and training process. Each mentor has to introduce themselves and summarise their session in this session. Each participant has to introduce themselves and briefly describe their background and firm. This introduction requested participants to share their expectations. The goal of this session is to encourage participant and mentor engagement. These plans emphasise participant attendance to meet training goals. Thirty 30-to-50-year-olds attend the first session. According to their education, 85 per cent of participants graduated from high school. About 15 per cent have bachelor's degrees.

Implementation Session

Basic accounting training begins the basic skills programme. Basic bookkeeping training in this course teaches participants to record their income and expenses. The lecture aims to teach cash flow management basics. Participants learn basic financial terminology, processes, and revenue and cost account functions and implications in this programme. Participants must record their income and expenses to create a succinct financial report. Through this process, it was shown that several participants were already aware of the recording procedure. Nevertheless, because to their demanding schedules, this recording was infrequently conducted in an organised fashion. This constitutes a discovery for additional study. As a result, the price is often determined based on estimates that the products can be sold out. This basic accounting helps participants grasp transaction recording, which can be used to calculate their costs and manage profit. Basic marketing is the second core skills session. Product communication, market research, and promotion techniques are covered in this course. Participants learn about product marketing techniques, vocabulary, and goals in this course. Participants in this marketing course learn customer and market assessment. Participants must briefly outline a product promotion effort and list their present customers. During this session, participants begin to understand and become aware of their business opportunity and customers. Participants evaluate marketing strategy difficulties and opportunities.



Figure 2: Financial Management Session

Supply chains are the third basic skills module. Participants will learn industrial process control at the supply chains session. This programme emphasises product material management to help participants cut costs, time, and effort in an unpredictable market. Participants learn product buying, processing, and storage. During this session, it was shown that several participants possessed the capability to develop alternative products to minimise oversupply of raw materials.

This condition drives the incorporation of distribution components as part of the training. Therefore, participants learn how to distribute their products. This workshop requires participants to demonstrate their procurement-to-storage procedure. This activity helps participants identify product creation obstacles.

The fundamental skills training concludes with business analysis. Business analysis allows participants to examine and evaluate their corporation during this basic skills training curriculum. This session is a self-assessment where participants compare their current company situation to training results. This company research examines factors that hinder operational efficiency. In this course, participants learn to analyse the firm using four business metrics: strength, weakness, opportunity, and threat. Participants must use their business analysis knowledge within two months with local mentors.



Figure 3: Business Analysis Session

ADVANCE BUSINESS SKILLS

The advanced business skills programme constitutes the second training initiative. The programme aims to cultivate awareness and critical thinking to sustain the business. This workshop employs role-playing games for the learning process. Participants are categorised into groups according to their industry sector.

Introduction Section

The inaugural session of the advanced business skills programme signifies the official commencement of the second programme. This session evaluates their development following the fundamental skills training. In this session, each participant had the opportunity to articulate their challenges and issues, particularly during the implementation of the program. The session also offers each participant the opportunity to articulate their expectations for their business. This programme underscores the necessity of participant attendance to fulfil the training objectives and expectations.

Implementation Section

Participants receive business tasks each session. This role-play game is based on their daily lives and the results from the previous training program. Each member must analyse and plan for company continuity based on their daily activities and results from previous training. This developmental skills approach begins with cost budgeting. The previous programme required a simple financial report, but this session covers basic bookkeeping. Participants become finance managers responsible for creating a financial strategy for their company throughout this course. From this position, they learn to allocate operations by financial report. The cost budgeting workshop teaches participants how to prepare business budgets. Participants can learn about cash

flow management and finance resource accessibility in this course. From this session, participants demonstrated advancement in organising their money from their daily business operation, encompassing the assessment of business expenses, revenue, cash flow, and managing profits. This improvement is also shown through their ability to prepare simple income and cash flow statements.

Business Digital is the second Advanced Business Skills Programme course. This training helps users conduct online transactions using internet resources. This conduct is relevant since the parties use mobile phones for business. This session allows participants to improve existing products, add new ones, or expand their market. The session helps participants prepare promotions using web technologies. Participants must bring their products to this session, where mentors will help with presentation and online market entry. This session showcased a variety of products created by participants. This led to an extended learning process, as participants were required to thoroughly categorise and prepare all products. Through developing a website for their products, this seminar helps participants expand their market by introducing their products online via mobile phones.



Figure 4: Product Development as Part of Business Digital Session

Supply chains are covered in the third business skills development session. This course improves logistics management skills. Effective planning and product inventories are stressed throughout the training. This session teaches participants how to increase product value and choose distribution channels. Later, each group presents their task to end the advanced business skills training. This programme is a role-play game. Business skills and a planned, sustainable corporate strategy enable the role model game (Sunendar et al., 2020). This business concept lets farmers set goals and expectations. Farmers and fishermen learn to identify economic opportunities, evaluate their strengths and shortcomings, and understand their restrictions. This effort aims to improve farmers' and fishermen's commercial understanding, improving value, market appeal, and profitability. Each group presents its role-play-based business plan at the end of the session. The role-play session evidenced an enhancement in the participants' business skills. The presentation and role-play indicated that participants had shifted their attention from selling and disposing of products to prioritising business continuity.



Figure 5: Preparing Business Strategy Presentation

Evaluation Session

Before and after each session, an assessment is done. Initial assessment determines knowledge and skill at the start of the session. Subject-specific assessment forms are given to participants. The session ends with an evaluation. Participants are assessed similarly to determine lesson comprehension. This examination evaluates learning effectiveness through each session assessment and the presentation as part of the fundamental business training. This evaluation measures how well participants learn from the programme through their presentations. The advanced business skills programme has similar exercises. The advanced business skill program-only evaluation is also used to evaluate basic and advanced business skill programme progress as shown in Figure 6.

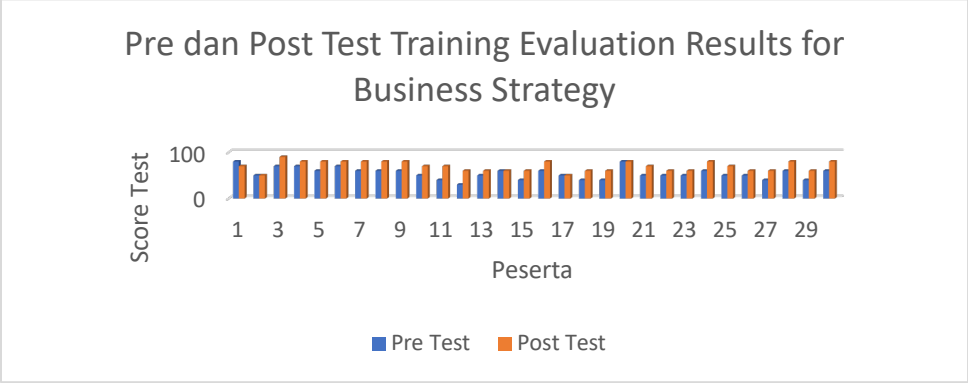


Figure 6: Assessment Results for Business Strategy Session

The programmes provide participants with a new viewpoint on managing and sustaining their firms; they rate them positively. These courses help companies identify sustainable opportunities. Role-play assignments and presentations let people see their business differently, fostering growth. During multiple presentation sessions and interactions, participants demonstrated basic bookkeeping skills and set appropriate selling prices using market and cost-based estimates. Learning evaluation and progress reports indicated that some participants had already altered their products and promoted them through marketing channels. Participants expect the sessions to continue since their abilities have improved. They predict the location and duration of training sessions, gaining valuable knowledge and skills.

DISCUSSION

Managing businesses for MSMEs presents significant challenges. For MSMEs, business management constitutes a daily endeavour. In practice, the business management conducted by MSMEs contributes to the economic development of the community (Nursini, 2020). Consequently, inadequate business management by MSMEs will substantially affect the community's economy. The primary challenge in MSME management is the lack of professional management, which is a critical issue for MSMEs, particularly within rural populations (Syahadat et al., 2025). The challenges encountered become increasingly intricate when these economic activities are secondary occupations resulting from surplus raw material manufacturing or inheritance from their parents. The results from field observations indicate that the majority of enterprises are ancillary ventures arising from surplus production that remains unutilised or are inherited from relatives. This circumstance engenders vulnerabilities for MSMEs in executing their company operations. For instance, they do not quantify the earnings obtained (Pratama et al., 2019) or the expenses incurred from their commercial operations (Soejono et al., 2023). The existence of unpaid labour from family members (BPS, 2025b) is another business concern that is frequently neglected. This is particularly applicable to farmers and fishermen managing MSMEs residing on isolated islands. Inadequate facilities, information, market access, and money impede entrepreneurs' capacity to advance their firms. The geographical position of the little island poses difficulties for fishermen and farmers in the management of their produce As a result, firms are constrained to recoup the cash necessary for their operations the following day (Soejono et al., 2023). In some cases, these activities are mainly aimed at using up excess product only since the product is easily damaged.

Simultaneously, overseeing production materials is essential, as the goods generated by farmers and fishermen are susceptible to temporal and environmental factors. Besides managing product materials, the transportation of production materials, distribution, and the availability of raw materials are critical concerns for farmers and fishermen on tiny islands (Fitriningrum & Setyadi, 2019a; Mohsin et al., 2025). Consequently, the management of production resources is essential for sustaining product consumption durations, along with delivering added value. Supply chain management extends beyond the mere administration of market demand and supply. Presenting role models and building innovation awareness entails the ability to perpetually enhance existing capabilities and resources to identify opportunities via product development and/or the introduction of new products (Otache, 2024). Product development and innovation are essential for controlling market demand and supply, as well as enhancing product value.

Oversupply for consumption drives farmers and fishermen to sell them. Not assimilating all products causes problems. During observation and training, it is seen that sales still depend solely on business financing and product availability. Product marketing digitisation is needed. Digital marketing can reduce market and production under-absorption. Digital marketing promotes products and services via the internet and other platforms (Ethelda et al., 2022). These addresses limited sales access. Since the farmers and fishermen are familiar with mobile phones for communication. This training tried to optimise it by introducing them to use social media for product information and engage with consumers. This helps digitalise their product marketing and widen their market.

Despite managing the products, effective cash management is essential for the everyday business and personal affairs of fishermen and farmers. This prevents farmers and fishermen from facing bankruptcy or incurring loans from loan sharks, which might jeopardise their livelihoods. The requirement to provide cash management mainly aims to assist farmers and fishermen, focusing on optimising cash utilisation to enhance earnings, regulate retained cash, and mitigate losses from operating expenses (Islam et al., 2020). Observational and training indicated that challenges in financial management affected not only the control of income and expenditures. It hindered access to funds due to the inability to present financial documentation, such as a financial report, to the funding source institutions. Therefore, training in basic bookkeeping and financial reporting is designed to enhance participants' knowledge and skills in financial management, controlling their budget, while also aiding them in securing financial backing for their business.

The rural economy relies on farmers and fishermen. Farmers and fishermen can boost the community's economy by adopting an entrepreneurial mindset and conquering challenges. Meanwhile, business development requires a strategy that includes improved financial stability, product value, and digital marketing requires ways to outperform competitors and maintain business continuity. During the observation and training, it was found that some MSMEs in remote areas struggle to adjust to environmental changes due to a lack of information and resources. They face challenges from limited markets and financial services, including a lack of knowledge and technology (Ihou & Mansingh, 2025). The farmers and fishermen need more than product innovation, marketing, and finance. They must plan for market changes and hazards. They need flexibility within their strategy since it allows a company to adapt to environmental changes and uncertainties that affect performance and sustainability (Otache, 2024). The role-play concept helps farmers and fishermen see the business differently. The emphasis of role-play games lies in change and anticipation of alterations in business environments. Role-play games focus on flexible problem-solving for farmers and fishermen.

This community development reveals that farmers and fishermen's vital responsibilities in the communal economy require improved commercial skills. This is because most of the business runs due to the impacts of excess items or inherited businesses. Farmers and fishermen struggle to respond to environmental changes due to business skills gaps. Lack of financial knowledge led to a lack of financial control both for personal and business, as well as access to funding resources. The necessity of financial management through basic bookkeeping assists farmers and fishermen in overseeing their cash. Simultaneously, overseeing surplus products underscores the significance of product value, efficient processing, and distribution. This can be achieved when farmers and fishermen can reach more customers. Consequently, marketing strengthening is part of this training. Using familiar communication tools such as mobile phones, digitalisation promotion enhances marketing efforts to accommodate surplus products, align with trends and understand the business environment. From this community development program, the capacity of farmers and fishermen as MSME actors remains focused on managing and utilising surplus production, rather than prioritising it as the primary business objective. Consequently, enhancing the economy through production management, financing and market penetration is essential for transforming the business activities of farmers and fishermen in remote areas.

CONCLUSION

This community service initiative seeks to enhance the commercial acumen of farmers and fishermen to bolster the economy of the NTT community. Farmers and fishermen mostly confront obstacles in adapting to economic fluctuations and dangers stemming from inadequate business acumen and knowledge. This is primarily owing to these enterprises being secondary occupations arising from excess inventory or parental inheritances. The training encompasses fundamental and advanced business competencies, utilising materials tailored to the participants' prioritised requirements. The training outcomes indicated substantial transformations in participants, especially with their comprehension of business management. Role-playing games revealed that certain participants could create basic bookkeeping, which underpins the calculation of selling prices based on costs and market values. This session also showcased participants' capacity to evaluate business prospects and adjust products to align with current market trends. The conversation indicated that certain individuals were starting to comprehend the necessity of market-oriented corporate management. The constrained timeline, the geographical distribution of the members' enterprises, variations in participant competencies, and inadequate supporting infrastructure resulted in the community service objective of enhancing the overall economy remaining unfulfilled. This community service programme illustrates that enhancing the economy through production management, financing and market penetration is essential for transforming the business activities of farmers and fishermen in remote areas.

Many concerns remain with this community development. Organisational time restrictions and participants' geographical dispersion display regional differences. This makes generalisation and meeting local needs difficult. Evaluation results show participants' satisfaction with programmes, although many issues remain. This geographical location and lack of facilities caused the program to be unable to meet all its objectives. The time between sessions should allow participants to utilise their skills in daily life. However, the interval during which participants were instructed to undertake the implementation task showed alterations and enhancements in managing their business. It is recommended to continue the mentoring program by partnering with local agencies such as government institutions or non-profit organisations. This will enhance community economic advancement and empowerment.

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