



The Process and Impact of Entrepreneurial Learning in the Home Industry Community in Increasing Family Economic Income

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Abstract: Home industries face complex challenges, especially in terms of poverty and social inequality. This research aims to describe the learning process and its impact on family economic welfare through a study of three enterprises that are members of a community, namely Zasna Souvenir, Nadira Souvenir and Hana Bag. This study employed a descriptive qualitative approach, utilizing in-depth interviews, observations, and documentation techniques to collect data. A total of six respondents, consisting of three home industry managers and three employees or community members, were selected to gain diverse perspectives. The collected data were analyzed using the interactive data analysis model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing to ensure the credibility and depth of the research findings. The results show that the learning process in home industry includes the stage of promoting familiarity, the stage of identifying learning needs, the stage of formulating learning objectives, the stage of preparing learning programs, the stage of implementing learning programs, the stage of evaluating learning programs. The impact of this learning process not only fulfills basic needs, but also supports education, health, home improvement and social activities. The research findings show that the souvenir bag home industry community is an innovative solution to increase family economic income while fostering an experiential learning environment. This learning model enables community members to acquire practical skills, foster creativity and increase productivity, ultimately increasing their family's economic income. In addition, this research contributes to identifying an effective experiential learning model in small community-based enterprises, which can be adapted by other enterprises to sustainably improve the local economy. As this model has not been widely tested in the context of cottage industries in Indonesia, it is imperative to explore its applicability and analyze its potential impact on the economic growth of local communities. The insights provided by this research offer a valuable contribution to the development of sustainable learning practices that support community-based entrepreneurship and strengthen the economic independence of small enterprises, especially within the framework of home industries in Indonesia.

Keywords: home industry, family economic income, experience-based learning, family welfare, community-based small businesses

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INTRODUCTION

Home industry is one form of business that has developed in society, especially in developing countries such as Indonesia (Kania et al., 2021). This concept refers to the production of goods or services carried out at home by individuals or groups, utilizing local resources and community skills (DiBella et al., 2023). These businesses play an important role in the local economy by creating flexible jobs and empowering the community. Home industry not only serves as a source of income, but also as a means of community empowerment, especially in the context of poverty reduction (Fadlan et al., 2024). Home industry has great potential in improving people's lives by utilizing existing local potential (Shabtai et al., 2025). Therefore, the contribution of home industry is very important to optimize local economic development. The history of home industry in Indonesia shows that this activity has existed for a long time, but has only received serious attention in the last few decades. Along with increasing unemployment and poverty, the government and various private institutions began to develop programs that support the growth of the industry (Fauziah et al., 2023). Initially, the home industry focused on handicrafts, food, and clothing. With the times, this sector began to enter the creative market, such as the production of souvenir bags that combine creativity with the needs of the modern market.

Home industry in economic theory can be linked to the concept of human capital put forward by (Gerhart & Feng, 2021). Investing in the skills and education of community members can increase their productivity, thus supporting the sustainability of home industry businesses. In addition, home industry can be seen as a system that integrates education, skills, and entrepreneurship (Kruger & Steyn, 2020). This theory supports the understanding that community empowerment through home industry can create jobs, reduce unemployment, and improve living standards. Thus, home industry becomes one of the important pillars in sustainable local economic development. Despite its great potential, the challenges faced by businesses in this sector cannot be ignored. Home industries face complex challenges, especially in terms of poverty and social inequality. Indonesia is currently in the top 100 poor countries in the world, while in the World Population Review (WPR) Indonesia ranks 73rd as the poorest country in the world (Kurniasari et al., 2024). The high poverty rate shows that many people have not been able to optimally utilize the potential of the home industry. Limited access to capital, training, and markets are significant obstacles.

Poverty is a priority in national development, and cannot be delayed in overcoming it (Singh & Chudasama, 2020). Therefore, empowerment is needed that is not only limited to community groups that are in poor conditions, but can also be applied to communities that have potential, although still limited in achieving a level of independence. So it is necessary to develop and explore the potential possessed by the community (Endah, 2020). Handling poverty issues often faces increasing complexity, especially as a result of significantly widening social inequalities. In fact, in some situations, these problems are further exacerbated by unfair treatment, which results in marginalization.

The weakness of poverty reduction programs stems from the launch of development policies that are more oriented towards macroeconomic growth, where these policies tend to be centralized or centralized (Christodoulou-Volos, 2025). This has resulted in government insensitivity to local needs and to the social aspirations of poor communities (Kelly & Lobao, 2021). On the other hand, various poverty reduction programs so far are considered to still contain several weaknesses that need to be improved. First, the approach tends to focus on the economic aspects rather than the multidimensional aspects of poverty. Secondly, this approach is more charitable (social giving) than productive. Third, there is a tendency to position the poor as objects rather than subjects. Fourth, the government is still the authority (through uniform, top-down, centralized programs) and not the facilitator (J. Arifin, 2020). The lack of integrated collaboration, coupled with a program orientation that is not contextualized, means

that the implementation of various poverty reduction programs has not shown significant results (Gómez-Ceballos et al., 2021).

The paradigm of centralized community planning and empowerment needs to be improved by leading to an optimal increase in local community participation (Setyowati et al., 2023). Community empowerment is implemented with the aim of increasing the independence, competitiveness, and welfare of the community in a sustainable manner (Jabbouri et al., 2024). The empowerment process involves a number of stages designed so that the community can experience positive changes in future development (Setyowati et al., 2023). The effectiveness of institutional empowerment can be achieved through synergistic cooperation with other partners in developing an empowerment paradigm (A. Arifin & Yuniarsih, 2022). Based on the complexity of the problem, a community empowerment system is needed that is inclusive and is an alternative effort in tackling the problem of poverty, which is considered a shared responsibility (Mouchrek & Benson, 2023).

The solution to the challenges faced by the home industry can be achieved through the formation of a community, as community development at the local level often leads to the establishment of home industry communities (Octastefani & Nurmansah, 2022). In this context, stakeholders play a critical role as change agents by engaging in power-sharing to empower community members, equipping them with the skills and equality needed to manage home industry enterprises effectively. The souvenir bag home industry community in Papringan Village, Kaliwungu District, Kudus Regency, exemplifies this approach. This community functions as both a learning and working environment, where experiential learning is applied to train and employ local residents. Through this process, community members acquire practical skills, share knowledge, and develop strategies for marketing souvenir bags online via e-commerce platforms, which strengthens their economic independence. The existence of this community has demonstrated a tangible impact on increasing family economic income in Papringan Village by fostering collaboration, enhancing productivity, and promoting sustainable economic development.

Based on research from (Otaia & Herson, 2023) states that there are still few studies that examine the role of home industry activities. Some research analyzes related to the community and home industry in increasing family economic income, the first research (Otaia & Herson, 2023) which highlights various local home industries in Tilongkabila, such as tofu production, chips making, and restaurants that contribute significantly to reducing unemployment, creating jobs, being a source of income, improving living standards, and improving community skills, as well as maximizing potential and improving the community economy. This is supported by (Kadir et al., 2023) which states that the development of home industry-based creative economic products at the EcoNatural Community Foundation produced through community utilization and potential has an impact on increasing community income, especially for housewives from lower economic groups. Both studies confirmed that home industries have a strategic role in strengthening the local economy. However, their approach focuses more on the economic aspects and less on exploring how community-based learning can be a key factor in the sustainability of home industries. While slightly different from research (Ristiana et al., 2024) revealed that women workers in the brick home industry in Rejosari Village face severe challenges, including high workloads and low wages, which force them to seek second jobs to meet family needs. This research highlights the socioeconomic vulnerability of home industry workers, but does not address how a community-based empowerment model can sustainably improve their welfare.

Based on this review, no research has specifically examined the role of learning communities as an empowerment model in craft-based home industries, particularly souvenir bags. This research addresses the critical issue of how community-based home industries can enhance family economic income by improving the learning processes and entrepreneurial skills of their members. The souvenir bag home industry community in Papringan Village

exemplifies a practical response to this challenge, applying an experiential learning model that aims to strengthen the economic resilience of families while fostering creativity, productivity, and sustainability. By examining this model, the study aims to fill a gap in understanding the role of experiential learning in promoting long-term business sustainability and economic empowerment within small community-based enterprises.

This study examines in depth the learning process in the souvenir bag home industry community in Papringan Village, which was selected due to its unique role in combining community-based experiential learning with economic empowerment efforts. The community not only engages its members in the production of souvenir bags but also provides them with opportunities to develop practical skills, creativity, and entrepreneurial competencies. By focusing on this community, the study aims to explore how the experiential learning process contributes to enhancing family economic income and to identify its potential as a model for strengthening local economies and fostering sustainable small-scale enterprises. The complexity of multidimensional poverty problems requires a new approach that is able to integrate aspects of economic empowerment with community-based education. This research contributes by exploring the role of the souvenir bag home industry community in Papringan Village in increasing family economic income, as an innovative empowerment model based on the needs of local communities.

METHOD

This research uses descriptive qualitative methodology with a case study approach, which aims to obtain an in-depth and descriptive understanding of the phenomena that occur in the Souvenir Bag home industry community in Papringan Village, Kaliwungu District, Kudus Regency. According to (Busetto et al., 2020), the qualitative approach allows researchers to interpret phenomena in a natural setting, with the researcher as the main instrument. The case study approach was chosen because it can provide a comprehensive picture of the learning process, services, strategies, and community impact in increasing family economic income (Tasci et al., 2020). The data collected in this research includes primary data, obtained through in-depth interviews, direct observation, and documentation, as well as secondary data, sourced from community archives and related reports.

The participants in this study consisted of six respondents selected by purposive sampling, namely three managers of the souvenir bag home industry and three employees or community members. The selection of respondents aims to obtain diverse perspectives on their experiences, learning processes and roles in the home industry community. Data collection techniques were conducted through in-depth interviews, direct observation and documentation. In-depth interviews were conducted with home industry managers, namely Zasna Souvenir, Nadira Souvenir and Hana Bag to explore information about learning strategies in the community, such as production skills training, work management, and efforts in developing the community. Meanwhile, interviews with employees or community members aimed to understand their experiences during the training, changes in skills acquired, and the impact of the community on improving their economic welfare. Observations were conducted using the passive participant method, where researchers directly observed the souvenir bag production process, skills training, and social interactions that occur in the community. This observation aims to obtain a factual picture of the application of learning outcomes by community members as well as the dynamics that occur during the production and training process. In addition, documentation is used to complement data from interviews and observations by collecting community archives that include organizational structures and activity reports, as well as documenting photographs of production and training activities that take place in the community. The combination of these data collection techniques is expected to provide a credible and comprehensive picture of the learning process and impact of the souvenir bag home industry community in Papringan Village.

The validity of the data in this study was tested using source triangulation and technique triangulation to ensure the validity and reliability of the data obtained. Source triangulation was conducted by comparing data from various respondents namely community managers and members, and checking the consistency of information obtained from interviews, observations and documentation. This aims to evaluate the completeness of information and identify similarities or differences in perceptions related to the learning process and the impact of the souvenir bag home industry community on its members. In addition, technical triangulation was applied by verifying the same data through three data collection methods, namely interviews, direct observation, and documentation (Morgan, 2022). In technical triangulation, the results of in-depth interviews were checked for compatibility with the results of observations of community activities, such as the production process, skills training, and social interactions, and reinforced with documentation in the form of photos of community activities and archives. Data analysis was conducted using the Miles and Huberman interactive method which includes four main stages: data collection, data reduction, data presentation, and conclusion drawing (Miles et al., 2018) . In the data collection stage, information from interviews, observations, and documentation was systematically collected. Furthermore, at the data reduction stage, irrelevant data was filtered out, while significant data was selected, simplified, and grouped based on themes relevant to the research objectives. The reduced data was then presented in the form of descriptive narratives and tables to facilitate the identification of patterns and relationships between variables. The final stage was conclusion drawing, where the results of the analysis were critically interpreted to answer the research questions and provide a comprehensive picture of the learning process and the impact of the souvenir bag home industry community in increasing family economic income in Papringan Village.

RESULT AND DISCUSSION

The souvenir bag home industry community in Papringan Village is an innovation in community empowerment that combines aspects of learning and economic development. This community consists of several home industries engaged in the production of souvenir bags, such as Zasna Souvenir, Nadira Souvenir, and Hana Bag, which are members of the community. As a platform for skill sharing, the community not only focuses on the production of souvenir bags but also creates a learning environment that supports the development of its members' potential. With experiential learning methods, community members receive training, group discussions, and hands-on work practices that significantly improve their skills. As a result, the income earned not only fulfills basic needs but also supports the education, health and social activities of family members. This research aims to explore the learning process that takes place within the community, as well as how these activities impact on improving family economic income.

Learning Process in Souvenir Bag Home Industry Community

The concept of community empowerment developed as a response to the need for more inclusive and community-centered development. This initiative places the community as the main actor in the development process, as expressed by (Kunyati & Radianti, 2024), emphasizing the importance of community participation in creating sustainable change. Various efforts have been made to encourage community-based development, one of which is through the development of home industry. Home industry is a strategic place to integrate economic empowerment and learning, creating space for people to develop skills and improve living standards. This approach not only supports economic development but also strengthens community self-reliance, making it an ideal model for community empowerment.

In connection with this context, community empowerment efforts have been carried out by the home industry community souvenir bags located in Papringan Village, Kaliwungu

District, Kudus Regency. The souvenir bag home industry community is a place of learning and work that empowers the surrounding community. Through the learning process, this community has a positive impact in the form of increased knowledge, skills, and social change, especially in the family economic sector, namely by reducing unemployment and improving the welfare of the surrounding community. According to (Ziapour et al., 2021), there are six stages of the learning process including : (1) the stage of fostering familiarity, this stage aims to foster a familiar atmosphere between students and educators, (2) the stage of identifying learning needs, learning resources, and possible obstacles that will occur in learning activities, (3) the stage of formulating learning objectives, aims to assist students in formulating learning objectives, (4) the stage of preparing learning programs that involve students, (5) the stage of implementing learning programs, (6) the stage of assessing learning programs, where at this stage students are involved in the stage of assessing the process, results, and effects of learning. Based on the results of the research, findings were obtained regarding the learning process or stages of learning for community members through the home industry production of souvenir bags, among others:

First, the intimacy building stage. The learning process in the souvenir bag home industry community by interacting intensively with community members with the aim of developing an open attitude in learning activities. According to (Shadiev et al., 2020) the atmosphere of familiarity in the learning process is very important, it is based on the assumption that learning citizens cannot participate optimally in learning activities if they do not know each other. This is in line with the learning stage in the souvenir bag home industry community, by doing the stage of fostering intimacy between community members.

Based on the results of the research, the intimacy development stage is carried out through various activities such as regular discussions between members and managers to discuss problems that occur during the production process or to evaluate new designs of souvenir bag products. In addition, some managers who are members of communities such as Zasna Souvenir and Nadira Souvenir plan to hold family gatherings as an effort to increase intimacy and strengthen the kinship between community members. This is in line with the opinion of (Díaz-Vicario et al., 2024), which explains that togetherness and collaboration are fundamental values in everyday life. By understanding the importance of togetherness, learners can acquire the skills to interact constructively with other individuals and make meaningful contributions in a group context.

Judging from the number of participants, most members of the souvenir bag home industry community are actively involved in learning activities and souvenir bag production. According to (Yuan & Wu, 2020) the learning process is designed to develop the ability and readiness of its learners in establishing relationships between learners, by prioritizing discussion activities, problem solving, simulation, cooperation and other methods that support the development of social relationships among learners. This opinion is in accordance with the active participation of community members, where members discuss with each other in person or online through WhatsApp discussion groups to provide their ideas and suggestions. This can be seen when the home industry designs new bag model products, community members often provide input related to new bag models, analyze constraints and provide possible solutions to improve the efficiency of the production process.

Second, the needs identification stage, the process of identifying learning needs is one of the most crucial steps in implementing learning strategies to achieve success. This stage includes a thorough understanding of the characteristics of the learners, production needs, as well as the environmental conditions of the social environment and the location where learning takes place (Lambert & Guillette, 2021). This is in accordance with the stages of learning in the souvenir bag home industry community, namely there is a process of identifying needs. Based on the results of interviews with several community managers, identification of learning needs is carried out first by understanding production needs.

Managers adjust the skills needed with the production process, this includes administrative skills, product design, fabric cutting, sewing, quality control, and packaging. Nadira Souvenir home industry managers said that all skills have an important role, therefore if there is a shortage in one aspect of the skill, it can have an impact on the quality of output. Hana Bag and Zasna souvenir managers also highlighted the importance of operational management skills to maintain the efficiency of the production process, because the community is engaged in a creative industry based on custom orders.

In addition to skill identification, there is also resource identification. Resources used in production include human resources, raw materials and production equipment. The process of identifying human resources is carried out simultaneously with skill identification. The manager of Zasna Souvenir identifies human resources during the recruitment process, focusing on the potential of members who can be developed in the community. Similarly, Nadira Souvenir adjusts resources to production needs, ensuring that production and learning go hand in hand. The manager of Nadira Souvenir added that they identify prospective members not only by their skills but also by their willingness to learn and develop in the community. This is in line with what is described by (Mehta, 2022), stating that one of the factors that influence learning success is from psychological factors which include: willingness, intelligence, brawn, memory, and concentration

In addition to identifying human resource needs, there is also an identification of the need for raw materials and production equipment. There are several raw materials used for bag production such as dinir 300 fabric, polyester, leather and dove mitation, aluminum foil, spoonbon, zipper, webbing handle, thread, and piping hose. As for production tools, there are sewing machines, PCs or laptops, cameras, and printing tools. For printing or printing equipment, managers in the community still use the services of vendors in Kudus Regency such as Sketsa Digital Printing and Ardiansyah Printing services. However, there are several obstacles or barriers that often arise regarding the availability of human resources, raw materials and production equipment. In interviews that have been conducted, the manager of Zasna Souvenir expressed constraints on raw materials which are sometimes difficult to obtain and limited printing vendors so that the production process is less efficient. The manager of Nadira Souvenir also faces difficulties in recruitment, especially for the position of tailor. Therefore, learning from existing experiences, community managers make strategies to overcome existing obstacles. Managers always stock more raw materials to avoid shortages, especially before the holidays or new year. In addition, finding alternative vendors is also a solution to overcome obstacles in the printing process.

Third, the stage of formulating learning objectives that contains a description of the learning process and output of students or learning citizens that are adjusted based on learning needs(Nuruningsih & Ayuningtyas Palupi, 2021). This is in line with the problem formulation stage in the community in the souvenir bag home industry, where learning objectives are formulated by involving community members and based on the needs of community members. It aims to make members feel they have a role in determining the direction of learning, as well as increasing responsibility for the success of the souvenir bag home industry community program.

The interview results show that in Zasna Souvenir, Hana Bag, and Nadira Souvenir, community members are actively involved in the process of formulating learning objectives. This is done with a participatory discussion approach, so that the objectives formulated reflect not only the needs of the organization, but also the needs of individual members. The home industry managers stated that the main objective of learning is to improve members' skills, particularly in technical sewing, design and operational management. In addition, the souvenir bag home industry community aims to improve the economic welfare of its members' families, through wages or salaries given by the managers to employees or members. In general, the formulation of learning objectives involving community members not only creates relevant

programs, but also increases learning effectiveness. This approach is in line with constructivism theory, which emphasizes that effective learning occurs when individuals engage in contextualized and experiential processes (Aini et al., 2024). In the context of the souvenir bag home industry community, this is aligned with the practice of active participation of members, collaborative discussions, and adaptation to changing market needs.

Fourth, the stage of preparing the learning program. The preparation of learning programs in the souvenir bag home industry community with a flexible approach. Based on the results of interviews with three managers in the community, learning is mostly done spontaneously and contextually, following the flow of their daily work. This is in line with research (Daniel et al., 2024) contextual-based learning is an effective approach to foster the spirit of entrepreneurial competence of learning citizens (ideas, opportunities, resources, and actions) and self-efficacy. The learning program development stage in this community prioritizes flexibility, relevance, and adaptation to market needs. Although there is no structured learning plan, the experience-based approach and collaborative discussions have proven effective in improving members' skills.

Fifth, the implementation stage of the learning program. Learning implementation is carried out in a structured manner from planning to learning evaluation (Latifah & Supena, 2020). This is in line with the implementation of learning programs in the souvenir bag home industry community which is carried out in a structured manner through clear production stages, division of specific tasks, training for new members, and periodic evaluations to improve skills and product quality. Division of roles and tasks, each community member has a clear role in the production process. The roles and tasks are adjusted to the production needs that have been identified previously by the home industry managers. The division of roles and duties is carried out since new members join the community. The manager of Zasna Souvenir, explained that the production stage starts from confirmation by the admin, followed by souvenir bag product design, design printing, fabric cutting, sewing, to the final stage of quality checking and packaging. A similar process is also implemented at Nadira Souvenir and Hana Bag, where each production step has a systematic flow and cannot be missed. Community members from several branches of the home industry are given explanations of the various tasks and roles available, and the selection of roles and tasks is done through discussions between managers and new members. This is in line with the principle of needs-based learning, where each member is empowered according to their skills and potential (Sasere & Makhasane, 2023).

After the division of tasks and roles, it is followed by training of new members as a first step to ensure they understand their respective tasks and responsibilities. This is in line with the theory of social constructivism put forward by Lev Vygotsky, emphasizing that learning is an active process where individuals construct knowledge through social interaction, direct experience, and the cultural-historical environment (Wibowo et al., 2025). The duration of training generally lasts for one week, as implemented in Zasna Souvenir, Hana Bag, and Nadira Souvenir. This training includes an introduction to the stages of production, the use of tools, and mastery of technical skills in accordance with the chosen jobdesk.

After the training period is over, community members begin to carry out their respective tasks in the agreed production flow. This process is not only focused on the production of goods, but also a means of experiential learning. Each member contributes, as explained by the manager of Nadira Souvenir. In addition, regular group discussions are held to discuss product evaluation and innovation planning. These discussions are a means of knowledge transfer between managers and members, as well as a place to share experiences to overcome challenges that arise during the production process. This kind of discussion reflects the social identity theory (SIT) developed by Tajfel and Turner, explaining how a person's identity is based on membership in a social group, in social learning the interaction between group

members becomes an important element to accelerate the learning process and mastery of new skills (Harrison et al., 2024).

In the learning process stage there are also performance evaluations that are conducted regularly, usually once a month to ensure that each member is performing their duties well. The evaluation also includes discussions on obstacles in the production process as well as new product development that is carried out every day. The implementation stage of the learning program in the souvenir bag home industry community not only supports the production process, but also serves as a means of empowering members.

Sixth, the learning program assessment stage. Learning program assessment is an important step to ensure the effectiveness of the learning and production process in the souvenir bag home industry community (Mohajer et al., 2024). Evaluation is an integral part of community management that includes evaluation of product results, member performance, and reflection for continuous improvement. There are three indicators used in the evaluation process, including product quality, production targets, and the development of members' skills. Evaluation of learning and production programs is carried out every time the production process is completed. This is in line with the statement (Mala Rosa Aprillya & Uswatun Chasanah, 2024) that program evaluation is carried out every program implementation. The main focus of the evaluation is to ensure that the products produced meet quality standards and are in accordance with consumer demand. Member performance evaluation is carried out to assess the effectiveness of individual work based on each member's jobdesk. The evaluation includes the achievement of production targets and the development of members' skills.

Reflection on evaluation results serves as a critical mechanism to encourage continuous improvement in the learning process within the souvenir bag home industry community. The experiential learning model applied has had a positive impact, including the enhancement of practical skills, creativity, and the economic income of community members. However, its implementation still faces several challenges that limit the optimal achievement of learning outcomes. Key obstacles include limited access to advanced educational resources, disparities in the educational background of members, and inconsistent application of reflective learning practices due to varying levels of participation and engagement. Additionally, time constraints emerge as a barrier, as participants are also involved in household activities and other jobs to support their family income. These challenges may arise at various stages of the learning process, from identifying learning needs, designing programs, to assessing learning outcomes, which require active collaboration and adaptive problem-solving. To address these issues, the community adopts structured, indicator-based evaluations to systematically diagnose weaknesses in both the learning and production processes, aiming to enhance effectiveness and ensure sustainable professional growth. This framework aligns with the concept of reflective learning, which emphasizes the importance of reflecting on past experiences as a foundation for formulating better strategies in the future and strengthening members' entrepreneurial capacity (Koçkaya et al., 2024).

Impact of Increased Economic Income

Increasing family income is always associated with improving the home environment, especially in low-income families (Lombardi, 2021). In the context of the souvenir bag home industry community in Papringan Village, there are four important aspects (indicators) used as a measuring tool for increasing family economic income, including: (1) the income aspect, which includes the fulfillment of basic needs, (2) the physical aspect, which includes the condition of the house or residence and health, (3) the mental aspect, which includes meeting children's educational needs and developing skills, (4) the spiritual aspect, which includes social aspects (Ristiana et al., 2024). The souvenir bag home industry community has had a positive impact on increasing family economic income. The results of interviews with managers and employees revealed that the income generated from the souvenir bag home

industry not only fulfills basic needs, but also contributes to the education, health, and spiritual needs of the family. The following are some of the increases in family economic income in the souvenir bag home industry community seen in the following aspects.

The first aspect is income. Income plays an important role in reflecting a household's ability to fulfil basic needs and improve overall family welfare. Before joining the souvenir bag home industry community, many community members faced challenges in obtaining a stable income. Most of them worked as casual labourers or odd-jobbers with uncertain incomes, making it difficult to meet basic needs such as food, clothing, and children's education costs. This leads to low purchasing power and limited access to economic development opportunities. After joining the community, their income began to increase along with their involvement in souvenir bag production activities. Members of the souvenir bag home industry community earn a daily income that can reach hundreds of thousands of rupiah, although it can fluctuate depending on the volume of orders. This income proves sufficient to cover the cost of basic needs, such as food and clothing, as stated by the manager of Zasna Souvenir. Despite the variability in turnover, the income from this business can consistently meet the family's daily needs, which is in line with family economic theory that emphasises that a stable and adequate income can improve quality of life (Ashik et al., 2025). In addition to meeting primary needs, community members also allocate a portion of their income for self-development by attending training programs and skill development courses. This strategic allocation reflects a focus on long-term personal and economic growth. In addition, many employees use their income to support their children's formal and informal education, including school fees and tutoring. In addition, a portion of the income is directed to fulfill secondary needs, such as purchasing electronics and funding recreational activities, indicating that income from these cottage industries not only sustains basic living standards but also supports investments for business development and lifestyle improvements (Seubert et al., 2021).

Second, the physical aspect. The physical aspect of household welfare is another important area that is positively impacted by income from the souvenir bag craft industry. Before joining the souvenir bag home industry community, many community members lived in houses with poor conditions, such as limited space, inadequate building structures, and lack of access to basic facilities such as good sanitation. With unstable incomes, they also found it difficult to make home repairs and fulfil other physical needs. After joining, the physical aspects of household welfare have been positively impacted by an increase in income from the souvenir bag craft industry. This income enabled families to make tangible improvements to their living conditions, such as small-scale home renovations and the purchase of essential household furniture. These improvements contribute to an increase in living standards, which is widely recognised as a key indicator of family welfare (Nugroho & Wulandhari, 2023). In addition, a portion of the income is allocated to cover health-related expenditures, including BPJS health insurance and pharmaceutical drugs, reflecting the prioritization of welfare and health insurance. Further observations and interviews revealed that some souvenir bag home industry managers strategically reinvest their income to upgrade production facilities by purchasing new equipment, such as sewing machines, to improve operational efficiency and ensure business continuity. This reinvestment highlights not only the increased financial capacity of community members, but also their awareness of the importance of strengthening productive assets to support long-term sustainability and economic resilience (Bohnett et al., 2023).

Third, the mental aspect. Before joining the souvenir bag home industry community, many community members faced limited access to education and skills training. This resulted in a lack of self-confidence, technical skills and opportunities to improve their lives. After joining, the mental aspect of well-being showed significant improvement, particularly through increased investment in education and skills development. Both managers and employees

recognize the important role of education in achieving long-term well-being and use their income to fund various learning opportunities, including formal and informal education for their children, such as school fees, tutoring, and religious programs like TPQ. This reflects alignment with human capital development theory, which emphasizes that investment in education increases productivity and income potential over time (Sutrisno et al., 2024). Beyond prioritizing their children's education, many community members also allocate income to enhance their own skills by participating in courses and training programs aimed at improving technical competencies, such as sewing, product design, and operational management. These continuous learning efforts indicate that income from the home industry serves not only to meet daily needs but also as a means of self-development and professional growth.

Fourth, the spiritual aspect. Before joining the souvenir bag home industry community, most members faced limitations in contributing to social and religious activities due to low income. This limitation meant that they were rarely involved in social activities, such as charity or zakat, and had limited opportunities to actively participate in religious communities. However, after joining the community, the spiritual aspect showed great impact, as the income earned from the souvenir bag cottage industry was consistently allocated to support social and religious activities. Community members are now able to use some of their income for zakat, alms and charitable donations, including providing financial assistance to orphans. This reflects an understanding that economic success is not solely measured in material terms, but also by the social contributions made to the wider community (Duarte Alonso et al., 2020). Managers and employees emphasize that sharing income with those in need can strengthen social ties and increase community social capital, which plays an important role in maintaining the spirit of mutual cooperation in the home industry. According to the manager of Zasna Souvenir, this act of generosity is seen as an important aspect of income utilization, which strengthens the community's shared values of solidarity and mutual support. This dual emphasis on material well-being and spiritual fulfillment shows that economic success in a society does not only include financial gain, but also includes a broader contribution to social welfare. Ultimately, income from the home industry not only meets basic needs with increased economic income, but also has an impact on physical aspects, mental aspects, and spiritual aspects, which underlines the potential for developing a home industry as a viable solution to improve the economic welfare of families in the community.

CONCLUSION

This research aims to describe the souvenir bag home industry community in increasing family economic income in Papringan Village, Kaliwungu District, Kudus Regency. This research shows that the souvenir bag home industry community plays a role in increasing family economic income through an experiential learning model. This learning not only focuses on technical skills in souvenir bag production but also includes digital-based marketing strategies. The results revealed that income from the souvenir bag home industry not only fulfils basic needs but also contributes to education, health and spiritual needs. In addition, the stages of the learning process, which include the stage of building intimacy, the stage of identifying learning needs, the stage of formulating learning objectives, the stage of preparing the programme, the stage of implementing the learning programme, and the stage of assessing the learning programme, are proven to improve the skills, productivity and solidarity of community members.

The sustainability of this community requires further support from various parties, including the government and the private sector, to overcome obstacles such as limited raw materials and production equipment. The government can provide assistance in the form of technical training and funding, while the private sector can play a role in establishing partnerships in product distribution and marketing. The experiential learning model implemented in the souvenir bag home industry community demonstrates significant

potential for replication in other small-scale industries, particularly within the creative economy and digital business sectors. However, this research is not without limitations. Due to the localized nature of the study, its generalizability may be constrained, and future studies are recommended to expand the scope by exploring diverse home industry contexts in both rural and urban settings. Additionally, further research could investigate more comprehensive adaptation strategies, such as optimizing digital technology integration and enhancing the use of e-commerce platforms to improve the visibility, market reach, and competitiveness of community-based products. By addressing these aspects, future initiatives can contribute more effectively to the sustainable empowerment and resilience of home industry communities across broader socio-economic landscapes.

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