

Community Empowerment Through Ecoprint Training in the “One Day for One Happiness” Program

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Abstract

Purpose: This study aims to describe the process of community empowerment through ecoprint training as a strategy for capacity building and the development of economic self-reliance in Jatijajar Village.

Methodology: This study employs a qualitative case study approach. Data were collected through observation, in-depth interviews, and documentation, with source and technique triangulation used to ensure data validity. Data were analyzed through data collection, reduction, presentation, and conclusion drawing. The empowerment process consists of three stages: awareness, capacity transformation, and skill enhancement.

Results: The findings show that ecoprint training improved participants' technical skills, self-confidence, creativity, collaboration, and decision-making participation. Of 30 participants, 24 (80%) could produce acceptable ecoprint products independently, while 18 (60%) developed their own patterns and product variations.

Conclusions: Ecoprint training can be viewed as a practical and sustainable model of community empowerment that contributes to the development of economic self-reliance through the growth of the creative economy in rural areas.

Limitations: This study is limited to the “One Day for One Happiness” program.

Contributions: This study makes a conceptual and practical contribution to a creative skills-based empowerment model that can be replicated in other rural areas. Thus, ecoprint training is viewed not merely as an artistic activity, but as a community development strategy rooted in local potential and focused on economic self-reliance and social sustainability.

Keywords: *Community Empowerment, Economic Independent, Ecoprint, Training*

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1. Introduction

Community empowerment is a strategic approach to community based development that emphasizes the importance of capacity building, knowledge acquisition, and community self-reliance in managing local resources (Sudaryanti, 2021). Empowerment is understood as a process that enables communities to gain control over the decisions, actions, and resources that determine their quality of life. Thus, empowerment is not merely about providing assistance, but about creating conditions that enable communities to generate opportunities for themselves in a sustainable manner (Jaysawal & Saha, 2023).

With the advancement of modern development in rural areas, the creative economy has emerged as a promising sector capable of integrating creativity, culture, and innovation as a source of economic growth ([Saputra, Malik, & Siswanto, 2026](#)). The creative economy is seen as capable of generating added value through the use of ideas and skills without relying entirely on the exploitation of physical natural resources ([Vuksanović et al., 2024](#)). This opens up opportunities for rural communities to develop locally made, creative products, including through handicrafts, textile design, and ecofriendly crafts.

Ecoprinting also contributes significantly to rural economic growth because it transforms locally available natural resources into value-added creative products with commercial potential. Through the utilization of leaves, flowers, and other environmentally friendly materials, rural communities can develop low-cost home industries that support household income diversification ([Aji, Pratiwi, & Irsalinda, 2025](#)). In addition, ecoprint products possess unique artistic characteristics that increase their competitiveness in creative and sustainable product markets.

However, there is a problem in that the public has limited access to ongoing training, business mentoring, and marketing skills particularly in digital marketing. As a result, the creative products they produce have not yet been able to reach a wider market ([Zhang et al., 2020](#)). This situation means that the creative products being produced have not yet been able to reach a wider market, as promotional efforts are still carried out using conventional methods and have not yet been integrated with modern marketing platforms such as social media, online marketplaces, or community based marketing networks ([Sahbana et al., 2025](#)). As a result, products that actually have high market potential are currently limited to the local market and have not yet developed into creative economy products capable of competing at the regional or national level.

These limitations not only result in weak product competitiveness but also dampen the community's motivation to develop products sustainably. Without access to advanced training, the community struggles to improve production quality without guidance, leaving them without a framework for managing their businesses. Without digital marketing skills, business expansion efforts are hindered ([Cahyaningati & Mulyono, 2026](#)). This indicates an urgent need to establish an empowerment ecosystem that does not stop at the stage of technical training alone, but extends to capacity building ([Hernita, Surya, Perwira, Abubakar, & Idris, 2021](#)).

The ecoprint training program represents an innovative step toward building and boosting the local economy, particularly in the village of Jatijajar in Semarang Regency. Ecoprint is a craft sector with significant potential for development in rural areas ([Laili, Rohmawati, Hasina, Septianingrum, & Rahayu, 2024](#)). The ecoprinting technique a method of printing natural patterns onto fabric using pigments from leaves, flowers, or other plant parts through pounding or steaming is considered relevant because, in addition to producing aesthetically pleasing products, it supports ecofriendly principles by minimizing the use of synthetic chemicals ([Kusumastuti et al., 2025](#)). This indicates that ecoprinting has the potential to be integrated as a foundation for community empowerment based on creativity and sustainability.

The use of local plants as a source of natural dyes in textiles is a form of economic innovation based on environmental potential, aimed at strengthening the community's income structure ([Suttrisno & Sulistiawan, 2025](#)). This initiative is not only intended to reduce residents' reliance on the plantation and livestock sectors as their primary sources of livelihood, but also to create opportunities for economic diversification through value added creative activities ([Standisyah & Ramadhan, 2024](#)). Through the process of transforming natural resources into economically valuable products, communities are introduced to production mechanisms that are more adaptive, flexible, and responsive to market opportunities.

The "One Day for One Happiness" program is an initiative that supports creative skills based training designed to provide an intensive learning experience in a short period of time ([Lestari, Kisworo, Rahmawati, & Lestari, 2025](#)). This program features a participatory learning approach, in which

community members are directly involved in the ecoprint production process from selecting leaves and arranging patterns to the final processing of the fabric ([Wijonarko, Arisanti, & Rahardiyanto, 2025](#)). This hands on training model aligns with the principles of andragogy, which emphasize adult learning through experience, practical needs, and direct relevance to their socioeconomic lives ([Saputra, Zefara, et al., 2026](#)). Therefore, this training serves not only as a means of transferring technical knowledge, but also as a space for the psychological, social, and economic empowerment of the community.

The urgency of this program becomes even more apparent when considered in light of the rural community's need to develop alternative sources of income that are flexible, easy to manage from home, and do not require significant capital. Ecoprint training provides an opportunity for the community to create creative products that can be marketed both in person and online. Based on the issues identified and observations made, the objectives of this study are to describe the community empowerment process, which consists of the awareness raising stage, the capacity building stage, and the skill enhancement stage.

This study is expected to provide conceptual and practical contributions to a creative-skill-based empowerment model that can be replicated in other rural areas. Thus, ecoprint training is not merely viewed as an artistic activity, but as a community development strategy based on local potential that is oriented toward economic self-reliance and social sustainability. The implementation of this program is also expected to strengthen the capacity of the target groups through knowledge transfer, improved production skills, and the development of marketing networks that enable the creation of sustainable economic value.

2. Methodology

This study employs a descriptive qualitative method with a phenomenological approach to describe the community empowerment process, which consists of the awareness stage, the capacity transformation stage, and the skill enhancement stage. The researcher used a phenomenological approach to deeply understand and describe the informants' experiences in participating in the program as part of capacity-building efforts. Qualitative research is a research approach that involves collecting data directly in the field, which is then interpreted and analyzed in depth, with the aim of providing a clearer understanding and reassuring solutions to the various issues faced ([Judijanto et al., 2025](#)).

This study utilized two types of data sources: primary and secondary. Primary data was obtained from key informants and supporting informants. The key informant was the program coordinator of "One Day for One Happiness," who is an intern with the Non-Formal Education Student Association at Semarang State University. The supporting informants were the Village Head of Jatijajar, the Chair of the Jatijajar Village Youth Organization, and two participants in the "One Day for One Happiness" program. Secondary data was obtained through documentation, scientific publications, and various books or news sources as references for empowerment activities in Jatijajar Village.

Data collection was conducted through direct observation, interviews with key informants and supporters, and documentation of the implementation of the One Day for One Happiness program in Jatijajar Village. The data analysis process involved data collection, data reduction, data presentation, and drawing conclusions ([Miles, Huberman, & Saldaña, 2016](#)). The data obtained was then synthesized to identify key topics, refine the research focus, and align with the research theme. The results of the data reduction were then presented descriptively. This study employed triangulation of methods and sources to test the validity of the data. Methodological triangulation aimed to validate the data by comparing interview data from different sources ([Judijanto et al., 2025](#)). Meanwhile, source triangulation aims to validate data by cross-checking information obtained from various sources, such as observations, interviews, and activity documentation.

3. Results and Discussions

3.1 Profile of Jatijajar Village

Jatijajar Village, Bergas Subdistrict, Semarang Regency, Central Java Province, is an area with the following administrative boundaries: to the north, it borders Diwak Village in Bergas Subdistrict; to the east, it borders Derekan Village in Pringapus Subdistrict; to the south, it borders Randugunting Village in Bergas Subdistrict; and to the west, it borders the Semarang-Bawen Highway ([Ismiyanti & Afandi, 2022](#)). Jatijajar Village covers a relatively large area within Bergas Subdistrict approximately 332.69 hectares and is administratively divided into 5 hamlets, 5 *Rukun Warga* (RW), and 29 *Rukun Tetangga* (RT).

This village is located at an elevation of approximately 500 meters above sea level in a hilly area. Average annual rainfall is approximately 220 mm over a seven-month period, with daily temperatures averaging 32°C. Of the total land area of 332.69 hectares, as of 2017, 63.50 hectares were classified as paddy fields, while the remaining 269.19 hectares consisted of non-paddy agricultural land. In that year, rainfall levels in Jatijajar Village were relatively low, and the dry season lasted longer than usual, significantly impacting agricultural activities. These conditions made it difficult for farmers to cultivate their land, as most of the rice fields in the village rely on rainwater or are rain-fed.

3.2 Community Empowerment Through Ecoprint Training in the “One Day for One Happiness” Program

Community empowerment is an effort to enhance residents’ capacity, knowledge, and self-reliance so that they can harness their potential, make independent decisions, and resolve various issues that arise in their community ([Ramadani, Herwina, & Laksono, 2022](#)). According to [Ramadani, Danial, and Herwina \(2022\)](#), empowerment is a process of transition from dependence to self-reliance. Its primary goal is to create individuals and groups capable of making decisions based on their actual needs. As such, empowerment emphasizes an ongoing process of social learning. The ultimate outcome is the creation of a stronger, more capable society that plays an active role in development.

The concept of community empowerment is based on the understanding that every individual has potential that needs to be tapped into and developed. Communities are not entirely uninformed; rather, they often need support in the form of access to information, training, and guidance ([Friadi, Windayanti, & Made, 2024](#)). Empowerment aims to create such opportunities through the transfer of knowledge and experience. This process is carried out in a gradual, systematic, and needs-based manner. In practice, empowerment helps communities understand problems, analyze their causes, and find the best solutions ([Hasdiani, Mulyono, & Abimbowo, 2024](#)). In other words, empowerment shifts people’s perspective from passive to proactive. The application of community empowerment in this study draws on the empowerment theory proposed by [Wrihatnolo and Dwidjowijoto \(2007\)](#) in their research [Sudaryanti \(2021\)](#) which Figure 1 consists of the awareness stage, the capacity-building stage, and the skills enhancement stage.

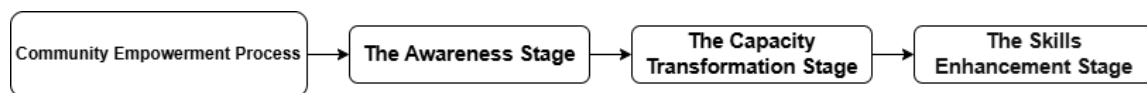


Figure 1. Community empowerment process

3.3 The Awareness Stage

The awareness stage is the first phase in a series of community empowerment that aims to raise critical awareness of the situations, opportunities, and challenges that exist in the surrounding environment ([Dushkova & Ivlieva, 2024](#)). At this stage, the community is encouraged to view the situation more objectively so that it does not remain passive or rely entirely on external assistance ([Otaya & Herson, 2023](#)). Through this process of self-awareness, a new perspective emerged: that change can begin with one’s own capabilities before relying on support from others. This step serves as a crucial foundation for developing independence in decision-making and determining the direction of the change one wishes to achieve ([Kruahong, Tankumpuan, Kelly, Davidson, & Kuntajak, 2023](#)).

The awareness raising phase begins with outreach activities prior to the start of the training program. These outreach efforts focus on building the community's basic understanding of the potential, benefits, and relevance of ecoprinting as an environmentally-based creative skill. This awareness-raising phase aims to foster an open-minded attitude, curiosity, and initial motivation among community members to participate in the subsequent training process (Riwu et al., 2026). As awareness grows, people no longer view ecoprinting as a difficult or exclusive activity, but rather as an opportunity to foster creativity, boost household income, and strengthen local identity through products rooted in environmental wisdom (Rilasya & Sari, 2025).

The socialization in this program explained the importance of ecoprints in improving the economy, which was then followed by an explanation of the procedure for making good and correct ecoprints. This socialization activity aims to form a basic understanding of participants to train psychomotor and the response of trainees (Hasan, Haliah, & Fahdal, 2022). According to Turunen, Cervellon, and Carey (2020) socialization in the awareness effort stage is intended to broaden perspectives and form the basis of public understanding of the urgency of transforming behaviors, attitudes, and mindsets related to the programs and innovations introduced.



Figure 2. The process of raising awareness through ecoprint outreach activities

The socialization activity at the awareness from figure 2 involved the participation of teenagers, especially the Jatijajar Village Youth Organization. In addition, the involvement of the Non-Formal Education Student Association as a facilitator in accommodating the training activity aims to train and develop the potential of participants in improving Micro, Small, and Medium Enterprises (MSMEs) through the ecoprint training. The participants of the activity were very happy and gave a good response to this training and showed the success of the awareness stage in increasing the contribution of participation and activeness of participants in participating in this activity. Aligned with research Sumardjo, Firmansyah, and Dharmawan (2023) where the success of empowerment can be seen through the activeness of participants in contributing to building structural and competent community capacity.

3.4 The Capacity Transformation Stage

The capacity transformation stage is a strategic phase in the framework of community empowerment that marks the transition from conceptual awareness to the strengthening of practical capabilities. At this stage, the community not only understands the conditions, potentials, and problems faced, but also begins to show a paradigm shift in thinking from a passive position and dependent on external parties, to an active role as a subject of development (Laetitia & Amolo, 2025). Capacity transformation is seen as a systematic step to strengthen the foundation of ability, so that the community has sufficient provisions to carry out its role as an actor of change.

The capacity transformation stage is a fundamental foundation for the success of community empowerment in the long term. This phase ensures that the changes achieved are not merely symbolic or administrative, but are truly reflected in the community's ability to plan, manage, and sustain development activities independently (Kruahong et al., 2023). Thus, the stage of capacity transformation can be seen as a prerequisite towards sustainable collective independence, as well as an

instrument for forming a more adaptive, productive, and sustainability-oriented social structure ([Perić, Milićević-Marinković, & Djurović, 2022](#)).

The activities designed to build capacity in this program involve providing participants with practical training materials to enhance their physical and technical skills in eco-printing. The training is divided into two phases: theoretical instruction and hands-on practice. This aligns with the perspective [Nawaz et al. \(2025\)](#) the training program is structured around the delivery of instructional materials, which are then directly applied through practical exercises rather than merely theoretical concepts. The session takes place over a full day, beginning with a presentation of the material, followed by practical exercises.

The practical session covered an introduction to ecoprinting, its functions and objectives, the materials and tools to be used, and the techniques for creating ecoprints. Based on field observations, 5 to 7 out of 30 participants were already able to practice making ecoprints individually, with the plant extracts producing excellent color effects on the fabric. Additionally, capacity building was evident in the participants' changing characteristics, as they became highly skilled and confident throughout the ecoprinting training process. This aligns with the perspective [Sembiring and Metalia \(2023\)](#) where the empowerment process will result in the development of character traits and confidence among participants in carrying out community empowerment activities.



Figure 3. Capacity building process through ecoprint training activities

Figure 3 show activity also involves guidance provided by facilitators, who are responsible for directly supporting and overseeing the empowerment process ([Yulistiani, Gitosaputro, Nikmatullah, Hassanudin, & Rangga, 2025](#)). Step by step guidance is essential in helping participants understand the process steps on their own. The capacity building phase also includes strengthening the managerial skills needed to ensure the sustainability of business operations ([Maulana, Novalia, Rosa, & Yunita, 2022](#)). Through these capacity-building efforts, the community has not only become skilled in production processes but is also able to manage, develop, and sustain their businesses over the long term. The mentoring process began with the assignment of roles to the facilitators the first, second, and third facilitators. The first facilitator was responsible for guiding the participants in finding plants that could later be used as materials for the ecoprinting activity. The second facilitator then prepared the materials needed for the activity. The materials prepared for the ecoprinting process were as follows:

Table 1. Ecoprinting materials

Ecoprint Training Materials	Uses
Hammer	Pounding leaves or flowers to release pigments and transfer the design onto fabric.
Cloth Bag	Printed materials or finished products featuring ecoprint designs are ready to use crafts.
Greaseproof Paper	A protective layer applied during printing to maintain neatness, protect the fabric, and prevent the ink from bleeding.

Table 1 describes the tools used in ecoprinting a hammer, a cloth bag, and wax paper which play interrelated roles in the process of creating natural patterns from leaves and flowers. The hammer serves as the primary tool for the pounding technique. Through the pressure applied by the hammer, the natural pigments found in the leaves or flowers are released and transferred to the surface of the fabric. This process not only helps extract the color but also highlights the details of the veins and the shape of the leaves, resulting in clear and natural patterns ([Bachtiar, Hasmawaty, AM, & Kassymova, 2025](#)). The fabric bag serves as the primary medium for the ecoprint design. After the leaves or flowers are arranged on the surface of the fabric bag, the leaves are pounded with a hammer until their colors and shapes are clearly imprinted. Fabric bags were chosen because they are practical, functional, and can be turned into ready-to-use handicrafts with economic value, making ecoprint not only an artistic activity but also an opportunity for creative products ([Palupi, Melani, Nur, Setya, & Kurnia, 2025](#)).

Wax paper serves as a protective layer during the pounding and steaming process. This paper is placed on top of the leaves and fabric to protect the fabric from dirt, sap, or unwanted splashes of dye. Using wax paper also helps keep the leaves in place and prevents the pattern from shifting during the pounding process ([Astuti, Sugianti, & Az-Zahra, 2025](#)). In addition, this layer prevents the dye from spreading to areas of the fabric that are not part of the print, resulting in a neater and more controlled finish. The combination of these features makes ecoprinting a creative process that produces environmentally friendly works of high aesthetic value. Once the equipment has been set up, the third facilitator provides guidance to help participants carry out the ecoprinting process properly and correctly. Transformation is not merely a reflection of changes in technical skills, but also involves a shift in mindset and behavior ([Andriani, Efawati, Mubarok, & Budiarti, 2025](#)). When communities begin to actively participate in decision-making processes, manage production activities, and contribute ideas, this indicates that empowerment has reached a level of critical awareness, as emphasized in the participatory approach ([Sun, Liu, & Chen, 2025](#)). This phase is a critical juncture in ensuring the sustainability of the empowerment process and serves as the foundation for achieving community self-reliance.

3.5 Skills Enhancement Stage

The skills enhancement phase is the final step in a community empowerment program that focuses on strengthening practical and operational capabilities after participants have completed the awareness-raising and capacity-building phases. At this stage, the focus is on mastering technical and non-technical skills that align with the economic and social needs and local characteristics of the community ([Saputra, Pasekoenda, Alficorista, & Shofwan, 2026](#)). This phase serves as a strategic tool to prepare individuals and groups to apply the knowledge they have acquired in a more practical and measurable way, thereby generating tangible results in terms of increased productivity and improved living standards for the community ([Nguyen, d'Hautesserre, & Serrao-Neumann, 2022](#)).

This stage can be understood as a phase of strengthening and refining the competencies that began to develop in the previous stage. While the transformation stage focused on changing mindsets and strengthening foundational skills, the skill enhancement stage shifts the focus to mastering work procedures, production techniques, and operational practices that can be directly applied in daily activities ([Anggraini & Sulistiana, 2024](#)). The scope of these skills includes production techniques based on local resources, micro-enterprise management, product marketing strategies, and the use of simple technologies relevant to the development initiatives being implemented ([Standsyah & Ramadhan, 2024](#)).

Based on findings from the field, the empowerment efforts carried out through training activities have yielded significant results, with participants demonstrating tangible progress in mastering ecoprinting skills, increased self-confidence, and the ability to collaborate effectively ([Latifah, Fadilah, & Kusuma, 2026](#)). A number of participants began to demonstrate creativity in designing a variety of patterns, while also showing the ability to independently develop and improve the quality of their work. Participants were not only able to apply ecoprinting techniques with greater skill, but also displayed a more proactive, communicative, and supportive attitude during group work. This is consistent with the findings [Susilowati et al. \(2023\)](#) that the training not only had an impact on technical aspects but also

helped strengthen the participants' psychological and social well-being as part of efforts to foster self-reliance and solidarity in community empowerment.

According to [Wardana, Putra, and Sugiarto \(2025\)](#) this empowerment phase focuses not only on improving technical skills but also encompasses a comprehensive process of community capacity building. In practice, the community is actively involved in every stage of the activities, from the ecoprint production process and the development of creative ideas to decision-making regarding the program's direction and needs ([Hamzah et al., 2025](#)). This involvement encourages participants to practice expressing their opinions, negotiating, and taking responsibility for the roles, they play.



Figure 4. Participants' outcomes in ecoprinting

Figure 4 shows participants are given ample opportunity to grow and innovate through a structured mentoring process that continues to provide guidance, even as signs of independence begin to emerge. This mentoring not only focuses on technical assistance but also includes periodic evaluations to ensure that each participant is able to maintain the quality of their work and the consistency of their production processes ([Aji et al., 2025](#)). This situation indicates that empowerment does not end at the basic training stage, but continues into a phase of fostering sustained self-reliance, in which participants are able to manage their activities more independently while still receiving guidance when facing obstacles ([Hendrayanti, Fauziyanti, & Estuti, 2023](#)).

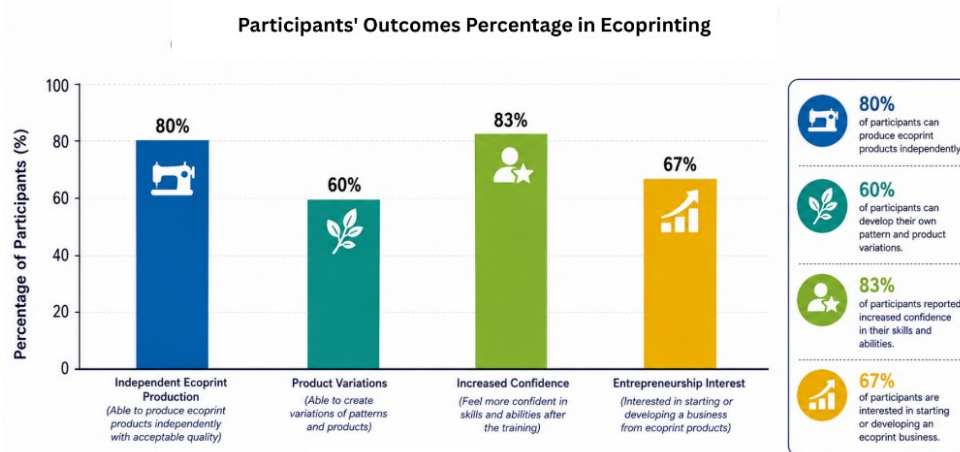


Figure 5. Participants' outcomes percentage in ecoprinting

Figure 5 illustrates the outcomes achieved by participants after participating in the ecoprint training program. The findings demonstrate that the training generated positive impacts across technical, creative, and entrepreneurial dimensions. A total of 80% of participants were able to independently produce ecoprint products with acceptable quality standards after completing the practical sessions. This result indicates that the training successfully strengthened participants' technical competencies in applying ecoprint techniques. In addition, 60% of participants were able to create product variations and develop their own pattern designs using locally available plant materials. This finding reflects the

growth of participants' creativity and their ability to utilize local environmental resources as economically valuable products ([Fitri et al., 2025](#)).

The highest achievement was found in the aspect of increased confidence, where 83% of participants reported feeling more confident in their skills and abilities after joining the training activities. This demonstrates that the empowerment process not only improved technical skills but also contributed to participants' psychological and social development ([Anarta & Darwis, 2024](#)). Furthermore, 67% of participants expressed interest in entrepreneurship and showed motivation to develop ecoprint-based business activities. This indicates that the training program has the potential to support the development of creative economy initiatives and strengthen economic self-reliance within rural communities.

The outcome of this empowerment activity is that participants successfully created ecoprints in accordance with the principles of community empowerment. Although the training included structured guidance from facilitators, participants were able to develop a sense of independence in the ecoprinting process, resulting in high-quality products. Thanks to a conducive work environment, consistent support from mentors, and strong motivation to learn among the beneficiaries, the empowerment process can continue sustainably and yield constructive progress ([Widyastuti, Wibowo, Dicasani, & Betanursanti, 2025](#)).

4. Conclusions

4.1 Conclusion

This study demonstrates that ecoprint training through the "One Day for One Happiness" Program serves as an effective community empowerment strategy for enhancing the capacity, creativity, and economic self-reliance of residents in Jatijajar Village. The main findings of this study affirm that the success of empowerment is not solely determined by the transfer of technical skills, but also by the gradual and participatory transformation of the community's mindset. The empowerment process, implemented in three stages awareness-raising, capacity building, and skill development successfully shifted the community's mindset from merely being program recipients to becoming active participants capable of developing economically valuable products. During the awareness-raising stage, the community began to understand the potential of ecoprinting as a business opportunity.

The capacity-building phase strengthens participants' knowledge and fosters a productive mindset through mentorship, while the skills-enhancement phase equips participants with the technical skills needed for ecoprint production, enabling them to create market-ready products. This training not only impacts technical skills but also fosters motivation, self-confidence, and a collective awareness to develop creative businesses based on local potential. Accordingly, this study contributes an integrative, creative, training-based community empowerment model that combines environmental, economic, and social aspects within a practical and sustainable framework in rural areas.

4.2 Research Limitations

This study has several limitations that should be considered when interpreting the findings. First, the research is limited to a single program, namely the "One Day for One Happiness" initiative, which was conducted in Jatijajar Village. This limits the generalizability of the findings to other contexts or regions with different socio-economic conditions. Second, the number of participants involved in this study is relatively small, which may not fully represent the broader community. Additionally, the study focuses primarily on short-term outcomes of the training program, without examining the long-term sustainability and economic impact of the ecoprint activities.

4.3 Suggestions and Directions for Future Research

Based on the findings and limitations of this study, several recommendations for future research can be proposed. First, future studies should consider expanding the research scope by involving a larger and more diverse sample from different regions to enhance the generalizability of the findings. Second, further research is encouraged to adopt mixed-method or quantitative approaches to measure the economic impact of ecoprint training more objectively, particularly in terms of income generation and business sustainability.

Third, future studies could explore additional factors that were not deeply examined in this research, such as the role of digital marketing, access to markets, institutional support, and the integration of technology in developing ecoprint-based creative industries. Finally, longitudinal studies are needed to assess the long-term impact of empowerment programs on community self-reliance, ensuring that the benefits of training are sustained and continue to contribute to rural economic development.

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