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Designing a One-Stop Service Center to Strengthen Inclusive Business Management within the Warsamundung Disability Association

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ABSTRACT
The Warsamundung Disability Association in Ngablak Village, Magelang Regency, currently markets its products through separate channels and has limited shared procedures for work allocation, customer service, and basic recordkeeping. This community service program aimed to enhance participants' knowledge of inclusive business management and develop an initial integrated sales and service model, referred to as the One-Stop Point. The program employed a needs assessment, co-design discussions, training sessions, and immediate evaluation, involving 20 participants with complete paired scores on a 15-item knowledge test. The mean score increased from 60.67 (SD = 16.32) to 93.33 (SD = 7.49), representing a gain of 32.67 points. A paired-samples t-test revealed a statistically significant difference between the pre-test and post-test scores, $t(19) = 9.969$, $p < .001$. The discussions also resulted in an initial service-flow concept, a draft management structure, and preliminary job descriptions. These findings demonstrate immediate improvements in knowledge and the development of preliminary institutional frameworks rather than actual operational performance. The One-Stop Point had not yet commenced operations, and the study did not include a control group or long-term follow-up assessment. The next phase will focus on evaluating accessibility, clarifying staff responsibilities, establishing operating procedures, and developing transaction and inventory recordkeeping systems before assessing the initiative's business outcomes.

Keywords: Inclusive Business Management, One-Stop Point, Disability Empowerment, Community Capacity Building, Participatory Co-Design.

I. Introduction

Economic opportunities for persons with disabilities depend not only on their ability to produce goods but also on the systems through which products reach customers and income is managed. Members of the Warsamundung Disability Association in Ngablak Village, Srumbung District, Magelang Regency, produce agricultural products, processed foods, and handicrafts. However, their marketing activities remain fragmented across individual channels. Product descriptions, pricing information, transactions, and financial records have not yet been integrated into a shared service system. These conditions limit the association's ability to manage its products collectively and provide customers with consistent and reliable information. An

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inclusive enterprise must address not only the working conditions of its members but also their access to markets. Indonesia's Law No. 8 of 2016 recognizes the rights of persons with disabilities to accessibility, employment, entrepreneurship, and participation in cooperatives. Research on disability inclusion identifies reasonable accommodations, supervisory support, training, participation, and organizational practices as factors associated with more supportive working environments (Bonaccio et al., 2020; Jansen et al., 2021; Schloemer-Jarvis et al., 2022; Aksnes & Ulstein, 2024). A review of 146 empirical studies further highlights the importance of embedding inclusion in organizational routines rather than limiting it to policy statements (van Berkel & Breit, 2025). For community-based enterprises, this requires allocating tasks according to members' skills and preferences while providing appropriate accommodations. Initial discussions with the Warsamundung Disability Association identified four interrelated management challenges: overlapping responsibilities, the absence of standardized customer service and complaint-handling procedures, undocumented quality control and occupational safety arrangements, and fragmented cash and inventory records. These challenges indicate that establishing a shared sales location alone would be insufficient. A collective outlet also requires clear arrangements regarding who receives products, determines prices, serves customers, records payments, monitors inventory, and handles complaints. Community development programs that integrate business strategies with human resource development provide a relevant foundation for this approach (Nurlaela et al., 2026).

Market access represents another important aspect of this challenge. Product displays and digital promotional activities can increase product visibility; however, customer inquiries and orders still require accurate information, stock availability, transparent pricing, and accountable transaction procedures. Zaeni et al. (2026) reported improvements in participants' understanding of digital marketing following a participatory seminar for micro, small, and medium enterprises (MSMEs). However, their findings primarily demonstrated improvements in knowledge and readiness rather than verified long-term sales outcomes. Accordingly, the Warsamundung initiative considered promotional channels alongside the administrative arrangements necessary to respond effectively to customer demand. The association also operates in a regency with tourism-related market opportunities. Research on inclusive tourism emphasizes the importance of participation in economic decision-making and the equitable distribution of benefits, rather than focusing exclusively on the accessibility of visitor facilities (Biddulph & Scheyvens, 2018; Scheyvens & Biddulph, 2018). Accessible services also require coordination, communication, and clearly defined responsibilities among organizations (Nyanjom et al., 2018), while evidence from Indonesia indicates persistent gaps in facilities and service competencies (Reindrawati et al., 2025). These findings suggest that a community-based sales point should accommodate customers' accessibility needs while ensuring that members actively participate in its management. The proposed One-Stop Point is conceived as a shared and accessible location supported by an integrated service process for displaying, explaining, selling, and recording community products. Rather than referring exclusively to a physical building, the concept encompasses an integrated management arrangement covering product information, customer assistance, work allocation, transactions, cash and inventory records, quality control, occupational safety, and promotional activities. Its service flow and management functions were developed through discussions with association members. However, the physical location, product displays, regular transactions, and standardized operating procedures had not yet been established at the time of evaluation.

The development of this concept draws on community participation and co-design principles, through which prospective users contribute to identifying practical needs and evaluating potential solutions (Benz et al., 2024). In the context of the Warsamundung Disability Association, member participation informed discussions concerning service accessibility, feasible task assignments, and the distribution of responsibilities between customer-facing and administrative functions. Consequently, the process addressed both the accessibility of the proposed service and the association's organizational capacity to manage it effectively. Previous community enterprise initiatives have integrated training with managerial development and digital promotion (Latief et al., 2025; Nurlaela et al., 2026; Zaeni et al., 2026). The distinctive contribution of the Warsamundung initiative lies in its effort to integrate these activities with inclusive work allocation and routine

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business management controls within a single proposed service point. Its immediate contribution consists of a partner-informed management design and short-term learning outcomes. However, whether this design can improve sales performance, service quality, or members' economic independence remains to be examined through an operational pilot. Accordingly, this community service program had three objectives: to strengthen participants' knowledge of inclusive community business management, to collaboratively develop an initial service concept for the One-Stop Point, and to prepare a preliminary management structure accompanied by corresponding job descriptions. The evaluation focused on changes in participants' paired knowledge scores and the documentation of design-stage outputs. It did not examine transaction performance, income generation, operational efficiency, or long-term economic independence because the proposed service unit had not yet commenced operations.

II. Literature Review and Hypothesis Development

2.1. Economic Empowerment and Capacity Building for Community Enterprises

The development of community-based enterprises requires not only improvements in individual knowledge and skills but also organizational arrangements that enable these capabilities to be applied effectively. Human capital theory provides a theoretical foundation for understanding the role of education and training in enhancing individuals' productive capacities. Through a meta-analysis of entrepreneurship education, Martin et al. (2013) identified positive associations between educational interventions and the development of entrepreneurial human capital. However, knowledge acquisition does not necessarily translate into sustained improvements in business performance. The practical value of capacity building depends on the extent to which participants can apply what they have learned to managerial practices and organizational activities. In community-based enterprises, managerial capacity encompasses practical competencies such as financial recordkeeping, pricing, inventory control, customer service, work coordination, and transaction management. These competencies are particularly important in collective enterprises, where business activities rely on cooperation and clearly defined responsibilities. Nabi et al. (2017) and Martínez-Gregorio et al. (2021) emphasize the importance of entrepreneurship education while highlighting variations in learning outcomes across different intervention approaches. Similarly, Hidayat et al. (2026) reported improvements in entrepreneurial capabilities following mentoring-based training, particularly in managerial, conceptual, interpersonal, decision-making, and time-management skills. These findings provide a rationale for integrating practical training, mentoring, and active community participation to strengthen managerial capacity within community enterprises.

For enterprises involving persons with disabilities, capacity development must also account for organizational conditions that facilitate meaningful participation. Improvements in business knowledge should be accompanied by appropriate work allocation, accessible procedures, and managerial arrangements that recognize individual competencies and preferences. In this context, capacity building extends beyond the transfer of technical knowledge to encompass the development of organizational practices that enable community members to participate meaningfully in collective business activities. The program conducted with the Warsamundung Disability Association adopted this approach by integrating managerial training with practical challenges identified through the initial needs assessment. The training activities addressed essential business management functions, while participatory discussions focused on translating these functions into the proposed One-Stop Point service concept, organizational structure, and managerial responsibilities. The evaluation focused on immediate changes in participants' knowledge, whereas the draft organizational structure and job descriptions represented preliminary institutional outputs. Collectively, these outcomes provide an initial foundation for strengthening collective business management, although their contributions to sustained managerial practices and business performance require further assessment during operational implementation.

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2.2. Inclusive Human Resource Management and Work Design

Enterprises involving persons with disabilities require a human resource management approach that does not treat disability as a basis for restricting job responsibilities. Instead, attention should be directed toward individual competencies, task performance, personal preferences, required support, and workplace adjustments that facilitate meaningful participation. Bonaccio et al. (2020) demonstrated that concerns regarding the work capabilities of persons with disabilities are not always supported by empirical evidence. Accordingly, inclusive organizational practices require adjustments to working environments and organizational systems to ensure that individuals can contribute according to their respective abilities. Within a more systematic framework, Schloemer-Jarvis et al. (2022) identified human resource management practices as important instruments for strengthening disability inclusion throughout the employment cycle. These practices extend beyond recruitment to include training and development, performance evaluation, career development, and organizational mechanisms that facilitate participation. Similarly, Jansen et al. (2021) demonstrated the importance of workplace accommodations and supervisory support in sustaining the employment participation of persons with disabilities. Recent evidence further highlights the importance of translating inclusion principles into organizational practices. Aksnes and Ulstein (2024) identified seven categories of practices that support positive employment outcomes for persons with disabilities: accommodation, organizational culture, human resource practices, leadership, participation, support, and training. Meanwhile, van Berkel and Breit (2025), drawing on a review of 146 empirical studies, emphasized the role of organizational practices in creating working environments that facilitate the practical implementation of inclusion. In the context of the One-Stop Point, inclusive human resource management involves establishing clear responsibilities and providing reasonable accommodations rather than assigning identical tasks to all members. The proposed organizational structure distinguishes among operational coordination, cashier and administrative functions, inventory and product display, quality control, and customer service. Final task assignments should reflect members' preferences, demonstrated competencies, availability, and accommodation requirements. This approach applies the organizational practices perspectives discussed by Schloemer-Jarvis et al. (2022) and van Berkel and Breit (2025) to the practical management of a small community-based enterprise.

2.3. Co-Design as an Approach to Developing the One-Stop Point

The involvement of persons with disabilities in empowerment programs has increasingly shifted from approaches developed for persons with disabilities toward approaches developed together with them. This shift is important because individuals who will use, operate, and benefit from a service possess experiences that external stakeholders may not adequately represent. Accordingly, co-design positions community members as active partners in identifying problems, generating ideas, making decisions, developing solutions, and evaluating outcomes. Benz et al. (2024) describe co-design as a collaborative approach that integrates lived experiences, user needs, and professional knowledge into the design process. In disability-related contexts, this approach can strengthen engagement, facilitate learning, improve design relevance, and ensure that services are better aligned with users' needs. Their study also emphasizes power sharing, relationship building, participatory mechanisms, and capacity development as essential elements of effective co-design. These principles are particularly relevant to the development of accessible services. Dickson et al. (2025) demonstrated that the direct involvement of disability communities in the design process can help prevent tokenistic participation and promote decisions grounded in users' lived experiences. This approach emphasizes that accessibility should be developed collaboratively with individuals who directly experience barriers to access. Co-design provides a practical approach to aligning proposed services with the experiences of the individuals who may operate and use them. During discussions with the Warsamundung Disability Association, members and facilitators jointly considered product placement, customer movement, transaction procedures, storage arrangements, accessibility requirements, and responsibilities associated

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with each service activity. These discussions resulted in an initial service concept rather than a fully tested operational model. Consistent with the argument presented by Dickson et al. (2025) in the context of accessible tourism, involving members of disability communities in the design process is essential to avoiding solutions developed without meaningful input from the individuals they are intended to serve.

2.4. Inclusive Tourism Accessibility and Market Access

Inclusive tourism is founded on the principle that groups experiencing various barriers should have opportunities to participate in economic activities, decision-making processes, production, and the distribution of economic benefits. In this context, accessibility extends beyond tourists' ability to enter physical spaces to include access to information, communication, service interactions, and the participation of persons with disabilities in economic value chains. Nyanjom et al. (2018) demonstrated that the development of accessible tourism requires coordination, effective communication, clearly defined roles and responsibilities, and collaboration and integration among stakeholders. Inclusive services cannot be developed effectively through the isolated efforts of a single stakeholder. Instead, collaboration among communities, service providers, government institutions, supporting organizations, and market participants is necessary to integrate accessibility into the overall service system. Similar challenges are evident in the Indonesian context. Reindrawati et al. (2025) found that disability-friendly services continue to face several limitations, including inadequate infrastructure, insufficient attention to accessibility, limited staff training, and inconsistent service standards. These findings indicate that physical facilities alone are insufficient to ensure inclusive experiences, as managerial competencies and service practices also play important roles. For the Warsamundung Disability Association, the relationship between community-based enterprises and tourism involves two dimensions. First, the community has opportunities to participate in local economic activities by supplying agricultural products, processed foods, and handicrafts. Second, product marketing should provide visitors with accessible, clear, and dignified service experiences. Accordingly, the One-Stop Point integrates product information, product displays, transaction procedures, customer service, promotional activities, and product storytelling into a unified service process. Product narratives emphasize product origins, production processes, value, and quality rather than relying on appeals based on sympathy for persons with disabilities. This approach aims to strengthen members' positions as active economic participants and creators of economic value.

2.5. Integrating the One-Stop Point as a Model for Strengthening Inclusive Enterprises

The proposed intervention integrates three interrelated dimensions of capacity development. The first-dimension concerns individual knowledge, particularly participants' understanding of business administration, inclusive services, and promotional activities. The second concerns organizational capacity, which encompasses clearly defined responsibilities, coordinated work arrangements, agreed procedures, and accessibility measures. The third concerns service and market capacity, referring to the ability to communicate product information, serve customers, manage transactions, and connect community products with potential buyers. These dimensions constitute a practical framework for developing the proposed One-Stop Point rather than three independently validated constructs. The relationships among these dimensions provide the rationale for the program design. Training can prepare members to perform specific tasks; however, an integrated service point also requires clear arrangements regarding the allocation of responsibilities. Conversely, an accessible location without agreed working procedures may remain underutilized. Similarly, promotional activities may attract potential customers but require adequate inventory and transaction management systems to support reliable sales. Therefore, the initiative combined capacity-building activities with participatory discussions involving the partner organization to develop the proposed service flow and allocation of responsibilities.

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This framework also establishes the scope of the program evaluation. Knowledge scores can indicate whether participants performed better on a short assessment following the activities. Similarly, draft organizational documents can demonstrate preliminary progress in institutional planning. However, neither outcome can establish that service delivery has improved or that the association has achieved financial independence. Such outcomes require evidence collected from an operational One-Stop Point and are therefore reserved for subsequent evaluation. An important distinction in this context is the difference between feasibility and effectiveness. The proposed design can be considered feasible for further discussion and refinement with the partner because it identifies required tasks, information needs, and potential service users. However, its effectiveness can only be established through evidence demonstrating that the proposed arrangements function consistently during actual customer interactions. The present program assesses the preparatory design stage rather than operational effectiveness and does not equate participation in planning discussions with successful implementation. This distinction also informs the selection of follow-up indicators. For example, an established staff schedule, accurate inventory records, and properly resolved customer inquiries would provide stronger evidence of functioning organizational routines than the mere existence of preliminary plans.

2.6. Hypothesis Development

The training program was expected to improve participants' knowledge because its content was directly related to business management activities identified through the partner's needs assessment. These activities included collective business management, inclusive work design, standard operating procedures (SOPs), accessible customer service, pricing, cash and inventory recordkeeping, product quality, occupational safety, and promotional strategies. Previous research on entrepreneurship education supports the role of training in developing entrepreneurial human capital (Martin et al., 2013), while meta-analytic evidence also indicates that learning outcomes vary according to program design and implementation approaches (Martínez-Gregorio et al., 2021). These findings support the expectation of improved understanding without implying immediate improvements in business performance. Community-based entrepreneurship training has also been associated with improvements in participants' post-intervention knowledge and entrepreneurial capabilities (Hidayat et al., 2026). In disability-inclusive settings, opportunities for participation, access to appropriate support, and the application of acquired skills are particularly important (Aksnes & Ulstein, 2024; van Berkel & Breit, 2025). Accordingly, the integration of practical examples, participatory discussions, and collaborative service planning was expected to contribute to improvements in participants' post-test scores. Based on these theoretical and empirical considerations, the following research hypothesis was formulated:

H1 : Participants' knowledge of inclusive community business management increases significantly after participating in the training and participatory design activities for the One-Stop Point compared with their knowledge levels before the intervention.

III. Research Method

3.1. Study Setting and Participants

The community service activity was conducted on Friday, 24 July 2026, in Ngablak Village, Srumbung District, Magelang Regency, Central Java, in collaboration with the Warsamundung Disability Association. The program consisted of an initial needs assessment with the partner organization, collaborative design discussions, thematic capacity-building activities, and an immediate post-intervention evaluation. The association provided information regarding its existing business activities, work arrangements, and accessibility requirements. The research component employed an uncontrolled one-group pretest–posttest

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design embedded within the community service program. The evaluation involved 20 participants who completed both assessments and whose responses could be matched using individual participant codes. Participants consisted of association management representatives, members, and local stakeholders involved in the program. Inclusion in the analytical sample was determined by participation in the activity and the availability of complete, matched pretest–posttest responses rather than through probability sampling. The available records do not specify the total number of individuals initially invited, the number of attendees who did not complete both assessments, or the participants' demographic characteristics, including age, gender, educational background, membership status, and disability characteristics. Accordingly, the analytical sample is described as an activity-based group of 20 complete cases rather than a representative sample of the entire association membership. During the problem-identification and solution-development stages, facilitators actively encouraged the partner organization to provide input and feedback. Participants described their existing marketing arrangements and management requirements, discussed the proposed service functions, and identified issues that needed to be addressed before implementation. The available documentation comprised discussion notes, activity materials, photographs, and paired total assessment scores. Since no verbatim interview transcripts or formal qualitative coding records were produced, descriptions of the partner's contributions are based on documented discussions rather than on a separate qualitative analysis.

3.2. Program Implementation Stages

The program implementation consisted of four interrelated stages. The initial assessment identified existing product categories, marketing arrangements, managerial responsibilities, transaction practices, inventory recordkeeping, and anticipated accessibility requirements. The subsequent co-design stage focused on potential customer and staff movement patterns, product information and display arrangements, basic transaction procedures, storage requirements, and administrative responsibilities. Capacity-building activities then addressed the knowledge and competencies required to support these functions. Finally, participants completed the posttest, while the implementation team documented the program outputs and issues requiring further attention. As the available documentation did not include a verified minute-by-minute schedule or standardized session durations, no assumptions were made regarding undocumented training hours or intervention intensity. The One-Stop Point was developed as a proposed integrated service arrangement rather than an already established physical facility. Its initial service flow incorporated product receipt and display, product information provision, customer inquiries, payment procedures, inventory updates, and basic administrative recordkeeping. Accessibility considerations were incorporated into discussions concerning physical movement, information access, and participation in assigned tasks. However, site measurements, construction activities, facility installation, accessibility audits, and operational trials were not conducted during this stage.

The training activities consisted of facilitator-led presentations, question-and-answer sessions, and discussions of practical scenarios based on the partner organization's needs. Hanung Eka Atmaja presented materials on collective business management and the One-Stop Point concept; Shinta Ratnawati addressed inclusive human resource management, task allocation, standard operating procedures (SOPs), and evaluation; Budi Hartono discussed accessible hospitality and customer service; Jauzaa Marva Ondrea Sugiyarto presented product presentation, storytelling, local promotion, and basic digital marketing; and Anisa Bibit Maghfiroh covered pricing, cash and inventory administration, and basic monitoring. Presentation materials and discussion notes were retained as the primary records of program implementation. However, a standardized facilitator manual and session-specific implementation fidelity checklist were not available for assessment. The participants also developed a preliminary management structure comprising operational coordination, administrative and cashier functions, inventory and product display, quality control, and customer service. Preliminary job descriptions were prepared for each function. Five areas were identified for the subsequent development or testing of SOPs: customer service, cash and inventory management, hygiene and occupational safety, quality control, and complaint handling. However, no SOP compliance data, staff

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schedules, cash records, or operational sales records were available because the proposed service unit had not yet commenced routine operations.

3.3. Instrument and Measurement of Knowledge Changes

Participants' knowledge was assessed immediately before and after the program using a one-group pretest–posttest design. Individual total scores from both assessment periods were matched using participant identification codes, resulting in 20 complete pairs. This design enabled the estimation of within-participant changes in knowledge scores during the program. However, it could not distinguish the effects of the training from potential test familiarity or other external influences because the study did not include a comparison group, random assignment, or delayed follow-up assessment. The evaluation instrument consisted of the same 15 multiple-choice questions administered during both the pretest and posttest. The questions covered five content areas, with three items assigned to each area: the One-Stop Point concept; inclusive human resource management, work design, and SOPs; disability-inclusive services; cash and inventory management, pricing, product quality, hygiene, and occupational safety; and product display and promotion. Each correct response received one point, while incorrect or unanswered questions received zero points. The total number of correct responses was divided by 15 and multiplied by 100 to obtain a percentage score. Accordingly, each additional correct response represented an increase of approximately 6.67 score points. Where necessary, adjustments were provided to facilitate participants' access to the assessment, including neutral reading of questions, enlarged text, additional time, and assistance in recording selected answers without providing guidance toward a particular response. These adjustments were intended to facilitate participation without changing the content of the questions or the scoring procedures. However, the available records did not support comparisons of assessment scores based on the types of accommodations provided; therefore, no conclusions were drawn regarding differences associated with specific accommodations. The assessment questions were specifically developed for this program and served as a brief knowledge assessment rather than a standardized psychometric instrument. Individual item-level responses were not retained in the analytical dataset. Consequently, item difficulty, item discrimination, internal consistency, and changes within specific knowledge domains could not be calculated. Furthermore, administering identical questions during both assessment periods may have introduced potential practice effects. These methodological limitations were considered when interpreting the observed changes in participants' overall knowledge scores.

3.4. Data Analysis

The quantitative analysis involved 20 participants who completed both the pretest and posttest assessments. Descriptive statistics were calculated to examine participants' knowledge levels before and after the training, including the mean, standard deviation, median, interquartile range, and minimum and maximum scores. Changes in knowledge were determined by calculating the difference between each participant's posttest and pretest scores. The relative percentage increase was calculated by dividing the mean paired difference by the mean pretest score and multiplying the result by 100. This calculation represents the relative change in the average knowledge scores rather than a percentage-point change in a population parameter. Before conducting the hypothesis test, the normality of the paired difference scores was assessed using the Shapiro–Wilk test (Shapiro & Wilk, 1965). The results did not indicate a statistically significant departure from normality, supporting the use of a paired-samples t-test to examine differences between pretest and posttest scores. A two-tailed test was conducted at a significance level of 5% ($\alpha = .05$). The analysis included the t-statistic, degrees of freedom, p-value, and 95% confidence interval to provide a comprehensive assessment of the observed changes in participants' knowledge. The magnitude of the observed changes was further assessed using Cohen's dz, which measures the standardized mean difference between two related observations (Lakens, 2013; Morris & DeShon, 2002). The effect size was calculated using the following formula:

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$$d_z = \frac{\overline{D}}{SD_D}$$

where (d_z) represents Cohen's effect size for paired observations, (\overline{D}) denotes the mean difference between posttest and pretest scores, and (SD_D) represents the standard deviation of the paired differences. The calculation was based on the individual score differences of the 20 participants who completed both assessments. Cohen's dz was used to describe the magnitude of the observed knowledge improvement relative to the variability of the paired differences. All statistical calculations were performed using paired total scores on a scale ranging from 0 to 100. The quantitative findings were interpreted in consideration of the limitations of the evaluation design. Although the paired-samples analysis identified statistically significant differences between participants' pretest and posttest knowledge scores, the absence of a comparison group prevented the observed improvement from being attributed exclusively to the training intervention. Accordingly, the analysis focused on immediate changes in participants' knowledge rather than establishing causal effects or predicting subsequent business performance. In addition to the quantitative assessment, descriptive information was obtained from the partner needs assessment, facilitator notes, presentation materials, and photographic documentation. These sources were reviewed to describe the implementation process, the issues addressed during participatory discussions, and the institutional outputs developed throughout the program. The analysis distinguished among ideas proposed during the co-design process, planning documents produced through collaborative activities, and practices actually implemented during the program. The descriptive documentation provided contextual information for interpreting the program activities and their initial outcomes. Facilitator notes were used to identify the topics discussed and the outputs produced at the end of the activities rather than to quantify participants' opinions or establish consensus that had not been formally documented. Photographs served as supporting evidence of program implementation and participant involvement but were not treated as direct measures of training effectiveness or organizational performance. This approach ensured that the reported findings remained consistent with the available evidence and the scope of the program evaluation.

3.5. Program Success Indicators

The success of the community service program was evaluated across three interrelated dimensions: implementation processes, institutional outputs, and immediate learning outcomes. These dimensions were aligned with the program's objectives of strengthening knowledge of inclusive business management and developing an initial integrated service concept for the Warsamundung Disability Association. The first dimension concerned the implementation process, which encompassed the identification of the partner's needs, participation in collaborative discussions, and involvement in capacity-building activities. Evidence was obtained from the needs assessment, facilitator notes, presentation materials, and activity documentation. These records provided information about the implementation of the planned activities and the involvement of community members in identifying managerial challenges and developing potential solutions. The second dimension focused on institutional outputs, particularly the development of the initial One-Stop Point service concept, a draft organizational structure, and corresponding managerial job descriptions. These outputs represented preliminary institutional arrangements intended to support clearer task allocation, more organized product management, accessible customer services, and basic business administration. Their achievement was assessed based on the availability of planning documents and the outcomes of participatory discussions. However, the existence of these documents was not considered evidence that the proposed management system had become fully operational.

The third dimension concerned immediate learning outcomes, which were measured through changes in participants' knowledge scores before and after the training. The evaluation involved 20 participants with complete paired assessment results. Descriptive statistics and paired-samples analysis were employed to examine the magnitude and statistical significance of the observed changes. As no minimum

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threshold for knowledge improvement had been established before the program was implemented, the evaluation focused on the actual differences observed rather than assessing achievement against a predetermined numerical target. The evaluation was limited to the activities conducted in July 2026. At the time of assessment, the One-Stop Point remained in the initial development stage and had not yet commenced routine business operations. Consequently, indicators such as product sales, transaction volume, business income, cash and inventory reconciliation accuracy, customer satisfaction, service accessibility performance, and managerial independence were not included as measured outcomes. These indicators will become relevant during the subsequent operational pilot. Future evaluations should examine the implementation of standard operating procedures, the effectiveness of managerial responsibilities, the accessibility of facilities and services, the accuracy of financial and inventory records, and the sustainability of collective business activities. Follow-up assessments will also be necessary to determine whether the knowledge acquired through training is retained and translated into consistent managerial practices. This staged evaluation approach provides a basis for distinguishing initial capacity development from the longer-term operational performance of the One-Stop Point.

3.6. Ethical Considerations and Data Confidentiality

The community service program was conducted with the approval of the Warsamundung Disability Association and the consent of the parties involved. Before the activities commenced, participants were informed about the program objectives, implementation procedures, knowledge assessments, and the intended academic use of the collected information. Participation was voluntary, and all activities were conducted with consideration for participants' rights, privacy, dignity, and individual needs. The implementation process emphasized inclusive participation, particularly during discussions concerning business management, work allocation, and the development of the One-Stop Point concept. Participants were given opportunities to express their perspectives and contribute to the planning process based on their respective experiences, competencies, and preferences. This participatory approach supported the development of proposed management arrangements that reflected the needs and circumstances of the association. Permission to use activity documentation, including photographs, for academic publication was obtained from the relevant parties. The photographs were used to illustrate program implementation and participant involvement in the activities. Their inclusion was guided by considerations of privacy, respectful representation, and the protection of participants' dignity. To maintain confidentiality, pretest and posttest results were analyzed and presented in aggregate form without disclosing participants' identities or personal information. The collected information was used for program evaluation, academic analysis, and scientific reporting. Personal characteristics that had not been systematically recorded were excluded from the analysis to avoid unsupported interpretations. Throughout the program, the principles of informed consent, voluntary participation, confidentiality, transparency, and respect for persons with disabilities guided the implementation, documentation, evaluation, and dissemination of the activities. These ethical considerations were intended to protect participants' rights and ensure that the reported findings accurately reflected the activities conducted and the evidence obtained.

IV. Results and Discussion

4.1. Baseline Conditions and Diagnostic Findings

The partner assessment revealed that fragmented marketing practices were associated with weaknesses in internal coordination. Members had the potential to produce and market agricultural products, processed foods, and handicrafts. However, the association had not established shared procedures for displaying products, managing inventory, providing product information, processing payments, or maintaining business records. Managerial responsibilities were also not clearly defined, while customer

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service, quality control, and occupational safety procedures remained informal. Table 1 presents the baseline conditions identified during the discussions, the proposed solutions, and their respective implementation status.

Table 1. Baseline Conditions, Proposed Solutions, and Implementation Status

Baseline Condition	Proposed Solution	Implementation Status
Absence of a collective marketing point	Development of a concept for product display, transactions, and product storytelling	Co-design stage
Unclear managerial responsibilities	Preparation of an organizational structure and job descriptions	Draft prepared
Non-standardized SOPs and control procedures	Development of SOPs covering customer service, cash and inventory management, quality control, and safety	Not yet tested
Lack of integration in cash, inventory, and transaction management	Preparation of draft administrative forms and simple monitoring procedures	Not yet implemented

Source: Needs assessment and discussions with the partner, 2026.

These findings are consistent with the management challenges addressed in the enterprise capacity-building program conducted by Nurlaela et al. (2026), which integrated strategic planning and human resource development. Their study reported improvements in participants' understanding and planning activities, although it did not provide a direct comparison of operational outcomes with those of the Warsamundung Disability Association. The similarity between the two initiatives highlights the importance of integrating managerial training with organizational development to strengthen community-based enterprises. Similarly, Latief et al. (2025) documented participatory activities involving village enterprises that generated recommendations for institutional strengthening, product development, and local collaboration. The Warsamundung program adopted a comparable approach by involving community members in identifying organizational challenges. However, its design also incorporated considerations of accessible service delivery and individual work accommodations. Therefore, the comparison relates primarily to the participatory process and the resulting organizational proposals rather than to identical participant characteristics or measurement instruments. The diagnostic findings established the need to develop the One-Stop Point as an integrated community business management system. A collective sales facility cannot function sustainably through product display alone; it also requires clear work allocation, standardized service procedures, transaction administration, inventory management, product quality control, and appropriate evaluation mechanisms. These elements formed the basis for the subsequent participatory design and institutional strengthening activities.

4.2. Participatory Design of the One-Stop Point

The co-design discussions explored how products previously marketed through separate channels could be managed through a shared service point. Figure 1 presents the materials used to introduce the proposed transition from individual business management toward a more integrated collective management approach. The percentages displayed in the presentation slides (40%, 75%, and 95%) represented illustrative planning figures rather than empirical observations from the assessment. Accordingly, these figures were not included in the statistical analysis.

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(a) (b)

Figure 1. Presentation on the Institutional Transition of Enterprises and the One-Stop Point Design (a), and an Illustration of the Planned Stages of Managerial Involvement (b)
Source: Community service team documentation, 2026.

Figure 2 documents the participatory discussions conducted with the association to identify the requirements of the proposed service arrangement. Participants discussed several aspects, including customer circulation, product display, inventory storage, cash-handling responsibilities, accessibility requirements, and issues that needed to be addressed before the implementation of a pilot program. The resulting service concept provided an initial basis for determining work assignments and coordinating business activities. However, neither the proposed physical layout nor its accessibility had been tested at the implementation site.



Figure 2. Participatory Discussion with the Partner to Identify Needs and Determine Follow-Up Priorities.

The design process was comparable to the community-based identification of enterprise development priorities reported by Latief et al. (2025). Both initiatives involved community members in discussions to identify local needs and formulate potential organizational improvements. Nevertheless, the output of the Warsamundung program was a preliminary service and governance design rather than an operational business system. This distinction is important when interpreting the extent to which participatory activities contributed to institutional development. Alif et al. (2026) employed accessible learning activities to strengthen marketing and product packaging skills among participants with disabilities. Similarly, the Warsamundung program emphasized inclusive participation, but extended the discussion beyond individual marketing competencies to encompass collective work arrangements, customer service, and business administration. These comparisons demonstrate the relevance of accessible and participatory approaches in disability empowerment initiatives. However, they do not establish that the proposed service arrangement has already improved sales performance or service quality. The documented outcome of the design stage was an initial agreement on the functions to be incorporated into the One-Stop Point and the tasks that needed to be completed before its implementation. Nevertheless, the physical location, display facilities, transaction procedures, customer flow, and accessibility performance had not yet been tested. Therefore, the resulting

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design should be understood as a preliminary concept developed through partner discussions that can serve as a reference for an operational pilot, rather than as evidence of an established business facility.

4.3. Institutional Strengthening and Inclusive Human Resource Management

As part of the institutional strengthening process, the association developed a draft management structure comprising five functional areas: operational coordination, administration and cashiering, inventory and product display, quality control, and customer service. The corresponding job descriptions outlined the responsibilities associated with each function. However, these arrangements had not yet been implemented as a routine staffing system. During the subsequent pilot phase, certain responsibilities may be combined where appropriate, provided that workload distribution, individual preferences, competencies, and accessibility requirements are discussed with the members rather than determined through assumptions. This initiative extends the findings of previous disability empowerment programs. Katuruni et al. (2022), for example, combined webinars, assessments of participants' strengths, workshops, and entrepreneurship mentoring for persons with Down syndrome and their caregivers. Their program reported improvements in participants' knowledge and skills related to enterprise development. Similarly, Indardi et al. (2022) integrated organizational and administrative strengthening with digital marketing activities among a business group involving persons with disabilities and reported improvements in participants' knowledge and skills. Unlike initiatives that primarily emphasize learning activities or promotional strategies, the Warsamundung program also addressed the organizational arrangements required to distribute managerial responsibilities after training. Its contribution at this stage lies in developing a preliminary governance structure that can guide collective business management. However, the availability of a draft organizational structure and job descriptions does not yet demonstrate improvements in role clarity, work productivity, or managerial effectiveness in daily operations. The actual assignment of responsibilities, supervision mechanisms, and performance evaluation procedures still need to be examined during the operational pilot. In addition to the proposed management structure, participants identified five priority areas for standard operating procedures (SOPs): customer service, cash and inventory management, hygiene and occupational safety, quality control, and complaint handling. These discussions established the intended scope of the procedures required to support the One-Stop Point. Nevertheless, the formal approval of the SOPs, staff training on their implementation, and monitoring of compliance remain necessary steps before the proposed management system can be implemented consistently.

4.4. Training in Business Management, Marketing, and Accessible Service

The training activities addressed practical business management decisions that members would need to make when operating a shared sales point. These included recording incoming and outgoing products, determining selling prices, responding to customer enquiries, checking product quality, maintaining hygiene, and providing clear product and price information. Product storytelling emphasized information about product origins, production processes, and quality rather than relying on appeals for sympathy. Digital platforms were also introduced as potential promotional channels, particularly after the association had established reliable procedures for inventory management and transaction recording. Accessible service was discussed not only in terms of physical space but also in relation to communication and service practices. Participants explored the importance of asking customers whether they required assistance, providing clear product information, respecting individual preferences, and documenting customer complaints. These principles were introduced during the training as part of the proposed service standards. However, their consistent application by future staff was not evaluated because the One-Stop Point had not yet commenced routine operations.

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Figure 3. Documentation of Participant Registration and Administrative Activities.

The integrated training approach was relevant to previous community service initiatives. Susanto et al. (2020) supported a batik enterprise group involving persons with disabilities through social media and website development and reported a 25.71% increase in participants' knowledge of online marketing. Similarly, Indardi et al. (2022) demonstrated that enterprise groups involving persons with disabilities could benefit from integrated organizational development, administrative strengthening, branding, and digital marketing activities. More recent evidence was reported by Alif et al. (2026), who combined digital marketing and product packaging training with an inclusive approach for persons with disabilities. Widiasari et al. (2026) also integrated entrepreneurship training, cost calculation, pricing strategies, market identification, and digital marketing for 50 persons with disabilities. Their evaluation indicated participant achievement levels ranging from 70% to 90% across the assessed components. The comparison with these initiatives is primarily based on their shared emphasis on practical enterprise learning. The Warsamundung program extended this approach by integrating marketing topics with cashiering, inventory management, customer service, and work allocation. However, the program did not measure the actual application of these procedures in daily operations, while the cited studies employed different learning activities and assessment instruments. Therefore, their reported outcomes provide contextual evidence of the relevance of enterprise capacity-building activities rather than direct benchmarks for evaluating the magnitude of knowledge improvement in the Warsamundung program. Zaeni et al. (2026) similarly demonstrated that digitalization can expand market access and improve business efficiency when supported by adequate knowledge and readiness among business owners. Their program employed interactive presentations, group discussions, and practical demonstrations, which contributed to improved understanding of digital marketing strategies and greater motivation to adopt technology. In the context of Warsamundung, digital marketing is therefore positioned as a subsequent development stage that should follow the establishment of reliable product information, inventory management, and transaction administration procedures.

4.5. Changes in Participant Knowledge and Hypothesis Testing

The evaluation results indicated an improvement in participants' knowledge following the training and participatory activities. All 20 participants with complete paired assessment data obtained higher posttest scores than their respective pretest scores. The mean pretest score was 60.67 (SD = 16.32), increasing to 93.33 (SD = 7.49) after the program. This represented an average improvement of 32.67 points (SD = 14.65), equivalent to a relative increase of 53.85% compared with the initial mean score. The higher posttest mean, accompanied by a lower standard deviation, suggests that participants generally achieved higher scores with less variation after the activities. However, nine participants obtained the maximum score of 100, indicating a potential ceiling effect that should be considered when interpreting the findings.

Table 2. Descriptive Statistics of Pretest, Posttest, and Paired Difference Scores (n = 20)

Score	Mean (SD)	Median	Q1–Q3	Min.–Max.
Pretest	60.67 (16.32)	60.00	46.67–73.33	33.33–86.67
Posttest	93.33 (7.49)	93.33	86.67–100.00	73.33–100.00
Paired difference	32.67 (14.65)	33.33	20.00–40.00	13.33–60.00

Source: Participants' pretest and posttest assessment results, 2026.

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The statistical analysis provided further evidence of a significant difference between participants' knowledge scores before and after the activities. The Shapiro–Wilk test applied to the paired difference scores produced a statistic of W = 0.915 and a p-value of .078, indicating no statistically significant departure from normality at the 5% significance level. Accordingly, a two-tailed paired-samples t-test was conducted and revealed a statistically significant increase in knowledge scores, $t(19) = 9.969$, $p = 5.53 \times 10^{-9}$ ($p < .001$). The 95% confidence interval for the mean difference ranged from 25.81 to 39.52 points. The standardized mean difference, calculated using Cohen's dz, was 2.23, indicating a large within-participant effect size. These findings support the hypothesis that participants' knowledge scores were significantly higher after their involvement in the program. The observed improvement reflects participants' immediate understanding of the management concepts addressed during the activities, including collective business management, inclusive human resource practices, work allocation, accessible customer service, financial administration, inventory management, and product promotion. The training materials were developed based on the practical challenges identified during the initial needs assessment, enabling participants to relate managerial concepts to their existing business activities. The participatory discussions also provided opportunities to explore how these concepts could be incorporated into the proposed One-Stop Point. Nevertheless, the evaluation measured overall knowledge rather than changes within individual competency domains. Consequently, it cannot establish which specific topic or program component contributed most to the observed improvement.

These findings are consistent with previous community empowerment initiatives reporting improvements in participants' knowledge following entrepreneurship and business management training. Susanto et al. (2020), for example, reported a 25.71% increase in online marketing knowledge following their training program. Similarly, Katuruni et al. (2022) and Indardi et al. (2022) identified improvements in entrepreneurship-related knowledge and skills among participants involved in disability empowerment initiatives. Although these studies differed in participant characteristics, training content, assessment instruments, and implementation procedures, they provide relevant contextual evidence of the contribution of capacity-building activities to strengthening entrepreneurial knowledge and understanding. The findings also correspond with those of Nurlaela et al. (2026), who reported improvements in participants' understanding of business planning and management through community-based capacity development. The Warsamundung program extended this practical orientation by connecting business management training with participatory planning for an integrated and disability-inclusive service system. In this context, the observed knowledge improvement represents an initial step toward developing the managerial capabilities required to organize collective business activities. The draft organizational structure, job descriptions, and service arrangements provide complementary institutional outputs that may facilitate the subsequent application of the knowledge acquired during the training.

However, the magnitude of the observed improvement should be interpreted within the specific context of the program. The relative increase of 53.85% was calculated using the mean pretest score as the reference value and should not be directly compared with percentage improvements reported in studies employing different assessment instruments and evaluation procedures. Similarly, the large Cohen's dz value describes the standardized difference between participants' pretest and posttest scores within the assessed group. It does not demonstrate that the program was more effective than other interventions. Establishing comparative effectiveness would require consistent measurement procedures and an appropriate comparison design. Several methodological considerations should also be taken into account when interpreting these findings. The evaluation employed the same 15-item knowledge assessment before and after the activities, which may have increased participants' familiarity with the questions and contributed to higher posttest scores. Furthermore, the absence of item-level data prevented a more detailed examination of the instrument's reliability, validity, and changes across individual knowledge domains. The concentration of posttest scores near the maximum value also suggests that the assessment instrument may have had limited capacity to distinguish differences among participants who achieved relatively high knowledge scores.

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The study was additionally limited to 20 participants who completed both assessments, with no comparison group or delayed follow-up evaluation. Consequently, the significant improvement in knowledge cannot be attributed exclusively to the training and participatory discussions, nor can the findings establish whether the acquired knowledge will be retained over time. The results provide evidence of immediate knowledge improvement among the participating individuals but do not demonstrate corresponding changes in managerial behavior, business performance, income, service quality, or organizational independence. Taken together, the findings indicate that the program achieved a measurable short-term improvement in participants' knowledge while contributing to the initial development of an integrated business management system. The practical significance of these outcomes will depend on participants' ability to apply their knowledge through clearly assigned responsibilities, accessible service procedures, and consistent financial and inventory management practices. Therefore, the subsequent implementation and monitoring of the One-Stop Point will be essential for examining how initial capacity development translates into sustained improvements in collective business management.

4.6. Outputs, Implementation Constraints, and Next Steps

Table 3 distinguishes between activities and outputs that were achieved during the program and those that still require an operational One-Stop Point. The service concept was discussed, draft job descriptions were prepared, and participants demonstrated improved knowledge through the paired assessments. In contrast, recurring sales activities, the implementation of finalized SOPs, transaction recording, and independent business management had not yet been observed. This distinction is necessary to ensure that planned activities are not presented as completed achievements.

Table 3. Program Outputs, Achievement Status, and Next Steps

Target	Achievement	Evidence	Status	Follow-up
Establishment and operation of the One-Stop Point	Service concept and flow discussed	Presentation materials and discussion notes	Concept stage	Site assessment and pilot implementation
Organizational structure, job descriptions, and SOPs	Organizational structure and job descriptions drafted; SOPs not yet tested	Planning materials and discussion notes	Partially achieved	Finalization and simulation
Marketing of at least three products	Potential product categories identified	Initial product mapping	Not yet assessed	Product curation, pricing, and labeling
Transaction recording and cash and inventory management	Business unit not yet operational	Records unavailable	Not yet implemented	Introduce during the pilot phase
Independent business management	Knowledge improvement observed; business outcomes not measured	Paired assessment data from 20 participants	Short-term learning outcome	Monitoring over 1–3 months

Source: Evaluation of program implementation, 2026.

The different levels of achievement should not be interpreted as equivalent outcomes. A service concept developed through co-design provides an agreed starting point, while a draft job description outlines

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the responsibilities intended for each managerial function. Similarly, higher posttest scores indicate immediate learning among participants. Whether these outputs can be translated into consistent service delivery and business management practices will depend on practical trials, continued member participation, and routine administrative documentation. Nurlaela et al. (2026), for example, combined training with mentoring and coaching to support the application of knowledge in business planning and decision-making. Latief et al. (2025) also emphasized the importance of continued mentoring, as ideas developed through community participation require follow-up assistance before they can be translated into practical activities. In this regard, the proposed one-to-three-month pilot period in Warsamundung represents an important stage for determining whether the initial design can be translated into routine management practices. The proposed follow-up activities include selecting a suitable pilot location, conducting an accessibility assessment with intended users, selecting initial products, simulating service flows, finalizing and testing the five core SOPs, preparing staff schedules, and introducing simple cash books and inventory cards. Any adjustments should be discussed with the association to ensure that work allocation and individual accommodations remain consistent with members' needs. This phased approach can also reduce the risk of investing in physical facilities before the proposed service model has been adequately tested. An initial trial could begin with a limited selection of products for which the association can verify the producer, selling price, quantity received, and person responsible for replenishment. For each transaction, staff could record the product, quantity, price, payment, and remaining stock using simple paper-based forms or a spreadsheet that suits their working preferences. A second member could periodically reconcile the recorded transactions with the physical inventory and available cash. The pilot could then assess whether these procedures remain practical under different staffing arrangements and whether customers can access product information without unnecessary assistance. These activities represent proposed follow-up measures rather than achievements completed during the July 2026 program.

4.7. Program Sustainability and Contribution to Sustainable Development

The continued development of the One-Stop Point will require the association to determine a suitable location, identify members willing to undertake specific responsibilities, and establish accessible working arrangements. An initial operational period should be used to test customer service and complaint-handling procedures, transaction management, inventory controls, product quality checks, and staff scheduling. These components are interdependent. Promotional activities, for example, have limited practical value without reliable inventory and payment records, while clearly defined responsibilities can help ensure that administrative records are maintained consistently. This framework is consistent with Nurlaela et al. (2026), who emphasized that sustainable enterprise development requires integration between business strategy and human resource capacity. Zaeni et al. (2026) also demonstrated that technology can expand market access and improve efficiency when users possess the knowledge and capabilities required to apply it. In the context of disability empowerment, Alif et al. (2026) highlighted the importance of integrating business skills development with inclusive and accessible learning approaches. The sustainability of the proposed service system therefore depends on consistent implementation rather than merely establishing a product display point. The association will need to maintain administrative records, address service-related problems, periodically review accommodation requirements, and adjust work responsibilities as operational experience develops. The July 2026 activities established several preparatory elements, but the sustainability of the initiative cannot yet be assessed because its routine operations have not been documented. If successfully implemented and sustained, the One-Stop Point could contribute to several Sustainable Development Goals (SDGs), particularly decent work and economic growth (SDG 8), reduced inequalities (SDG 10), sustainable cities and communities (SDG 11), and partnerships for the goals (SDG 17). These contributions represent potential development pathways rather than outcomes measured during the community service activities. Future evaluations should therefore examine participation in managerial activities, consistency in applying established procedures, and measurable changes in market access and income.

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Figure 4. Group Photograph of the Community Service Team and Partner Following the Activities.

The partner involvement documented in Figure 4 provides an initial foundation for program continuity. Nevertheless, sustainability will require structured follow-up and systematic evaluation. Subsequent assessments should consider the number of operating days, the number of active products, compliance with SOPs, transaction records, cash and inventory accuracy, customer feedback, member participation, and findings from accessibility assessments. These indicators will enable the development of the One-Stop Point to be evaluated progressively across the design, pilot, implementation, and sustainability stages. Monitoring should also distinguish between activity outputs and changes that directly affect members. For example, recording the number of operating days can indicate whether the service point functions regularly. However, combining this information with transaction records and inventory discrepancies can provide a more meaningful assessment of whether the operational workflow is manageable. Participation records should document the responsibilities actually undertaken by members rather than merely referring to the positions listed in the initial organizational structure. Similarly, accessibility feedback should be collected directly from service users and used to identify practical adjustments. Comparing observations at the beginning and end of the pilot period would help the association determine which tasks can be maintained, simplified, or reassigned. Overall, the program documented three interrelated outcomes: the identification of interconnected marketing and governance challenges, the development of a partner-informed service concept accompanied by draft work assignments, and a statistically significant improvement in knowledge scores among the 20 participants who completed both assessments. The practical value of the proposed service model lies in integrating product marketing, accessible customer service, business administration, and inclusive work design within a shared management arrangement. However, its actual effectiveness will depend on subsequent implementation and evaluation under routine operating conditions.

V. Conclusion

The community service program conducted in collaboration with the Warsamundung Disability Association contributed to strengthening participants' understanding of inclusive business management and establishing an initial foundation for developing the One-Stop Point. The training and participatory discussions were followed by a statistically significant improvement in participants' knowledge, particularly regarding business management, work organization, customer service, and basic business administration. The program also generated a preliminary service concept, a draft organizational structure, and managerial job descriptions that can serve as a foundation for organizing future business activities. The main contribution of this program lies in integrating market access, inclusive human resource management, accessible customer

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service, and basic business administration into a unified community enterprise concept. This approach highlights that the economic empowerment of persons with disabilities requires not only improvements in individual knowledge and skills but also organizational arrangements that facilitate meaningful participation, clarify responsibilities, and support coordinated business activities. Nevertheless, the outcomes primarily reflect immediate improvements in knowledge and preliminary institutional development. Since the One-Stop Point had not yet commenced routine operations, its effects on business performance, service quality, financial outcomes, and managerial independence remain to be evaluated.

Several limitations should be considered when interpreting the findings, including the absence of a comparison group and follow-up assessment, limited evidence regarding the validity and reliability of the knowledge assessment instrument, and the potential ceiling effect observed in the posttest results. These limitations highlight the need for further evaluation to determine whether the knowledge acquired through the training can be retained and translated into consistent managerial practices. Future activities should prioritize the operational testing of the One-Stop Point through participatory accessibility assessments, clarification of managerial responsibilities, and the implementation of standard operating procedures covering customer service, financial administration, inventory management, product quality control, occupational safety, and complaint handling. Regular monitoring of business transactions, inventory records, member participation, customer feedback, and service accessibility will also be necessary to identify operational challenges and improve the proposed management system. Continued mentoring, supported by periodic evaluations and the gradual expansion of managerial responsibilities among association members, is expected to strengthen the association's capacity to develop a more independent, inclusive, and sustainable community enterprise.

AI Disclosure

ChatGPT (OpenAI) was used to support English-language editing, paragraph organization, and clarity of presentation. It was not used to generate or alter primary observations or the reported numerical results. The authors retain responsibility for checking the final manuscript, references, interpretations, and compliance with publication-ethics requirements.

Authorship Contribution

Hanung Eka Atmaja was responsible for community business management and the development of the One-Stop Point concept. Shinta Ratnawati contributed to inclusive human resource management and work design. Budi Hartono contributed to accessible services and inclusive tourism. Jauzaa Marva Ondrea Sugiyarto contributed to product display and promotional activities, while Anisa Bibit Maghfiroh contributed to pricing and basic financial administration. These contributions supported the planning and implementation of the community service program.

Conflict of Interest Statement

The authors declare that they have no competing interests related to the research, authorship, or publication of this article.

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