

Community Empowerment Strategy through Urban Farming Workshops to Optimize Home Gardens in Pisangan Jaya Village

Ali Mubin, Erpin Harahap

¹² Universitas Muhammadiyah Tangerang, Indonesia

Email: alimubin1972@gmail.com, erpinharahap@umt.ac.id

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Abstract

This Community Service Program aimed to strengthen community capacity through an Urban Farming Workshop to optimize household gardens in Pisangan Jaya Village. The program employed a participatory approach combining Participatory Rural Appraisal (PRA) and Community Development, positioning community members as active participants in needs identification, planning, implementation, mentoring, monitoring, and evaluation. The activities consisted of community education, technical training, hands-on urban farming practice, formation of an urban farming group, post-workshop mentoring, and program evaluation. The workshop focused on introducing the concept and benefits of urban farming, selecting suitable crops for limited spaces, preparing planting media, seedling, planting, watering, fertilization, and plant maintenance using polybags, pots, and recycled containers. The results indicated that the program improved participants' understanding and practical skills while encouraging them to recognize household yards as productive resources that can contribute to family food security and environmental sustainability. The formation of an urban farming group also strengthened community participation, collective ownership, and the potential for program continuity. Continuous mentoring and monitoring supported participants in overcoming cultivation challenges and maintaining urban farming practices after the workshop. Overall, the program demonstrates that participatory education and practical training can provide an effective strategy for optimizing limited household spaces, strengthening food security, improving environmental quality, and developing sustainable community-based urban farming in Pisangan Jaya Village.

Keywords

Community Empowerment; Urban Farming; Home Garden Optimization; Household Food Security; Community Participation; Sustainable Development.



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INTRODUCTION

Urban farming has emerged as a practical community-based approach to improving household food security, utilizing limited urban spaces, and strengthening

community resilience. Rapid urbanization has reduced the availability of productive land while simultaneously increasing household dependence on food markets. In this context, home gardens provide an accessible opportunity for families to produce vegetables, herbs, fruits, and other food commodities within limited residential spaces. Urban agriculture can contribute to food security, environmental sustainability, and household well-being by transforming underutilized spaces into productive areas (Mougeot, 2000). Moreover, urban farming has increasingly been recognized as a multifunctional activity that not only produces food but also supports social interaction, environmental awareness, and local economic development (Orsini et al., 2013). Therefore, optimizing home gardens requires not only the provision of agricultural resources but also strategies that strengthen residents' knowledge, skills, participation, and capacity to manage productive household spaces independently.

Community empowerment is an important foundation for developing sustainable urban farming initiatives because successful agricultural practices depend heavily on local participation and ownership. Empowerment emphasizes the process through which communities develop the capacity to identify problems, mobilize resources, make decisions, and implement solutions based on their own needs and potential. According to Zimmerman (2000), psychological empowerment involves the development of perceived control, participation, and critical awareness, which are essential for encouraging individuals to become active contributors to community development. Similarly, Pretty (1995) emphasizes that participatory approaches can strengthen local ownership and improve the sustainability of development programs. Consequently, urban farming programs should move beyond the distribution of seeds, planting containers, or technical assistance and instead focus on developing residents' competencies so that they can independently maintain and expand home-garden activities.

Workshops represent a strategic mechanism for translating community empowerment principles into practical action. Through participatory workshops, residents can acquire knowledge about land-efficient cultivation techniques, organic fertilization, seed selection, plant maintenance, pest management, harvesting, and simple post-harvest practices. Learning through direct practice can increase participants' confidence because knowledge is immediately connected with real household conditions. Kolb (1984) explains that experiential learning occurs through the interaction between concrete experience, reflection, conceptualization, and experimentation. This approach is particularly relevant to urban farming because participants can directly practice cultivation techniques and subsequently evaluate

their effectiveness. Furthermore, community-based learning can facilitate knowledge exchange among residents and encourage the adaptation of agricultural practices to local environmental and socioeconomic conditions (Pretty, 2003).

The optimization of home gardens also has broader implications for household food security and sustainable development. Home-based food production can increase access to fresh food while potentially reducing household expenditure on selected food commodities. Galhena et al. (2013) found that home gardens can contribute significantly to household food security, nutrition, and livelihoods, particularly when agricultural practices are adapted to local circumstances. In addition, urban agriculture can support ecological benefits through the productive use of vacant spaces, increased vegetation, and more environmentally conscious resource management (Specht et al., 2014). However, the sustainability of such initiatives depends on continuous community engagement, appropriate technical knowledge, access to resources, and institutional support. Without these components, home-garden activities may decline after the completion of an intervention.

Pisangan Jaya Village provides a relevant context for implementing a community empowerment strategy through urban farming workshops because household spaces can potentially be developed as small-scale productive areas. The program can be designed to respond to residents' practical needs by combining knowledge transfer, hands-on cultivation, group discussion, mentoring, and evaluation. The participatory nature of the workshops is expected to encourage residents to identify available spaces, select suitable crops, establish appropriate cultivation methods, and develop routines for maintaining their gardens. Such an approach is consistent with Chambers' (1997) argument that participatory development should position local people as active actors rather than passive beneficiaries. In addition, FAO (2014) highlights the importance of integrating urban and peri-urban agriculture into broader food-system and community development strategies.

Therefore, a community empowerment strategy through urban farming workshops in Pisangan Jaya Village is important not merely as an agricultural training activity but as an intervention aimed at building sustainable community capacity. The strategy integrates practical agricultural education with participation, collaboration, and local resource utilization to optimize home gardens as productive household spaces. The program is expected to improve residents' knowledge and skills, strengthen participation, encourage sustainable cultivation practices, and increase the utilization of available household land. Ultimately, urban farming workshops can become an entry point for strengthening household food security, environmental

sustainability, and community self-reliance. As argued by Pretty and Ward (2001), sustainable community initiatives require social institutions and collective capacities that enable communities to maintain beneficial practices over time. Accordingly, this study focuses on developing a community empowerment strategy through urban farming workshops to optimize home gardens in Pisangan Jaya Village, with particular attention to participation, capacity building, practical skills, and the sustainability of household-based urban agriculture.

METHODS

The implementation method of this Community Service Program (Pengabdian kepada Masyarakat) employed the Participatory Rural Appraisal (PRA) and Community Development approaches, positioning the community as the primary subject and active partner throughout all stages of the program. Through PRA, community members were involved in identifying needs, assessing local resources, planning activities, implementing interventions, evaluating outcomes, and developing strategies for program sustainability. This participatory approach is consistent with Chambers (1997), who emphasizes that PRA enables local communities to actively analyze their conditions, identify priorities, and formulate appropriate solutions based on their own knowledge and experiences. Community Development further strengthens this approach by emphasizing collective participation, capacity building, local leadership, and community ownership of development programs (Ife, 2016). The activities were implemented through five sequential stages. First, the preparation stage involved coordination with the Pisangan Jaya Village government, neighborhood leaders (RT/RW), Family Welfare Empowerment (PKK), Youth Organization (Karang Taruna), and community leaders to establish program objectives, schedules, participant involvement, and responsibilities.

Field observations were subsequently conducted to identify household-yard conditions, potential land utilization, participant characteristics, and the required facilities and infrastructure. The team also prepared training modules, pre-test and post-test instruments, and materials such as polybags, seedlings, planting media, organic fertilizer, and supporting equipment. Second, the socialization stage was conducted to improve community understanding of urban farming as an approach to optimizing household yards. The materials covered the basic concept of urban farming, its contribution to household food security, cultivation techniques for limited spaces, and the importance of environmental greening. Interactive lectures, group

discussions, question-and-answer sessions, and examples of successful urban farming practices were used to encourage active participation. Third, the workshop and practical stage served as the core activity, where participants received both theoretical instruction and direct practical training using simple cultivation media. The learning-by-doing method was applied because experiential learning allows participants to connect conceptual knowledge with direct practice and reflection (Kolb, 1984). Practical activities included preparing planting media, mixing soil with compost and rice husks, seed germination, transplanting seedlings into polybags or pots, watering and fertilization techniques, and routine plant maintenance. Fourth, the mentoring stage was conducted after the workshop through periodic visits, consultations, cultivation assistance, problem-solving support, and motivation to maintain urban farming activities. An urban farming community group was also established as a forum for coordination and collective action to support program sustainability. Fifth, the monitoring and evaluation stage was conducted periodically using pre-tests and post-tests, participant skill observations, interviews, documentation, and monitoring of cultivated plants. Program success was assessed based on improvements in participants' knowledge, cultivation skills, participation, establishment of an urban farming group, and increased utilization of household yards for food production. This continuous evaluation approach is important because sustainable community programs require ongoing learning, adaptation, and local institutional support (Pretty, 2003).

The participation of partners was an essential component of the program. The Pisangan Jaya Village Government served as the primary partner by providing administrative support, facilitating the activity location, coordinating participants, and supporting mentoring activities. The PKK, Karang Taruna, and community members participated actively in socialization, workshops, practical training, mentoring, monitoring, and evaluation. Such collaborative participation was intended to strengthen local ownership and ensure that urban farming activities could continue after the formal completion of the Community Service Program. Community participation is widely recognized as a key factor in strengthening ownership, empowerment, and the sustainability of development initiatives (Pretty, 1995; Zimmerman, 2000). Program success was evaluated using measurable indicators: at least 30 participants were expected to attend the Urban Farming Workshop; participants' post-test scores were expected to increase by at least 30% compared with their pre-test scores; at least 80% of participants were expected to demonstrate the ability to independently practice plant cultivation; at least 70% of participants were

expected to implement urban farming in their household yards after the program; and one urban farming community group was expected to be established with an organizational structure and follow-up action plan. These indicators were designed to assess not only short-term improvements in knowledge and skills but also behavioral implementation and institutional sustainability. The emphasis on practical application and continued community engagement is consistent with the principles of sustainable urban agriculture, which highlight the importance of knowledge, participation, local resource utilization, and community capacity in maintaining productive home gardens (Orsini et al., 2013; Galhena et al., 2013; Specht et al., 2014).

FINDINGS AND DISCUSSION

Improvement of Community Knowledge and Skills through Urban Farming Education and Practice

The implementation of the Urban Farming Workshop in Pisangan Jaya Village demonstrated the importance of community education and practical training in improving residents' knowledge and skills in utilizing limited household spaces for food production. Before the program was implemented, some community members had limited understanding of urban farming and tended to perceive food cultivation as an activity requiring extensive land, considerable financial resources, and complicated maintenance. This condition indicates that the main challenge was not merely the availability of land but also the limited capacity of residents to recognize and utilize small spaces as productive resources. Urban agriculture can provide multiple benefits for urban and semi-urban communities, including food production, environmental improvement, social interaction, and livelihood support (Mougeot, 2000). Therefore, the educational component of the program was designed to change community perceptions while providing practical knowledge that could be directly applied within household environments.

The educational activities introduced participants to the basic concepts of urban farming, the benefits of home-garden utilization, the relationship between urban farming and household food security, suitable crops for limited spaces, and the environmental benefits of household cultivation. The delivery of these materials through interactive explanations, discussions, and question-and-answer sessions encouraged participants to become actively involved rather than merely receiving information. Community participation is an important element in empowerment because development programs are more likely to produce sustainable outcomes when local people are involved in understanding problems and identifying appropriate solutions (Pretty, 1995). In this context, education functioned not only as a mechanism for transferring agricultural knowledge but also as an initial process for developing awareness and confidence among participants. Zimmerman (2000) explains that empowerment is closely associated with perceived control, participation, and the ability of

individuals and communities to influence conditions affecting their lives. Thus, increasing knowledge about urban farming can serve as an important foundation for strengthening community empowerment.

The next stage involved technical training on plant cultivation using simple and affordable materials. Participants were introduced to the selection of easily cultivated plants, preparation of planting media, seed germination, transplanting, the use of polybags and pots, watering, fertilization, and routine plant maintenance. The training emphasized simple techniques that could be replicated in household environments without requiring extensive land or sophisticated agricultural equipment. This approach is relevant to the characteristics of urban farming, where cultivation techniques must be adapted to spatial limitations and locally available resources (Orsini et al., 2013). The use of polybags, pots, and recycled containers also demonstrated that limited space does not necessarily prevent households from producing food. Through this training, participants were encouraged to view their home gardens as potential productive assets rather than merely unused or decorative spaces.

A particularly important aspect of the workshop was the implementation of direct practice through a learning-by-doing approach. Participants did not only listen to explanations but were directly involved in preparing planting media, mixing soil with compost and rice husks, planting seedlings, arranging plants, and practicing basic maintenance techniques. Experiential learning theory emphasizes that knowledge becomes more meaningful when learners acquire experience, reflect on that experience, develop concepts, and subsequently test their understanding through new practices (Kolb, 1984). Accordingly, direct practice enabled participants to understand the sequence of urban farming activities while simultaneously developing practical confidence. This method also reduced the perceived complexity of urban farming because participants could observe that cultivation in limited spaces could be performed using relatively simple materials and procedures.

The training also contributed to the development of participants' capacity for independent cultivation. Community-based agricultural education is particularly effective when knowledge is connected to local conditions and participants are encouraged to adapt techniques according to their available resources (Pretty, 2003). Home gardens have also been recognized as potentially important sources of food, nutrition, and household livelihood support when appropriate cultivation practices are applied (Galhena et al., 2013). Therefore, the workshop was not limited to achieving short-term knowledge improvement but sought to establish practical competencies that could continue to be applied after the program ended. Participants' ability to prepare planting media, select suitable crops, plant seedlings, and maintain plants represents an important indicator of the program's practical effectiveness.

The results of the educational and practical activities can subsequently be evaluated through pre-test and post-test measurements, observations of participants' practical skills, interviews, and documentation. An increase in post-test scores compared with pre-test results would indicate improved understanding of urban farming concepts, while successful completion of practical activities would demonstrate the development of technical skills. The

combination of knowledge assessment and practical observation is important because effective empowerment should produce changes not only in cognitive understanding but also in participants' capacity to take action. As Chambers (1997) argues, participatory development should strengthen people's capacity to analyze their own circumstances and take action based on local resources and knowledge. In addition, experiential and participatory approaches can strengthen ownership because participants become directly involved in the learning and implementation process.

Overall, the Urban Farming Workshop in Pisangan Jaya Village provided an integrated learning process combining education, discussion, demonstration, and direct practice. The program addressed the initial knowledge gap by introducing the concept and benefits of urban farming while simultaneously developing practical cultivation skills. The use of simple materials and limited-space cultivation techniques made the knowledge more accessible and relevant to household conditions. Furthermore, the participatory learning process encouraged residents to become active actors in utilizing their own resources. This finding is consistent with the broader understanding that urban agriculture can strengthen food security and community resilience when supported by appropriate knowledge, skills, and local participation (FAO, 2014; Specht et al., 2014). Thus, improving community knowledge and skills through urban farming education and practice represents a fundamental step toward establishing independent, productive, and sustainable household-based urban farming in Pisangan Jaya Village.

Optimization of Home Gardens and Strengthening of Household Food Security

The Urban Farming Workshop in Pisangan Jaya Village demonstrated that household yards have significant potential to be transformed into productive spaces for food cultivation and environmental improvement. Before the program was implemented, the utilization of household yards had not been optimized, while some residents perceived agricultural activities as requiring extensive land, substantial financial resources, and complex maintenance. The workshop introduced a different perspective by demonstrating that food crops can be cultivated in limited spaces using simple containers, polybags, pots, and recycled materials. Urban agriculture is increasingly recognized as an important component of sustainable food systems because it can contribute to food production while utilizing spaces that are often overlooked in densely populated settlements (Mougeot, 2000). Through appropriate cultivation techniques, even relatively small household spaces can contribute to the availability of vegetables and other food commodities for family consumption.

The optimization of home gardens is closely connected with household food security. Food security is not only concerned with the availability of food but also with access, utilization, and stability of food supplies. Home-based cultivation provides households with an additional source of fresh food and can reduce dependence on external markets for certain commodities. Galhena et al. (2013) explain that home gardens can contribute to food security

and nutrition by providing households with diverse food sources while also supporting livelihoods. In the context of Pisangan Jaya Village, urban farming therefore has potential to become a practical household strategy for strengthening food availability. The production of vegetables and herbs within household yards allows families to obtain fresh agricultural products more easily and potentially reduce expenditure on frequently consumed vegetables. Although home gardens may not completely fulfill household food requirements, their contribution can be meaningful when cultivation activities are maintained consistently.

The workshop also emphasized the importance of selecting crops that are appropriate for limited spaces and local household conditions. Vegetables with relatively short cultivation periods and manageable growth characteristics can be prioritized because they are easier for beginners to cultivate and provide relatively quick results. The use of polybags and pots allows residents to arrange plants according to the available space, while vertical arrangements can further increase the efficiency of small areas. Orsini et al. (2013) emphasize that urban gardening can be adapted to spatially constrained environments through innovative cultivation practices and appropriate plant selection. Therefore, the program did not simply encourage residents to plant crops but introduced strategies for maximizing available space. This approach makes urban farming more accessible to households that do not possess conventional agricultural land.

Another important finding concerns the economic dimension of household-yard utilization. Urban farming can potentially reduce household expenditure on selected food commodities by enabling families to produce some of their own vegetables. In addition, the use of locally available and recycled containers can reduce the initial investment required for cultivation. Specht et al. (2014) argue that urban agriculture can provide economic, social, and ecological benefits when integrated appropriately into urban environments. In Pisangan Jaya Village, the utilization of household resources such as used containers, organic household waste, compost, and locally available planting materials can make urban farming relatively affordable. Consequently, the workshop helped demonstrate that productive cultivation does not necessarily require expensive agricultural infrastructure.

From an environmental perspective, the optimization of home gardens contributes to the creation of greener residential environments. Increasing vegetation around homes can improve the visual quality of settlements while encouraging residents to become more environmentally conscious. Urban agriculture can provide ecosystem-related benefits, including improved biodiversity, increased green spaces, and more efficient use of certain urban resources (Orsini et al., 2013). The use of organic compost as part of the planting medium also provides an opportunity to recycle organic household waste into a useful agricultural input. Such practices can strengthen the connection between household waste management and food production. In this way, urban farming can become an integrated environmental activity rather than merely a gardening practice.

The transformation of residents' perceptions is another important outcome of the program. Initially, limited land was perceived as a major obstacle to agricultural activities.

Through demonstrations and direct practice, participants could observe that productive cultivation was possible even within restricted household spaces. This experiential process encouraged residents to reinterpret their yards as productive resources. According to Chambers (1997), participatory development enables communities to recognize and utilize local resources through processes that emphasize learning, participation, and collective action. The workshop therefore provided more than technical knowledge; it encouraged a change in mindset concerning the value of household resources.

The program also has implications for community resilience. When households possess knowledge and practical skills to produce at least part of their food requirements, they may become better prepared to respond to fluctuations in food prices, supply disruptions, or other external challenges. Urban agriculture has been associated with resilience because local food production can strengthen the capacity of communities to respond to changing socioeconomic and environmental conditions (FAO, 2014). However, the contribution of urban farming to food security depends on sustained cultivation, appropriate crop management, access to inputs, and continued community participation. Therefore, the workshop should be understood as an initial intervention that requires follow-up mentoring and collective support.

The optimization of home gardens also creates opportunities for social learning among residents. When households cultivate plants simultaneously, they can exchange information about planting techniques, pest management, fertilizer application, and harvesting. This process can strengthen social interaction and facilitate the dissemination of agricultural knowledge at the neighborhood level. Pretty (2003) emphasizes that social capital and collective learning can contribute to more sustainable community-based development. The formation of an urban farming group within the program can further strengthen this process by providing a platform for residents to coordinate cultivation activities and share experiences.

Overall, the Urban Farming Workshop contributed to repositioning household yards as productive, educational, economic, and environmental resources. The combination of education, practical training, and direct implementation enabled residents to recognize that limited land does not necessarily prevent household food cultivation. The use of simple cultivation technologies, affordable materials, suitable crops, and efficient spatial arrangements provides a realistic strategy for optimizing home gardens. This finding is consistent with the view that urban and peri-urban agriculture can contribute to food security, environmental sustainability, and community development when adapted to local conditions (Mougeot, 2000; FAO, 2014). Thus, optimizing home gardens in Pisangan Jaya Village represents an important strategy for strengthening household food security while simultaneously promoting greener residential environments, resource efficiency, community resilience, and greater household self-reliance.

Institutional Strengthening and Sustainability of Community-Based Urban Farming

The sustainability of the Urban Farming Workshop in Pisangan Jaya Village depends not only on the knowledge and skills acquired by participants but also on the establishment of a community-based institutional structure capable of maintaining and developing the program after the Community Service Program has ended. The formation of an urban farming group is therefore an important strategy for transforming individual household activities into collective community initiatives. Through such a group, residents can coordinate cultivation activities, exchange experiences, share agricultural resources, and formulate collective solutions to problems encountered during implementation. Community-based development emphasizes the importance of strengthening local capacity and collective action so that communities are able to manage development initiatives independently (Ife, 2016). Thus, institutional strengthening becomes an essential component of ensuring that urban farming in Pisangan Jaya Village does not remain a short-term project but develops into a continuous community activity.

The establishment of the urban farming group begins with socialization regarding the purpose, organizational mechanism, responsibilities, and expected activities of the group. Participants are encouraged to identify individuals who can serve as coordinators and facilitators for household urban farming activities. The formation of a clear organizational structure provides a foundation for distributing responsibilities among members, including coordination, cultivation, provision of planting materials, monitoring, documentation, and communication with the village government. According to Pretty (1995), participatory development can strengthen local ownership when community members are directly involved in decision-making and implementation. In the context of Pisangan Jaya Village, involving residents in determining the structure and responsibilities of the urban farming group can strengthen their sense of ownership and encourage greater commitment to maintaining the program.

The role of local government is also important in strengthening the institutional sustainability of the program. The Pisangan Jaya Village Government can support the program by providing administrative assistance, facilitating locations for community activities, coordinating residents, and connecting the urban farming group with relevant development programs. Collaboration between communities and local institutions can create an enabling environment for maintaining community initiatives. Chambers (1997) argues that sustainable participatory development requires local actors to become central in planning and managing activities while external institutions function primarily as facilitators. Accordingly, the village government should not replace the role of the community but provide support that enables residents to manage urban farming activities independently.

Post-workshop mentoring represents another important component of program sustainability. Training alone may not guarantee that participants will continue applying the techniques they have learned, particularly when they encounter problems related to plant growth, pests, fertilization, watering, or limited space. Therefore, periodic mentoring is needed to assist residents in solving practical problems and maintaining motivation.

Mentoring activities can include monitoring plant development, providing technical consultations, identifying cultivation problems, and offering recommendations for improvement. This continuous learning process is consistent with the principles of community empowerment, which emphasize capacity development as an ongoing process rather than a one-time intervention (Zimmerman, 2000).

The development of a community demonstration garden can further strengthen institutional learning. A demonstration garden can function as a shared learning space where residents observe successful cultivation practices and experiment with different planting techniques. It can also serve as a visible example for households that have not yet adopted urban farming. Urban agriculture has the potential to generate social benefits by creating opportunities for interaction, knowledge exchange, and collective learning among community members (Orsini et al., 2013). In Pisangan Jaya Village, the demonstration garden could therefore become a center for practical education and a symbol of collective commitment to household food production and environmental improvement.

Another important aspect of sustainability is the development of a clear follow-up action plan. The urban farming group should establish activities that can be implemented after the completion of the formal workshop, such as routine cultivation schedules, seed distribution, group maintenance activities, periodic meetings, and monitoring of household gardens. A structured action plan can prevent the program from losing momentum after the intervention period. Pretty (2003) emphasizes that social capital, collective learning, and cooperation are important resources for sustaining community-based initiatives. Regular communication among members can strengthen trust and facilitate collective responses when problems arise.

The sustainability of the program is also influenced by the community's ability to utilize local resources. The use of household organic waste as compost, recycled containers as planting media, and locally available materials can reduce dependence on external inputs. Such practices make the urban farming system more affordable and environmentally sustainable. Galhena et al. (2013) note that home gardens can support household food security and well-being when communities are able to utilize available resources effectively. Therefore, strengthening community capacity to manage local resources should become part of the long-term strategy for urban farming development in Pisangan Jaya Village.

Monitoring and evaluation are necessary to determine whether the program continues to produce meaningful outcomes after the workshop. Evaluation should not be limited to measuring participants' knowledge immediately after training but should also examine whether households continue cultivating plants, whether the urban farming group remains active, and whether the number of participating households increases over time. FAO (2014) emphasizes the importance of integrating urban agriculture into broader community and food-system strategies to enhance its long-term contribution. Regular monitoring can provide information for identifying weaknesses, developing corrective actions, and improving future activities.

The involvement of various community groups, including the PKK, Karang Taruna, community leaders, and household representatives, can further strengthen the program's institutional foundation. Different groups can contribute according to their capacities, interests, and resources. Collaborative participation can broaden the reach of urban farming and encourage wider adoption among households. As Specht et al. (2014) explain, urban agriculture can generate multiple sustainability benefits when supported by appropriate social, organizational, and environmental arrangements. Therefore, the integration of different local actors is essential for creating a resilient community-based urban farming system.

Overall, institutional strengthening and sustainability in Pisangan Jaya Village require an integrated strategy combining community organization, local government support, continuous mentoring, demonstration activities, collective planning, resource utilization, and systematic monitoring. The establishment of an urban farming group provides an institutional mechanism through which residents can maintain communication, coordinate activities, and develop new initiatives. More importantly, active participation in decision-making and implementation can strengthen community ownership and responsibility for the program. Sustainable urban farming should therefore be viewed not simply as a technical agricultural activity but as a community development process that builds collective capacity, social cooperation, and local self-reliance. Through strong institutions and continuous participation, the Urban Farming Workshop can develop beyond a short-term training activity into a sustainable community movement that supports household food security, environmental improvement, and community resilience in Pisangan Jaya Village.

CONCLUSION

The Urban Farming Workshop in Pisangan Jaya Village demonstrated that community empowerment through education, practical training, mentoring, and institutional strengthening can optimize household yards as productive spaces for food cultivation. The program increased community awareness and practical skills in implementing simple urban farming techniques using limited land and affordable materials, while also encouraging a shift in perception toward viewing household yards as valuable resources for supporting family food security and environmental sustainability. The establishment of an urban farming group, supported by the village government and community organizations, further strengthened collective participation, local ownership, and the sustainability of the program. Continuous mentoring, monitoring, and evaluation are essential to ensure that the knowledge and skills gained during the workshop are consistently applied in household environments. Overall, the program provides a practical and participatory model for strengthening household food security, improving environmental quality, developing

community capacity, and promoting sustainable community-based urban farming in Pisangan Jaya Village.

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