



Empowering Local Businesses: Evaluating Strategies and Proposing Solutions for Sustainable Growth of Micro, Small, and Medium Enterprises (MSMEs) in Cibeureum Village

Hasan Tafsir Maulana*¹, Elih Sudiapermana², Eko Sulistiono³

^{1,2,3} 1University of Education Indonesia

Email: Hasan.tafsir@upi.edu *

Article Info

Article History

Received: March 2024

Revised: May 2024

Published: June 2024

Keywords:

Training, Empowerment

Principles, Pentahelix, MSMEs

Doi:

<http://dx.doi.org/10.23960/E3J/v7i1.48-56>

Abstract

MSMEs are an important sector to advance the economy in Indonesia, MSMEs in Cibeureum Village have great potential to be developed, totaling around 173 MSMEs, many development efforts have been made. However, these efforts have not made much positive contribution. The purpose of this article is to analyze what is happening with the efforts that have been made and provide alternative solutions in answering the problem. existing. Using a qualitative approach, data collection using secondary and primary data. Data collection techniques using interviews, observation and documentation. Then to analyze the data that has been obtained using an interactive model, namely data collection, data reduction, data presentation and conclusion drawing. The results of this study state that efforts to develop MSMEs through training are not in accordance with training procedures, have not applied the principles of empowerment and lack of collaboration with all elements of the pentahelix. As for bridging all elements of the pentahelix, it is necessary to have an assistance team called Sahabat UMKM as an alternative solution to be able to carry out and succeed development efforts in the future. So that this research can be used to improve MSME development programs and can be a consideration for all parties who will carry out programs according to procedures. In the future, it is expected to further adjust Sahabat UMKM by optimizing the available human resources so that the application of the pentahelix elements is better.

INTRODUCTION

Micro, small and medium enterprises (MSMEs) have become an important part of economic growth in Indonesia, this is because MSMEs have contributed a lot to the economic sector. The existence of MSMEs has had many positive impacts, in addition to being a solution to poverty reduction in Indonesia, MSMEs also have a contribution to employment and contribution to GDP (Suci, 2017). The coordinating ministry of the economy of the republic of Indonesia (www.ekon.go.id) states that in 2022 the contribution of MSMEs to GDP will reach 60.5%, and to employment is 96.9% of the total national employment. This achievement does not just happen without any efforts made to develop MSMEs.

The Indonesian government's efforts in developing MSMEs are in the form of making a work copyright law, one of the substances of the work copyright law regarding the convenience, protection and empowerment of MSMEs. Other efforts include the creation of programs that include interest subsidies, spending on guarantee fees, placement of government funds in banks, guaranteeing the loss limit of MSME loans, displaying the credit limit of MSMEs.

UMKM final income borne by the government, investment financing to cooperatives through LPDB UMKM cooperatives, productive presidential assistance program for micro enterprises. In addition, there are other efforts made by the government such as people's business credit (KUR). National Movement for Proud to be Made in Indonesia (BBI Movement), expansion of exports of Indonesian products through ASEAN Online Sale Day. Other efforts that can develop MSMEs can be done by helping to improve the abilities and skills of MSME players. This improvement in skills and abilities can be done by making various trainings tailored to the needs of MSME actors, according to Hamalik (Irawati, 2018) states that the general purpose of training is to develop expertise, development, knowledge and attitude development. According to Yuwinanto, (2020) trainings for MSME actors aim to provide knowledge,

motivation and skills training needed to be used as a basis and provision for actors to develop their businesses, besides that it can also foster an entrepreneurial ethos and reduce unemployment and poverty. Training is a motivational tool that encourages employees to work with optimal ability,

which is intended to improve performance (Rudhaliawan, 2013). The results of research conducted by Firdaus & Hasanah, (2018), describe that training can affect entrepreneurial motivation. The results of Irawati's research, (2018) training partially has an influence on small business development. The results of research by AlHempi & Harianto, (2013) show that training simultaneously or simultaneously or partially has a positive and significant effect on small business development in small businesses fostered by the Community Development Center (CDC) PT Telkom Pekanbaru Branch. Thus, the results of the study indicate that training can have a positive influence on the development of MSMEs.

MSMEs have spread in various regions of Indonesia, one of which is in the Cimahi area. According to BPS Cimahi City, in 2020 the Micro Industry had 10,160 units while for macro businesses it reached 236 units so that the total number was around 10,369 units, then consisting of 2420 business units consisting of food and beverage business clusters, textiles and textile products, crafts / crafts and telematics, which were outperformed by the food and beverage cluster by 80% and the smallest for the Telematics business cluster by 1.65% (www.BPS.co.id). The results showed that one of the urban villages in Cimahi, namely Cibeureum Urban Village, already has 173 MSMEs consisting of business types of food and beverages (culinary), trade, services, fashion and crafts and plants. The number of MSMEs in Cibeureum Urban Village, Cimahi certainly has a positive impact on both the urban village and the community. But of course, to maximize the impact of the existence of these MSMEs requires improvements and solutions to problems felt by business actors. The government, in this case the kelurahan, has made many efforts such as holding bazaars, and trainings to develop and strengthen MSMEs and increase the skills of MSME actors. However, the efforts that have been made have not had a significant impact on MSME actors, so it is necessary to find out the causes of the non-optimality of the desired results, this study analyzes what makes the efforts that have been made less than optimal, and provides recommendations for further efforts to be implemented.

METHODS

This research uses a qualitative approach with descriptive methods. A qualitative approach is often called a naturalistic approach because this research is conducted in natural conditions (Sugiyono, 2009). According to Afrizal, (2019) states that a qualitative approach is defined as social science research that collects and analyzes data in the form of human words and actions and researchers do not try to calculate or quantify the qualitative data that has been obtained and thus do not analyze numbers. Descriptive method according to Sudjana & Ibrahim, (1989) is a method that tries to describe a symptom, event and event that occurs at the present time where the researcher tries to photograph the events and events that are the center of attention to then be described as they are. This research was conducted to see the problems that arise and the efforts that have been made as appropriate for the development of the actors MSMEs. This research was conducted for 3.5 months in Cibeureum Village, Cimahi. Data collection was conducted using primary and secondary sources. The data collection techniques used were interviews, observations and documentation studies. The data analysis technique used in this research is an interactive model. The stages of this interactive model are data collection, data reduction, data display and conclusion.

RESULTS AND DISCUSSION

A. Result

MSMEs owned by Cibeureum Village, Cimahi reached 173 MSMEs, consisting of food and beverage (culinary), trade, services, fashion and crafts and plants. From Table 1, it can be seen that the most businesses run in Cibeureum Village are food and beverages or culinary at 62%, then Fashion as much as 18%, then trade as much as 10%, then the type of craft business as much as 5% and the type of business 4% and the type of plant business as much as 1%.

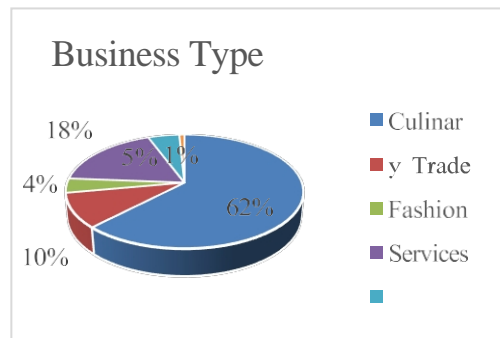


Figure 1. Business Types

Many problems that arise from these MSMEs are accumulated and categorized based on the problem, namely the tendency of MSME actors to be individual entrepreneurs, lack of collaboration with other MSME actors. Another problem is the lack of development innovation from these MSMEs, both products and others, and many other problems. However, many efforts have been made by various parties, such as the government, the community, in this case KKN students, these efforts include the creation of the Cibereum advanced business website (UKIMACI) which is also a UKIMACI community, then other efforts have been made, namely the provision of trainings, including digital marketing training, product design training, public speaking training, administration, how to promote products by influencers, and other training.

The creation of the UKIMACI website has become the starting gate for MSME players to introduce various business products widely, besides that this web can benefit MSME players to synergize with other MSME players from Cibereum village. But unfortunately, there are still many MSME players who have not utilized the website optimally due to the limited ability of MSME players to access the website. So it is necessary to have motivation, interest and additional skills for MSMEs to optimize existing facilities.

Another effort is to create and implement empowerment through trainings. This training is carried out both by the government and the community such as KKN students. However, unfortunately, the trainings that have been held in Cibereum Village, Cimahi have not shown a significant impact on the ability of MSME actors. This can be seen from the implementation of abilities after the training is carried out. Table 2 shows one of the results of the training that has been carried out, namely digital marketing. This training has been carried out in the past two years or in 2020. Table 2 shows that most of the business actors who are also participants in this training are still marketing/selling conventionally or still marketing offline/face-to-face as much as 59%. However

However, there are already those who do online marketing at 32% and do both online and offline at 9%.



Figure 2. Marketing Media

The results of the research on the stages of training-based empowerment did not include the trainees. At the assessment stage, according to most of the interviewed trainees, they were not directly involved in the needs identification stage. Then at the training stage, according to most of the trainees who have been interviewed, they revealed that the material presented is still not well understood, while some others, have understood a little, but in the application the trainees are still confused because there is no practice of this digital marketing training. Thus, according to training participants who are also MSME

actors, the presenters of this training are KKN participants or students who are carrying out KKN. As for the training method used, it was monotonous, only delivering the material, there were no other ways so that the participants felt bored and did not understand it. Likewise, at the evaluation stage, the training participants complained that there was no follow-up to this training, the impact was that after the training was completed, participants who still did not understand and were confused had no place to ask.

B. Discussion

Micro, small and medium enterprises (MSMEs) are independent productive business units, which are carried out by individuals or business entities in all economic sectors (Tambunan, 2011). It is further explained in Government Regulation of the Republic of Indonesia No. 7 of 2021 concerning the ease, protection and empowerment of cooperatives and micro, small and medium enterprises in chapter 1 article 1 paragraph 2 that micro-enterprises are productive businesses owned by individuals or individual business entities that meet the criteria for micro-enterprises as regulated in this government regulation. Then in paragraph 3 states that small businesses are independent productive economic businesses carried out by individuals or business entities that are not subsidiaries or branches of companies that are owned, controlled or part of either directly or indirectly from medium or large businesses that meet the criteria for small businesses. Furthermore, paragraph 4 explains about medium enterprises, namely productive economic businesses that stand alone, which are carried out by individuals or business entities that are not subsidiaries or branches of companies that are owned, controlled or are part of either directly or indirectly with small businesses or large businesses that meet the criteria for medium enterprises.

Many problems arise from MSME actors, especially in the Cibeureum area, so that many efforts have been made in overcoming this, one of which is empowerment through training. Training can be defined as teaching or providing experience to someone to develop behavior (knowledge, skills / skills and attitudes) in order to achieve something desired (Robinson, 1981). According to Rivai (Atikah & Ruzikna, 2015) states that "Training is part of education that involves the learning process to acquire and improve skills outside the formal education system, taking place in a relatively short time.

Empowerment through training as an effort to develop MSMEs in the cibeureum village is less than optimal because the implementation of training is not in accordance with training procedures or steps. This is because the training carried out does not involve the participation of training participants who are adults. Involvement in all stages of training is very important. At the stage of identifying training needs, which is an activity that needs to be carried out systematically to find gaps between a person's knowledge, skills and attitudes needed by the organization that can be improved through training (Nurhalim & Puspita, 2021). Identification of training needs is the first step to find out what gaps are felt by the community (Fauzi, 2011) so that it is necessary to involve the trainees so that the training to be carried out aims to solve community problems. Even according to the results of Sahid research (2010) shows that one of the factors causing the success of this training is the identification of training. Then at the training stage, according to Kusnawan, (2008) states that the training material is the answer to the problems faced by the participants. Then for the implementation of training materials, it does not only contain material, but must be practiced because training is not just transferring or transferring the trainer's knowledge to the participants, but the transfer of skills and attitudes is also needed. Thus, the implementation of training does not impose theory alone but with practice. According to Hidayat, (2016) states that the implementation of a training activity is a process of transforming knowledge, attitudes and skills from trainers to trainees. This is reinforced by the opinion of Fauzi, (2011) that training is not just "transferring information from facilitators to participants, just delivering training material in a certain unit of time, then finishing without thinking about further follow-up.

At this stage of training, it is not only important to look at the material but also the facilitator or trainer. Trainers in training have certain requirements such as having a certificate of expertise, then also training facilitators are required to have basic educational and administrative technical skills. Among them, mastery of training materials, management of teaching and learning programs, managing classes, and being able to use the media (Kusnawan, 2008). In addition, facilitators need adequate competence, consisting of andragogy, personality, professional and social competencies (Fauzi, 2011). Then in terms

of the method, according to Nurlaila & Dkk., (2014), the success of a training program not only depends on the ability of the trainer, the ability of the participants and the training facilities, but also by the methods used. Therefore, the training method set must be in accordance with the training provided. Thus, according to Kamil, (2012) that a trainer or facilitator must understand the training program thoroughly. The sequence of activities, scope, training materials, methods used, and media used should be well understood by a trainer. In addition, the trainer must also understand the characteristics of each trainee. And also a trainer or facilitator must understand the stages of implementation in this training, as according to Fauzi, (2011) states that at the beginning of the training, the facilitator tends to actively deliver the training material while the trainees play a passive role. However, at the next moment the facilitator's role changes to a passive one, while the trainees tend to be active. Thus, training is not only fixated and centered on the facilitator but also fully involves the trainees. Therefore, the facilitator needs expertise or various methods that can provide comfort in the training process. Then, the trainer or facilitator must have an in-depth understanding of the learning approach based on andragogy/adult principles. This approach is very necessary because the trainees are adults who have different principles and of course, the use of this approach can affect the results of the training itself, as the results of Dewi & Agustina research, (2021) which states that an approach based on andragogy principles which is the basic framework for implementing training has proven to be able to deliver all trainees to successfully complete the target of making proof of work, being able to absorb knowledge about competency-based domestic apprenticeship regulations so as to obtain competent recommendations through an independent competency test process.

At the evaluation stage, the follow-up of the training aims to understand the condition of the trainees after the training is carried out and provide feedback and improvements to the training program. As according to the evaluation and monitoring module published by the head of the training and development center (2018), the follow-up, which is a process of evaluation and monitoring, aims to determine whether the program has achieved the expected goals.

In addition, this stage can obtain information about difficulties and obstacles during the activities, and provide feedback for the program assessment system for program improvement.

Empowerment through Digital marketing training requires improvements at each stage to optimize the impact on the additional skills of the trainees. In addition, it is also necessary to use the principles of empowerment. Referring to the opinion of Najiyati & Dkk., (2014), there are four principles that are often used in empowerment programs, namely the principles of equality, participation, self-reliance, and sustainability.

1. Equality or equality indicates the same level, the same position, not higher or not lower between one another. This equality is one of the basic principles in community empowerment, which must be understood together.
2. The principle of participation is that the community empowerment practices carried out have not fully provided opportunities and freedom to the community to determine their own destiny through the development programs they need.
3. The principle of self-reliance, in the empowerment process, assistance or support for capacity building and self-reliance, even though the results can only be enjoyed in the long term is prioritized over assistance that is caritas. The support and assistance is only stimulant, while the main resources for capacity building and self-reliance mostly come from the community itself.
4. The principle of sustainability, community empowerment is an ongoing, continuous and sustainable process. This is important to note considering that many community empowerment activities are only oriented towards development programs that are limited in time and funding.

Apart from applying the principles of empowerment, the Cibeureum urban village has not maximized all elements of the penta helix. So it is also necessary to collaborate with various elements of the penta helix, with this collaboration it can develop and optimize MSMEs properly and correctly. The elements of this penta helix are policy makers or government, academics, community, private sector, and media (Supriyanto & Iskandar, 2022).

1. Government

The role of government in effective and optimal MSME development is realized as a facilitator,

regulator and catalyst. As a facilitator, the government has a role in facilitating MSMEs to achieve business development goals owned by MSMEs. If MSMEs have weaknesses in the production sector, then the facilitator's task is to provide MSME capabilities in various ways, for example by providing training. then the facilitator's task is to help find a way out so that MSMEs are able to get the funding needed and still consider the principle of prudence so that MSMEs do not become dependent. The government's role as a catalyst for MSME development is to accelerate the process of developing MSMEs into fast moving enterprises. The involvement of local government in the entire process of change should not be done because the involvement of too many government roles in economic activities will cause the economy to become inefficient because the market can no longer move naturally. To be able to carry out its role as a catalyst, the government takes various steps such as empowering creative communities to be productive rather than consumptive, giving awards to MSMEs, intellectual infrastructure for MSMEs and capital.

2. Academics

Academics in this pentahelix model act as conceptors. Such as standardizing business processes and certifying products and human resource skills. Academia in this case is a source of knowledge with the latest concepts, theories and relevant to the business developed by MSME actors to gain a sustainable competitive advantage. So that the role of academics here is to share information with stakeholder actors.

3. Society/community

The community in the pentahelix model acts as an accelerator. In this case, the community is people who have similar interests and are relevant to the growing business. It acts as an intermediary or liaison between stakeholders to assist MSMEs in the overall process and expedite the adoption of business processes in the digital era. The community also has a role to promote MSME products or services. The community is basically an entity of MSME actors formed with the aim of meeting the needs and actualizing the existence of its members.

4. Private/business

Business in the pentahelix model acts as an enabler. Business is an entity that conducts business processes in creating added value and maintaining sustainable growth. Businesses act as enablers that provide ICT infrastructure by supporting changes in human resources, business processes and products produced into the digital era. With the change to the digital era, it can help MSMEs become more effective, efficient and productive. In the MSME development program, those who have the role of business are the MSME actors themselves and also private companies.

5. Media

The media in the pentahelix model acts as an expander. The media plays a role in supporting publications in promotion and creating a brand image.

To be able to optimize this pentahelix element, it is necessary to have assistants who assist MSMEs regularly. According to Kamil, (2012), mentoring is an activity carried out by someone who is consultative in nature, namely creating a condition so that the mentoring and the assisted can consult on solving problems together, interactive, namely between the mentoring and the assisted can be understood together (equality of understanding), motivative, namely mentoring must be able to foster self-confidence and be able to provide enthusiasm or motivation and negotiative, namely mentoring and the assisted are easy to make adjustments. The existence of assistance for MSMEs can develop MSMEs correctly in accordance with the needs of MSME development. According to Tanan & Dhamayanti, (2020) MSME assistance needs to be done to overcome the problems faced by MSMEs. The results of Rahma research, (2018), state that partially assistance has a positive and significant positive effect on MSME income.

In maximizing this assistance, of course, it requires a team that is able to assist very well so that the development of MSMEs can be carried out optimally. The team referred to by the researcher is called Sahabat UMKM, Sahabat UMKM is a group that has an interest in the development of MSMEs, and seeks to assist, direct and support MSME actors, starting from planning, implementation, development and evaluation, in business development. Broadly speaking, UMKM friends carry out mentoring tasks. according to Suharto, (2009) the tasks of UMKM assistants, namely:

1. Enabling or Facilitating

Enabling or facilitating is a function related to providing motivation and opportunities for MSMEs.

2. Function Strengthening

Strengthening this function relates to education and training to strengthen community capacity (capacity building). Mentoring means being active as an agent that provides positive and directive feedback based on its knowledge and experience and exchanges ideas with the knowledge and experience of the assisted MSMEs. Raising awareness of MSMEs, conveying information, conducting confrontations, organizing training for MSMEs are some of the tasks related to the strengthening function.

3. Protection Function

The protection of this function relates to the interaction between the facilitator and external institutions on behalf of and for the benefit of the assisted MSMEs.

4. Supporters

Facilitators are required not only to be able to become change managers who organize groups, but also to be able to carry out technical tasks in accordance with various basic skills. The benefits of forming the Sahabat UMKM team are that it makes it easier to analyze the needs of MSMEs and provide appropriate services, as a place to share about MSMEs, maximize the pentahelix element so that it can provide wider access to cooperation. In the formation of this team, it has its own criteria, namely Sahabat UMKM consists of 10 people who are active students of at least 5-7 semesters with various different major backgrounds, namely Penmas, Economics, IT, Law and Communication majors by being recruited through selection and having the required abilities. Some of the requirements are organizational experience, self- confidence, and a good lifelong learner spirit. Other additional tasks of the UMKM friends team are mentoring, regeneration, becoming an information center, facilitator, innovator, assisting digital marketing, development that presents elements of community empowerment in each program, and helping to communicate with pentahelix elements. The position of this UMKM friend organizes and bridges between MSMEs and pentahelix elements, so that the position of this friend is very helpful and good for the optimal development of MSMEs.

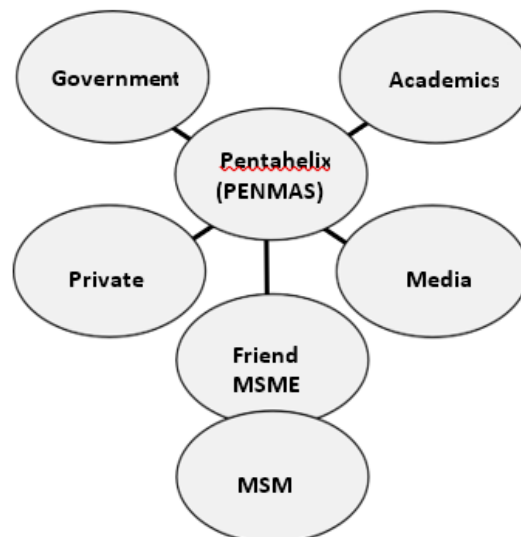


Figure 1. Position of Sahabat UMKM in Pentahelix

CONCLUSIONS

A. Conclusion

Empowerment through training as an effort to develop MSMEs in the cibereum village is less than optimal because the implementation of training is not in accordance with procedures or training steps, at the assessment stage, this training does not involve the participation of participants or subjects of the training itself. Then at the implementation stage, this training is still far from ideal. This can be seen from the material that does not foster the abilities or skills of the trainees so that it has an impact on the confusion of the trainees after the training is carried out, besides that the methods used do not use an

andragogy-based learning approach, and also facilitators who are not experts or practitioners in their fields so that the material is not well absorbed by the trainees. In addition, at the evaluation stage, there was no follow-up conducted after the training. So with this problem, it is important to improve by using the principle of empowerment and the importance of collaboration between pentahelix elements.

B. Sugession

To maximize the efforts that have been implemented, the principles of empowerment are needed and the need to maximize the cooperation of all parties, namely collaboration between pentahelix elements. These pentahelix elements include policy makers, in this case the government, academics, communities or society, media and private/business. This pentahelix collaboration if utilized proportionally will have a better impact. Thus, to bridge between these elements, a companion is needed which is formed with a special team, namely Sahabat UMKM. The benefits of forming the Sahabat UMKM team are to make it easier to analyze the needs of MSMEs and provide appropriate services, as a place to share about MSMEs, maximize the pentahelix elements so that they can provide wider access to cooperation.

REFERENCES

- Afrizal. (2019). *Metode Penelitian Kualitatif*. Yogyakarta: Raja Grafindo Persada.
- Alhempri, R. R., & Harianto, W. (2013). Pengaruh pelatihan Dan pembinaan terhadap pengembangan usaha kecil pada program Kemitraan Bina Lingkungan. *Media Riset Bisnis dan Manajemen*, 13(1), 20-38.
- Atikah, F. U. (2015). Implementasi Program Pelatihan dan Pengaruhnya Terhadap Kinerja Karyawan Pada Bank ICB Bumi Putra Pekanbaru. *Jurnal Online Mahasiswa (JOM) Bidang Ilmu Sosial dan Ilmu Politik*, 2(2).
- Dewi, Y. E. P., & Agustina, T. (2021). Prinsip Andragogi Dalam Pelatihan Mentor Pemagangan Guna Menghasilkan Rekomendasi Kompeten. *ABDIMAS ALTRUIS: Jurnal Pengabdian Kepada Masyarakat*, 4(2), 114–122. <https://doi.org/10.24071/aa.v4i2.3177>
- Fauzi, I. K. A. (2011). *Mengelola Pelatihan Partisipatif*. Bandung: CV. Alfabeta.
- Firdaus, V., & Hasanah, H. (2018). Pengaruh pelatihan dan Pendidikan kewirausahaan terhadap motivasi berwirausaha pada penyandang fisabilitas di kabupaten Jember. *Fenomena*, 17(2), 263–286.
- Hidayat, D. (2016). Dampak Pelatihan Keterampilan Hidup (Life Skills) Montir Otomotif Terhadap Kesempatan Kerja Dan Pendapatan Warga Belajar. *JIV-Jurnal Ilmiah Visi*, 11(2), 81–98. <https://doi.org/10.21009/jiv.1102.3>
- Irawati, R. (2018). Pengembangan Usaha Kecil. *Jurnal JIBEKA*, 12(1), 74–82.
- Kamil, M. (2012). *Model Pendidikan dan Pelatihan (Konsep dan Aplikasi)*. Bandung: CV. Alfabeta.
- Kusnawan, A. (2008). Manajemen Pelaksanaan Pelatihan Dakwah. *Jurnal Ilmu Dakwah*, 4(12), 335–370.
- Najati, S., Asmana, A., & Suryadiputra, I. N. N. (2005). *Pemberdayaan masyarakat di lahan gambut*. Wetlands International Indonesia Programme.
- Nurhalim, A. D., & Puspita, S. (2021). Pentingnya Analisis Kebutuhan Pelatihan Untuk Pengembangan Sumber Daya Manusia Dalam Organisasi. *Jurnal Ilmu Komputer Dan Bisnis*, 12(2a), 104–110. <https://doi.org/10.47927/jikb.v12i2a.202>
- Nurlaila, R. R., & Dkk. (2014). Penerapan Pelatihan Instruktur Matematika Kreatif dalam Membentuk Kompetensi Pendidik bagi Calon Instruktur di Lembaga Bimbel APIQ. *Jurnal Pendidikan Luar Sekolah*, 10(2), 1–10.
- Rahma, M. N. (2018). *Pengaruh Pelatihan Pendampingan dan Pembinaan Pemerintah Kota Yogyakarta terhadap Pendapatan UMKM*. Yogyakarta: Universitas Islam Negeri Sunan Kalijaga.
- Robinson, K. P. (1981). *A Handbook of Training Management*. Kogan Page.
- Rudhaliawan, V. M. (2013). Pengaruh Pelatihan Terhadap Kemampuan Kerja dan Kinerja Karyawan (Studi pada Karyawan Telkom Indonesia, Tbk Kandatel Malang). *Jurnal Administrasi Bisnis S1 Universitas Brawijaya*, 4(2), 1–10.
- Sahid, A. A. (2010). *Faktor-faktor utama yang mempengaruhi keberhasilan pelatihan pada perusahaan konstruksi*. Depok: Universitas Indonesia.
- Suci, Y. R. (2017). Pengembangan UMKM di Indonesia. *Jurnal Ilmiah Cano Ekonomos*, 6(1), 1–8.
- Sudjana, & Ibrahim. (1989). *Penelitian dan Penilaian Pendidikan*. Bandung: Sinar Baru.

- Sugiyono. (2009). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta.
- Suharto, E. (2009). *Membangun Masyarakat Memberdayakan Rakyat*. Bandung: Refika Aditama.
- Supriyanto, & Iskandar, F. (2022). Implementasi Kolaborasi Model Pentahelix dalam Rangka Peningkatan Pemberdayaan UMKM EX Lokalisasi Dolly pada Masa Pandemi Covid-19. *Jurnal Kebijakan Dan Manajemen Publik*, 12(1), 71–91.
- Tambunan. (2011). *Teori Ekonomi Makro*. Depok: Universitas Indonesia.
- Tanan, C. I., & Dhamayanti, D. (2020). Pendampingan UMKM dalam Pengelolaan Keuangan Usaha Guna Peningkatan Ekonomi Masyarakat di Distrik Abepura Jayapura. *Amalee: Indonesian Journal of Community Research and Engagement*, 1(2), 173–185. <https://doi.org/10.37680/amalee.v1i2.408>
- Yuwinanto, H. P. (2020). Pelatihan keterampilan dan upaya pengembangan UMKM di Jawa Timur. *Jurnal Sosiologi Dialektika*, 13(1), 79. <https://doi.org/10.20473/jsd.v13i1.2018.79-87>