Community development and social welfare through entrepreneurship management training

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Abstract

The uneven distribution of superior human resources, which alienates some communities and contributes to the issue of business management literacy in SMEs, is one of the obstacles to community development. The purpose of this study is to evaluate the impact of community empowerment through literacy-based entrepreneurship management training. With a sample of 98 participants, this study use participatory action research (PAR). To select training participants, sampling method is purposive sampling with the criteria used: (1) Indonesian Manpower (TKI) who no longer work abroad; (2) Existing micro or small business owners; and (3) Trainees who have been mentored for at least one year. Methods of question and answer, observation, or questionnaires are used to obtain the data including focus group discussion (FGD), in-depth interviews, and strategies for exchanging stories, and pretest and post-test; behavioral analysis and participatory assessment analysis using percentages and likert scales; and data analysis of training success. This study is new because it explores specifically how to organize, execute, and value manufacturing innovation, inventive marketing, financial management, administrative control, financial reporting, teamwork, and business networking. It was determined that this training is helpful in increasing participants' awareness to fall into the very good category and increasing their knowledge and abilities. This finding is consistent with the notion of resource mobilization in support of human empowerment and human resource development theory, which argues that training is a process of improvement to deal with dynamic change. Government organizations can use this information to improve training programs to increase community engagement.

Introduction

In line with the SDGs agenda, community empowerment as an effort to develop human resources is an effort that must be pursued. Inequality in the distribution of superior human resources and decision making in society causes the alienation of some people which is one of the causes of obstacles in human resource development (Khatoon & Mudarbish, 2023; Surya et al., 2021; Choi & Jung, 2020).

The obstacles that are often faced are the lack of awareness, knowledge, experience and self-concept of the community, especially cadres in carrying out activities related to community empowerment. Community members have limited access to decision-making, lack of resources, knowledge, skills and education, lack of ownership of development activities and centralized government (Azzasyofia et al., 2020; Skovsgaard, 2018).

The other researchers (Buye, 2014; Bulle & Ondieki, 2021) stated that community education and community organizing remain popular strategies for successful development interventions. This study recommends an integrated model of continuous use of a community-based and participatory approach of all citizens in development for community development.

Observations made on SMEs in Tulungagung Regency. The low number of SMEs owners who have the knowledge and skills in managing their business is an obstacle in developing their business. Based on an initial study conducted through a group discussion forum held jointly between the village and sub-district governments, the Tulungagung Manpower and Transmigration Office and researchers with the participants, who have businesses in the culinary, tailor and hair cutting fields and other SMEs fields, the following problem identifications were identified.

Table 1. Problem Identification

Problems	Need Analysis	Action Solution
Low knowledge of company management	The need for enterprise management literacy	Company management literacy
Low knowledge of entrepreneurial literacy	The need for entrepreneurial literacy	Entrepreneurial Literacy
Diverse participation and motivation of participants	The need to have a common perception of the importance of participant participation and motivation	Participatory literacy and motivation

Source: Observation result

As shown in Table 1, corporate management literacy, entrepreneurial literacy, equalizing perceptions and increasing player participation are the main problems for SMEs in Tulungagung.

Based on the description above, the formulation of the problem in this study is how effective is literacy-based entrepreneurial management training as a form of community empowerment effort. The purpose of this study is to determine the effectiveness of literacy-based entrepreneurial management training as an effort to empower the community. The effectiveness of the training is measured by the success of the training in increasing knowledge, skills and awareness to participate in community empowerment. This mechanism hopefully will increase in knowledge, skills and awareness is a measure of the success of training in providing interventions for the development of social systems.

Literature Review

Conceptually, community empowerment is a process of providing power, strength, support and motivation to the community in order to develop their potential. For this reason, empowerment is important to provide equal opportunities to the community in obtaining their rights as a community (Fawcett et al., 1995; Zimmerman, 2000; Stoeffler, 2018). One of the goals of community empowerment is for community development which is an effort to develop a community condition in a sustainable and active manner based on the principles of social justice and mutual respect (Joo et al., 2020; Ofor-Douglas, 2022; Cattaneo & Goodman, 2015; Rachmawatie et al., 2021; Surya et al., 2021).

In this study, the community conditions that will be developed are management literacy skills, entrepreneurial literacy, participation literacy and motivation, through entrepreneurial management training by the Indonesian Manpower Office in collaboration with village governments and academics.

The theory of resource mobilization by Anthony Oberschall (Walker & Martin, 2019) is used to support community empowerment through this entrepreneurial management training. Resource mobilization theory focuses its attention on the social processes that enable the emergence and success of a movement. This theory assumes that the important factors for the group to mobilize because it has an established communication network, the presence of members with established leadership and the traditional participation of its members. In addition, in the group there are also leaders, members, there are meetings, routine activities, social chains, and various beliefs, symbols and the same language (UNICEF & University of Pennsylvania Social Norms Group, 2019).

The determinant factors in a social movement according to the theory of resource mobilization, namely: (1) Organization of social movements, is a system of shared values, feelings of the community, norms of action and organizational structure; (2) Leaders and leadership, leaders are defined as strategic decision makers who inspire and organize others to participate, while leadership is the ability to influence groups through the achievement of goals; (3) Resources and resource mobilization, there are five types of resources in social movements, namely: moral resources, cultural resources, social organization resources, human resources and material resources; (4) Networking and participation, social networks are the sticking factor for most members in various organizations; and (5) Community opportunities and capacities. This perspective refers to the ability of local communities to organize collective action (Buechler, 1993; Hustedde, 2015).

The theory of resource mobilization above will look at the effectiveness of entrepreneurship management training to improve community empowerment. This entrepreneurial management training involves the community, namely SMEs. The success of this training is largely determined by community participation.

Entrepreneurship management training teaches business actors to read business opportunities that are obtained from the emergence of problems in the surrounding community, or obtained from community needs that cannot be met. Based on these opportunities, business actors will be taught to think creatively and innovatively to meet their needs and take advantage of these opportunities to develop their businesses (Mahayana et al., 2021; Dugguh & Dennis, 2014; Rodriguez & Walters, 2017; Wau & Purwanto, 2021).

Research Methods

This research is conducted to solve problems both directly and through a reflective process between researchers and participants (Bradbury et al., 2008) therefore, this research method uses participatory action research (PAR) (MacEwen & Evensen, 2021) involving the participation of participants to increase the empowerment of SMEs. The partners involved in this research are the Office of Indonesian Manpower and Transmigration, SMEs community, and academics. This research was conducted in September 2021 and July 2022 at the Office of Indonesian Manpower and Transmigration, using a saturated sample of 98 participants. Purposive sampling was used using the criteria: (1) training participants are Indonesian workers/manpower (TKI) who no longer work abroad; (2) training participants who already have micro or small businesses; and (3) trainees have been fostered for at least 1 year. Data collection is done by question and answer, observation, or questionnaire, story-sharing methods, in-depth interviews, and focus group discussion (FGD). Analysis of training success data using: (a) pretest and post-test; (b) behavioral analysis and participation assessment analysis using percentages and a likert scale.

The PAR model used in this study is the model from Metler (Hu, 2022). The process carried out follows steps as shown in Figure 1. Based on Figure 1, it can be seen that in general there are five major stages, namely: (1) Development objectives; (2) Analysis of the current situation; (3) Implementation of improvements; (4) Review of Changes; (5) Reports and recommendations at each stage there are three processes that must be carried out, namely plan, act, and reflect. The purpose of this research development is to improve the community empowerment program by providing inventions through training for SMEs to increase the knowledge, skills and awareness of groups of SME actors.

Analysis of the current situation. At this stage, what is done is to map the problems and needs of SMEs, make an understanding of the characteristics of the participants. An understanding of the characteristics is carried out through a discussion forum in the SMEs WhatsApp group.

Identification of learning needs was collected from prospective trainees who met the criteria (purposive sampling). They have quite varied learning needs. Therefore, Indonesia Manpower officers took action to classify the learning needs of prospective trainees and set program priorities. At the end of program planning, a decision is made to determine the training program and at the same time formulate its objectives. Based on the results of coordination with

the Manpower Office, SMEs and researchers, the training is grouped based on the same business field, namely culinary, tailor and catering, haircut and beauty.
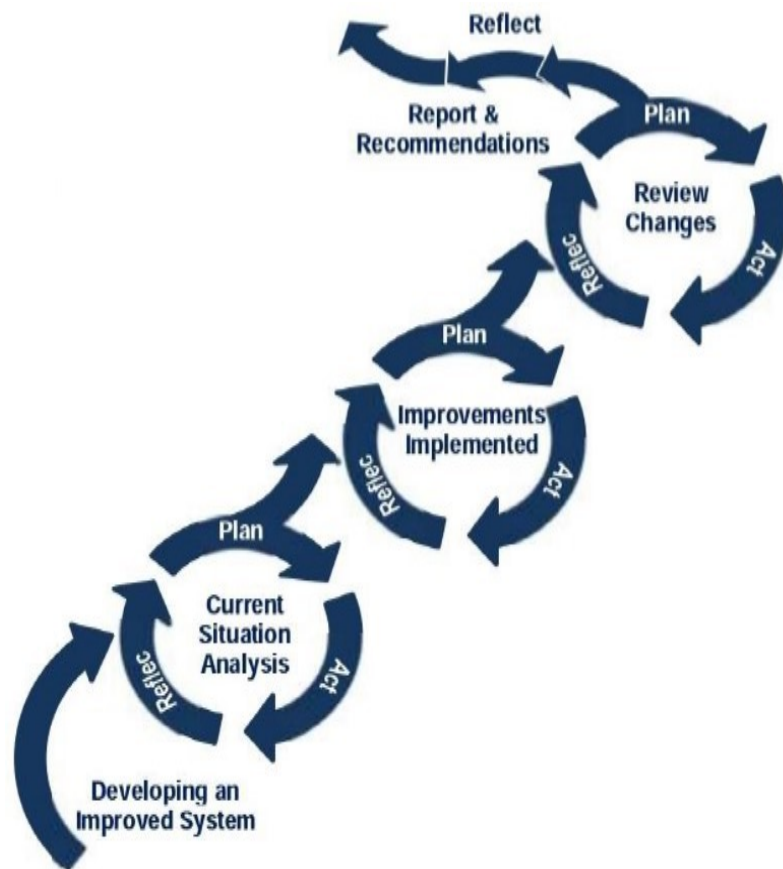

Figure 1. Participatory Action Research Steps

Improved implementation. At this stage, the researchers execute the results of the analysis carried out at the current situation analysis stage. The execution is in the form of intervention on the problems faced by the trainees. At this stage the involvement of participants is very important to improve the knowledge and skills of participants.

Reviewing Changes. At this stage, what is done is to identify the activities that existed in the previous stage that need to be adapted to the situation and conditions that develop from the intervention process carried out.

Reports and Recommendations. This stage documents the processes that have been carried out in the previous stages. The documentation includes recommendations that can be made by several relevant parties to the target community.

The analysis of participant participation includes: (1) participation in capacity building, involvement, volunteerism, scope of activities and participation in general. Indicators of the success of training with entrepreneurship management literacy materials are: (1) participants can prepare a business plan; (2) participants can run a business; (3) participants can make marketing plans for their products; (4) participants can make a business appraisal plan; (5) participants may establish partnerships in their business; and (6) participants can manage their business administration.

Results and Discussion

Development Goal

The aim of the development is to increase the capacity of community empowerment programs through literacy-based entrepreneurship management training to increase the knowledge, skills and awareness of SME entrepreneurs.

The determination of the training program in mid-2021 which will continue in mid-2022 is the result of monitoring and evaluation in 2020, when the community is affected by the COVID-19 pandemic. This training will also be evaluated for training in the following years. The intervention that the researchers carried out was to make a training process plan in collaboration with the Manpower Office. The planning of the training process is shown in Figure 2.
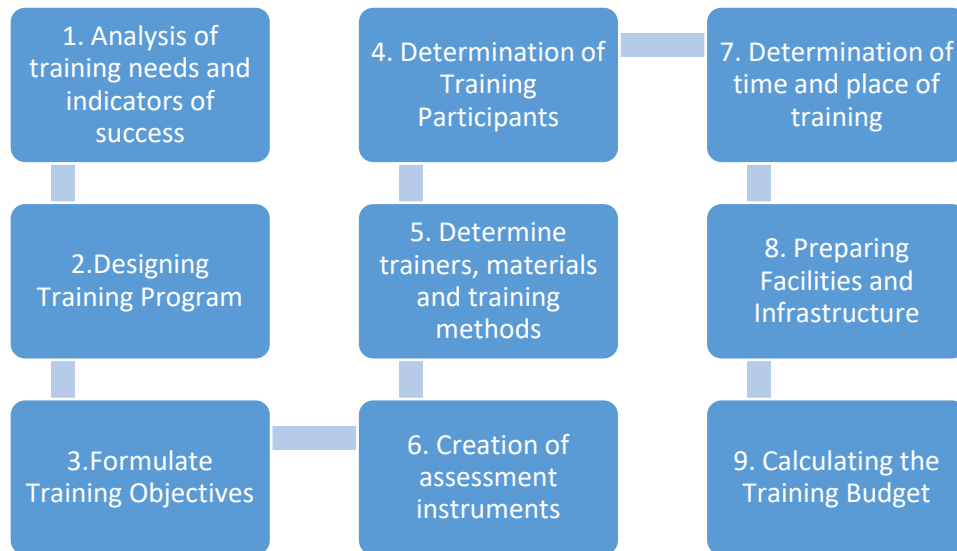

Figure 2. Training Process Planning

Current Situation Analysis

At this stage, the researchers conducted a situation analysis. The results of this situation analysis are the characteristics of the participants. The selection of prospective training participants by the Department of Indonesian Manpower and Transmigration is based on the characteristics of these participants and information from field officers at the sub-district and village offices. Figure 3 is the characteristics of SMEs that are determined to participate in the training.
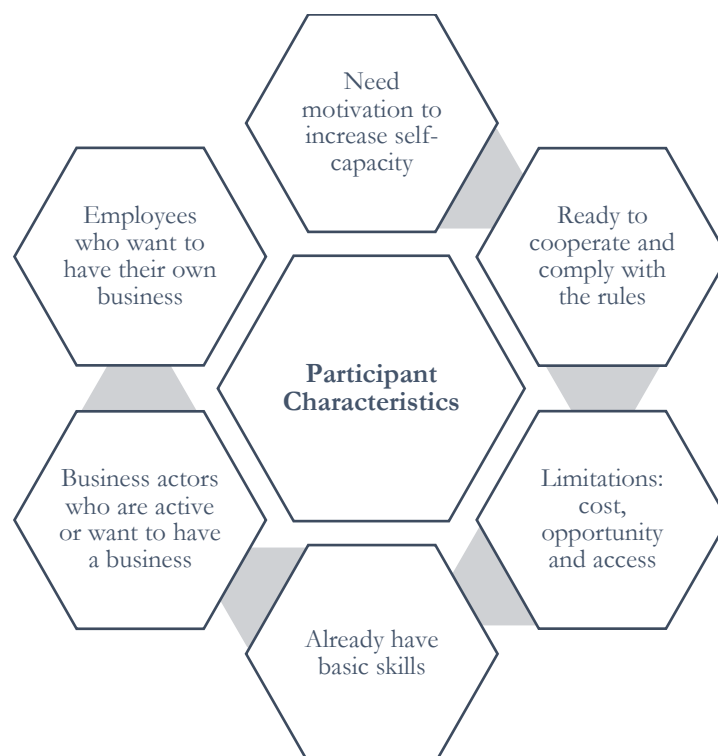.

Figure 3. Characteristics of Participants

Implementation of Training as Implementing Improvements

To make improvements, the researchers determine the competencies to be achieved in the training, namely increasing the participants' knowledge and skills in the following areas: (1) company management literacy; (2) entrepreneurial literacy; (3) participatory literacy and motivation.

The material to be delivered is business planning, implementing creativity and innovation and developing entrepreneurship in the form of cooperation, healthy competition, working according to targets, commitment and discipline, decision making strategies, communicating ideas, and leadership. The researcher's intervention at this stage is that the researchers make competencies that are adjusted to the background of the participants.

Table 2. Training Activity Schedule

No	Location	Type of Activity	Participants	Date of Implementation
1	Manpower and Transmigration Office	Entrepreneurship management training for SMEs spa and therapists	22	06-09-2021
2	Manpower and Transmigration Office	Entrepreneurship management training for tailor SMEs	20	20-09-2021
3	Manpower and Transmigration Office	Entrepreneurship management training for home food industry	21	27-09-2021
4	Manpower and Transmigration Office	Entrepreneurship management training for barbershop and cafe	20	15-07-2022
5	Manpower and Transmigration Office	Entrepreneurship management training for tailor SMEs	16	22-08-2022

Source: List of attendees

Table 3. Description of Respondents by Gender

No	Gender	Total	Percentage
1	Male	40	40%
2	Female	58	60%
	Total	98	100%

Source: List of attendees

Table 4. Description of Respondents by Age

No.	Age	Total	Percentage
1	18 - 30	55	56%
2	31 - 40	40	41%
3	41 - 50	3	3%
	Total	98	100%

Source: List of attendees

Participants simply fill in by giving a mark (V) on the answer chosen in the pre-test question. The results of the pre-test showed that the participants' strengths were the spirit of learning and the spirit of togetherness in developing knowledge and skills. The weakness is a sense of dependence to progress individually, meaning that they will be moved to learn if someone invites them. The opportunity found is that they can still develop their business through innovation and improvement in products and marketing networks. The threat is that the post-pandemic economic conditions will have an impact on SMEs entrepreneurs.

At the end of the presentation of the material, a question-and-answer session was held between the participants and the presenters. In this question-and-answer session, the participants seemed very enthusiastic to ask questions about various real problems experienced, especially about making a business plan. Common difficulties experienced by participants are business development, increasing sales turnover and profits, how to survive when sales decline, efforts so that their business does not go bankrupt after the pandemic. Another question is how to organize business records so that they can be used to evaluate business results. There were discussions

between the presenters and the participants as well as between participants so that the training atmosphere was very interactive.

Program managers in Manpower and Transmigration Office and presenters/researchers provide motivation so that participants can achieve training objectives, activate and increase active participation in learning activities. Motivation is done through efforts to inspire participants by thinking logically, critically and developing enthusiasm, trust through improving skills. Participants' participation was very high through responding to all activities during the training with the principle of respecting human values that made them comfortable. The facilitator creates a fun and meaningful learning atmosphere with interactive communication based on the participants' learning experience patterns. The Manpower and Transmigration Office as the program organizer plays an important role in building high human relations not only for the facilitator, but also for the participants.

Review of Changes

Changes in the implementation of the training were reviewed from the results of the pre-test and post-test and analysis of the community empowerment process. Based on the results of the pre-test and post-test, the researchers map the opinions of the participants so that the value of the change in participants was obtained.

In the evaluation stage, participants are evaluated by asking questions and seeing the progress of making business plans and entrepreneurship administration. The researcher's intervention at this stage was to make pre-test and post questions that could reveal the process of empowering participants (Nishigaki et al., 2017). The following is a mapping of the results before and the post-test.

Table 5. Description of Changes After Training

| No	Question Material	Pre-test Answers	Post-test Answers	Changes after Training
1	Skill a plan	There are no plans yet	Able to plan the fields of production, marketing and finance	Improved management knowledge, especially planning
2	Production execution	Just do it without knowing the direction of development	Implementation has taken into account the direction of business development	Improvements on business development
3	Marketing	Conventional marketing and social media	Marketing through social media development by maximizing the social media features used	Improving marketing skills via social media
4	Business evaluation	Never had a business evaluation	Able to evaluate business development both in quantity and quality	Improve business evaluation based on literacy and education
5	Partnership	Limited to family and close friends	Expanding business network	Improve business network
6	Orderly Business administration	There are still some who do business administration	Everyone already has the awareness to carry out administrative order for business development	Improve orderly business administration for business development

Source: Analysis results

Post-test results show an increase in knowledge and skills in planning, production execution, offline and online marketing, business evaluation, business network improvement and orderly business administration. The results of the calculations for participants involvement are presented in Table 6 and Figure 4.

Table 6. Involvement of Participants in Entrepreneurship Management Training

Participation in	Minimum value	Maximum score	Average	Total score	Highest score	Participation score
Capacity building	49	77	64	3,528	4,316	86%
Involvement	15	31	25	1,361	1,641	82%
Volunteering	24	37	29	1,701	1,981	84%
Scope of activity	14	36	24	1,429	1,629	81%
General participation	102	181	142	8,019	9,567	83.25%

Source: Survey results
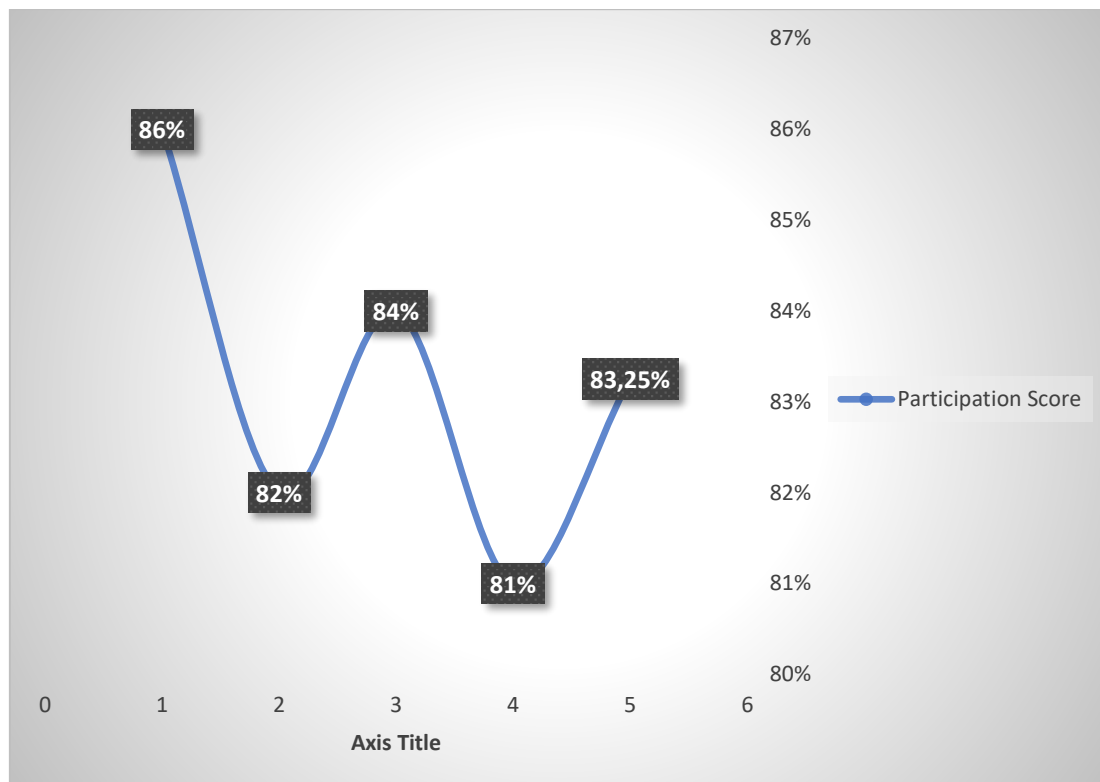
Figure 4. Participation Score

Based on Table 6, it is known that the participation of training participants in capacity building is included in the very good category with a score of 86%. Materials for capacity building include the preparation of business development work plans, production implementation in the form of product manufacturing simulations in training, marketing plans, business evaluation simulations, partnership and cooperation simulations, and business administration report preparation simulations.

The involvement of the training participants was assessed from regular attendance during the training, both at the time of giving entrepreneurship management materials and in skill practice, actively asking questions and actively doing assignments as well as involvement in discussions at each meeting. The results of the analysis of participant involvement obtained a score of 82%, these results are included in the very good category.

The volunteerism of participants in carrying out the activities can be seen from the volunteerism in fulfilling the assigned tasks, especially in the session participants must bring raw materials for their own practice, such as bringing their own cloth to practice sewing individual unique patterns. The results of the analysis show a score of 84% which means that the engagement of participants in the field of volunteerism is very good.

The scope of activities includes questions about an active role in determining the form of activities, an active role in planning activities, an active role in implementing activities, an active role in evaluating activities and an active role in reporting activities. The results of the analysis of

the scope of participant activities obtained a score of 81%, the results were included in the very good category. The results of the analysis of participant participation in general which included increasing knowledge and skills, involvement, volunteering and activities, obtained a score of 83.25% which was included in the category very good.

Analysis of community empowerment is carried out using a Tribina approach, namely human, environmental and business development associated with the characteristics of the participants and the empowerment process. Community empowerment analysis was assessed from the number of participants who stated that there was an improvement in the condition of the participants after participating in the training program and also the percentage of the number of respondents who stated that there was a relationship between the improvement in the condition of the participants and the training program.

To find out what aspects of empowerment are influential in this training, it is carried out using a Tribina approach, namely human development, partnership/environment development and business development. The results of the questionnaire on increasing the capacity of participants after participating in the program are shown in Table 7.

Table 7. Analysis of Community Empowerment Success

Empowerment indicators	Condition of participants after-training			Participants who agree that there is an increase in their skills	Result
	Decreasing	Stagnant	Increasing		
Human Empowerment	0	20.1%	79.9%	75.5%	Succeed
Environmental partnership	0	35.5%	64.5%	66.7%	Quite successful
Business Empowerment	0	39.9%	59.9%	60%	Quite successful

Source: Survey results

Based on the results of the returned questionnaire, the results obtained were 75.5% each; 66.7% and 60%. The three indicators fall into the "Successful" and "Quite successful" categories. This means that the empowerment carried out through training is successful and quite successful and influential in increasing the human resources of program recipients.

Analysis of the success of community empowerment in this study uses indicators of human empowerment, partnership environment empowerment, and business empowerment. These three indicators fall into the category of "Successful" and "Quite Successful". Environmental empowerment which includes aspects of partnerships and the business environment in the entrepreneurship management training program is quite influential in improving the environmental quality of beneficiary SMEs so that in carrying out their daily business the SMEs are more comfortable and safe (Liu & Wall, 2005).

Community participation is one of the principles of community empowerment. The effectiveness of this empowerment automatically finds the participation of SMEs and workforce as well as facilitators in this empowerment. Community participation is an absolute requirement for the success of community empowerment. In line with the results of this study, regarding community participation in the success of a program (Bagherianfar & Dolati, 2023).

The theory of resource mobilization by Anthoni Oberschall, stated that an important factor in mobilization is the existence of an established communication network. In this study, communication was very well coordinated long before the training started, communication was even established before the program started through several other activities in the village and sub-district administrations (Stoeffler, 2018).

Another factor is the role of leadership in mobilization, in this study the role of leadership is carried out by the Office of Manpower and Transmigration, as an agency that has funds for program implementation from the government. The leadership in this training program was successful because of leadership democracy, through focus group discussion activities conducted to capture the inspiration, aspirations and needs of the community. The agency has made strategic decisions in inspiring and organizing participants and trainers. Leadership is also carried

out by trainers by inspiring participants which makes participants participate voluntarily and happily in every activity. The instructor also succeeded in influencing the participants during the practice of making products and making business plans (Harding et al., 2018; Hairunisya et al., 2015).

The results of this training also mobilize moral resources, cultural resources, social organization resources by changing the habits of participants in making products. The resources mobilized are the mindset and skills of SME entrepreneurs, which initially only relied on instinct in doing business, after training using a business plan. The selection of entrepreneurship management materials in this training is very appropriate in supporting the creativity and innovation of SMEs. Based on this study of resource mobilization theory, this literacy-based entrepreneurial management training runs effectively in accordance with the objectives to be achieved, namely increasing the capacity of participants and the capacity of community empowerment and developing the social system of SMEs (Soeprijadi et al., 2013).

Based on the results of the posttest and opinion mapping, this training has changed the participants' knowledge and skills in planning and evaluating their business. This result is in line with the theory of human resource development which states that training is an improvement process to deal with dynamic changes (Sari & Biduri, 2021; Tomokawa et al., 2020). Training and development is also considered as a continuous improvement process that must be up to date to deal with dynamic changes in the workplace and adopt training as an organizational competitive (Alharthy & Marni 2020; Al-Kassem, 2021; Stofkova & Sukalova 2020).

Based on the results of opinion mapping, it was found that there was awareness from participants about the importance of entrepreneurial management in developing their business. In line with the analysis of community empowerment, one of the indicators is the increase in public awareness. Almost 80% of participants' opinions expressed satisfaction and enthusiasm. This is in line with the findings on opinion development (Ayer et al., 2022).

This awareness shifts the paradigm of SME entrepreneurs from just being the object of activity to being the subject of activity, because participants have been able to plan further activities in developing their business. In addition, the results of this training have brought social information to participants, both direct information and information through the website. Through training in making business plans, participants are trained to take the opportunity to make choices. This means that this empowerment is considered successful.

The theoretical study of entrepreneurial management literacy in this study is a combination of theories from the words literacy, management and entrepreneurship (Odoardi et al., 2022; Elia et al., 2021). What is new in this research is that there are not many studies that specifically discuss entrepreneurial management literacy. The most interesting thing is how the next researchers will provide literacy material for the development of entrepreneurial management. This is because entrepreneurial management includes production management, marketing management, financial management, strategic management and risk management for the SMEs sector. This study finds that the entrepreneurial management literacy material is material about how SMEs learn to overcome the obstacles of efficient production management, effective marketing management and strategic management and risks to find new value in the production of SMEs goods and services. With regard to entrepreneurial management theory, in line with the results of this study, it is stated that these entrepreneurial management tasks are part of organizational capability, which also includes embedded organizational processes that can be slow to change (Wau & Purwanto, 2021; Petti et al., 2021).

In the end, this research strengthens the relationship theory of entrepreneurship management training based on business plan literacy to improve community empowerment. The effectiveness of community empowerment is greatly influenced by community participation. The success of this community empowerment will further develop human resources. The development of human resources is of course in line with community development for the continuation of development.

The relationship between entrepreneurial management training theory and community empowerment and community development along with its indicators can be seen in Figure 5.
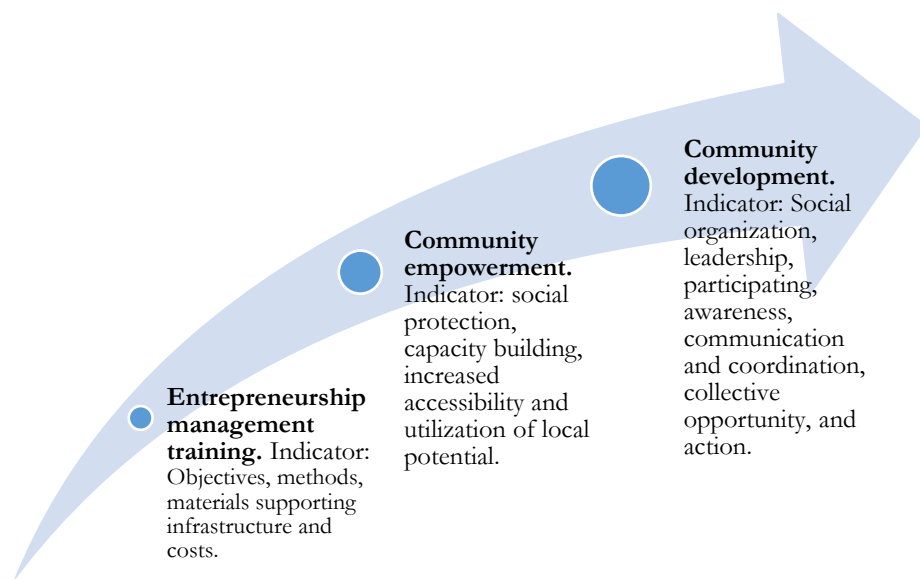
Figure 5. Model of Entrepreneurship Management Training toward Community Development

Implication and Conclusion

The novelty of this study is to make a detailed assessment of the effectiveness of entrepreneurship management training that focuses on training participants on how to plan, implement and evaluate innovative production processes, creative marketing management, corporate financial management, administrative control and financial reporting to cooperation. and business networks. The implications of the results of this study can be used for the theory of human resource development, entrepreneurship management training, community empowerment Another implication is for subsequent training to pay more attention to participants' awareness to participate in all activities.

This study strengthens theory of the relationship between business plan literacy-based entrepreneurship management training and increasing community empowerment. The effectiveness of community empowerment is greatly influenced by community participation. The success of community empowerment will further develop human resources. The study of entrepreneurial management literacy theory is a combination of theories from the words literacy, management and entrepreneurship. There are not many studies that specifically address entrepreneurial management literacy.

The practical implication of this research is that the results of this research can be used to improve training programs by related agencies in government, especially in cooperation and coordination to increase community participation. The limitation of this study is the limited number of samples of training participants, so the results cannot be concluded for a larger sample because of the different characteristics of the sample. For this reason, the researchers recommend using a larger sample and using quantitative data analysis. In addition, research on empowerment for women is still very interesting to further study.

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