

# Creation of Enterprises Formation of Entrepreneurs Training Planning for Micro, Small and Medium Enterprises

Cucu Sukmana\*, Ihat Hatimah, Uyu Wahyudin, Ade Sadikin Akhyadi

Universitas Pendidikan Indonesia, Indonesia  
\*Email: cucusukmana@upi.edu

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**Abstract.** This study aims to provide a study by describing the CEFE training plan in perfecting the entrepreneurship training program. The research method used is a qualitative approach with an Emic view. The research subjects are MSME actors, 30 respondents, 3 MSME assistants, and 1 coordinator who has successfully implemented the training program. This sampling was carried out by considering one of the reasons (Purposive Sampling), then data collection involved MSME actors, assistants and coordinators as well as data collection tools by means of observation, documentation, interviews. Based on the research results, the MSME Program through the CEFE training is a comprehensive training instrument using an action-oriented and experiential/experience-based learning approach in sharing and improving business management and personal competence by using a broad target group, especially in the context of increasing income and employment. work. work. work. employment opportunities and their contribution to economic development in Cimahi City, West Java Province, it was found that the CEFE training management plan was very helpful in managing training management and in particular for dealing with problems in the business world. The training model that is carried out is more structured and focused when compared to not applying the model. In this training, management applies a real simulation in the entrepreneurial world which makes this model very suitable to be applied. The impact of this research is to develop entrepreneurship and apply the CEFE model so that it can be applied in the implementation of training programs.

**Key words:** training planning, CEFE Training, MSME

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## INTRODUCTION

At Training is defined as “a planned process to change attitudes, knowledge, skills or behavior through learning experiences to achieve effective performance in an activity or various activities. The goal, in a work situation, is to develop individual abilities and to meet the current and future needs of the organization sudh (D Sudjana, 2004). Therefore, "With training or education it is easier for someone to carry out their duties (Moayed & Azizi, 2011). The existence of training or education ensures the availability of personnel in the company who have expertise, after all, people who are trained or educated can use their minds critically. Therefore, in this study, entrepreneurship training is felt to be very important in order to provide provisions in the form of knowledge and skills to small and medium-sized industrial enterprises (Kennedy et al., 2020). CEFE is a type of entrepreneurship training that focuses on simulations similar to those seen in the real world. The purpose of this entrepreneurship training is to create new entrepreneurs, provide knowledge and insight into the meaning of entrepreneurship, as well as provide inspiration and enthusiasm to develop independent and professional businesses according to their potential and develop human resources capable of creating jobs (Masrun, 1986). This entrepre-

neurship training refers to the Republic of Indonesia Law number 20 of 2008 Article 19 concerning Micro, Small and Medium Enterprises related to human resource development (Small & Development, 2021).

In relation to problems in entrepreneurship in Indonesia, attention to small and medium industries (IKM) is very important in running a business and of course not only to strengthen an economic structure at the national level, but also to provide employment and to focus on a strategic vehicle to be able to provide distribution of goods or services. At this time the development of MSMEs is undergoing a significant change movement and experiencing growth. Business people and MSMEs also produce several diverse products (Roy et al., 2016).

Of course, these MSMEs make one of the breakthroughs in efforts to increase the rate of economic growth that runs in the community to achieve of course a community welfare. Based on the results of observations of the environment in the Cimahi City area where the winning MSME business products are located, it was found that there was a lot of potential that could be explored and optimized, including a conducive natural environment and socio-cultural environment (environmental input), learning facilities and business development (instrumental input) . relatively varied, as well as other sources or inputs in

the form of capital, markets and information that actually exist around the Cimahi City area. All the potential of these facilities can actually be managed and utilized to increase the ability in knowledge, attitudes and skills of group members in developing the independence of their productive businesses (Varanda Marques & de Freitas, 2016). Found a lot of potential that can be explored and optimized including a conducive natural and socio-cultural environment (environmental input), learning facilities and business development (instrumental input) which are relatively varied, as well as other sources or inputs (others input) in the form of capital, markets and information (Maulidiyah, 2005).

The environmental conditions and potential of the Cimahi City Region of West Java Province are actually a carrying capacity that can be utilized as optimally as possible, but in reality the target group of businesses, especially MSME actors (Zaenudin M, 2013). In the MSME group, they are still faced with various obstacles in managing their business. Empirically, the obstacles faced by the community, especially the business actors, lead to the lack of independence of MSME actors in entrepreneurship. The lack of independence of MSME actors in entrepreneurship is influenced by internal and external factors of MSME actors (Fathir Adhitya Hidayat, 2021). The internal factors are the limited perspective of MSME actors in entrepreneurship and the limited understanding of MSME actors in the field of entrepreneurship material in managing entrepreneurship (Malin et al., 2014). While external factors, namely the number of low productivity in SMEs, the quality of human resources, especially in the fields of management, organization, mastery of technology, and marketing, based on the low level of productivity this can be caused by the low quality of human resources (Akdon, 2011). In addition, the lack of massive and optimal CEFE (Competency Based Economies Through Formation Of Enterprises) training for MSME actors has led to reduced entrepreneurial and market competencies, reduced willingness to act in developing a viable business by taking advantage of prospects that arise at certain times and in their fields. respectively, as well as the lack of human resources capable of creating job opportunities in response to the demands of growth. Based on the low level of productivity this can be caused by the low quality of human resources (Dewi & Er, 2019).

In addition, the lack of massive and optimal CEFE (Competency Based Economies Through Formation Of Enterprises) training for MSME actors has led to reduced entrepreneurial and market competencies, reduced willingness to act in developing a viable business by taking advantage of prospects that arise at certain times and in their fields (Sri Oktaviani, 2021). respectively, as well as the lack of human

resources capable of creating job opportunities in response to the demands of growth (Silva, 2021).

Thus, there needs to be a treatment in the other MSME entrepreneurs, namely the program through CEFE (Competency Based Economies Through Formation Of Enterprises) training (Han et al., 2020). CEFE has developed into a teaching concept that focuses on the premise that collective empowerment can be achieved primarily by the creation of human resources and the development of active and responsible individuals, resulting in an increase in national wealth (Zaenudin M, 2013). CEFE has evolved from an individual training approach that wants to start an independent business in a more advanced training methodology, created to shape entrepreneurial behavior and competence in a wide variety of situations, Therefore, the importance of this training model program is needed to provide good service to participants and this model can also provide material that can be absorbed by participants. Thus, the purpose of this study is to describe the management of the program from planning to evaluation (Kristanto HC, 2009). The MSME program, delivered through CEFE training, is a holistic training tool that uses an action-oriented approach and experiential/experience-based learning to share and improve business management and personal skills in a diverse community of people, especially improvement. prospects in Cimahi City and its contribution to economic growth. The purpose of this research is to describe the program management from planning to evaluation (Anthony, 1998).

## METHODS

The approach used in this study is a qualitative research, with an emphasis on the emic view, which involves the views of the informants without coercion from the researcher (van Corven et al., 2021). Data was collected by interview and participant observation. For the research subjects, there were 30 MSME actors, 3 MSME assistants, and 1 coordinator who had successfully implemented the training program. Sampling is done by considering one of the reasons (Purposive Sampling) (Boyatzis, 1998). For this research, the data collection tools used several tools, namely: (1) observation guidelines, (2) documentation format; (3) interview guidelines, for data collection tools used to facilitate data collection in the field. Data analysis was carried out in several stages, namely: writing, editing, classifying data, reducing, interpreting data or giving interpretation. Then for the assessment, it can be carried out by giving a pretest (pretest) before the mentoring process and a final test (posttest) are carried out or after the mentoring activity has been completed, then proceed by comparing the records or records of the re-

sults of the mentoring participants in the MSME group (Borg and Gall, 1989). All data collected were analyzed using data coding according to (A. Strauss & J. Corbin, 1990) including the coding process, rereading, and grouping data findings so that data groups were obtained according to categories. The researchers copied the interview recordings, followed by reading slowly to gain a full understanding from the informant's point of view. This stage according to (Fraenkel, J.R., & Wallen, 2016) is intended to explore the meaning of the text that has been compiled. Based on data analysis using triangulation, several categories were arranged, from which themes emerged which were then identified, coded inductively (data-driven) from qualitative raw data and deductively (driven by theory) from the results of previous studies (Chu, PH. and Chang, 2017).

## RESULTS AND DISCUSSION

Because each individual has limited talent, management is needed in designing the quality of training programs based on the demands of PKBM managers. Management is defined as certain capacities and talents required to carry out tasks to achieve organizational goals. Management is a series of operations performed jointly with others to achieve common goals. There are various aspects of planning, including determining needs, setting goals and rewards, preparing participants through experience and practice, and finally reviewing. then the last to do the evaluation. Researchers reveal the following:

- 1) The quality of educators is the most important thing in learning planning, especially during this Covid-19 pandemic, in this case many MSME respondents are experiencing these obstacles. In this regard, it is necessary to have a coaching and training program for business actors in understanding the andragogy approach. Some students are older than educators. Therefore, it is necessary to strengthen educators to develop an andragogy approach in learning (Djuju Sudjana, 2007).
- 2) Operational assistance is needed from the government for activists and managers of community education institutions. In this case, assistance to MSME actors and socialization of the existence of non-formal education.
- 3) In planning this program, the participants who attended the previous training had not yet explored and understood the CEFE training obtained from the results of the Pre Test activities carried out by the program research team.
- 4) During learning activities, many program managers and participants carried out at PKBM Cimahi City were greatly affected, considering that learning programs were carried out online and offline, with this need for understanding in learning.
- 5) The opinion of the community education lecturer team stated that several training models can be used to improve the quality of MSMEs during the Covid-19 pandemic by being considered in planning, implementation, evaluation, especially in planning learning programs. Then it can also provide reinforcement and training to educators so that they can carry out learning well.
- 6) Furthermore, for students who take part in learning activities according to the range it reaches 95.8% with the percentage of students reaching more than 20.
- 7) The amount of funds available in each institution according to survey data is 31.8% with up to 50 million for PKBM institutions and up to 100 million for funding PKBM institutions to support sustainability programs. Most of these funds came from the government with a percentage of 78% for supporting facilities in PKBM institutions.

Based on the description above, it can be explained that the CEFE training plan for MSMEs in Cimahi City is as follows. Training according to Dearden (1984) is described in terms of the broad scope of the term training. For him, training includes a process of learning and teaching by doing exercises with the aim of achieving a level of competence, or work efficiency. In line with that, at this time, the development of the quality of society needs to be improved, especially in the era of digitalization and global market competition, (Lin et al., 2011) explaining that "kept that, in the era of intellectual resources, having outstanding workers was the secret to increased competence. Training is the foundational practice for businesses seeking sustainable growth, and education preparation is the most important curriculum for businesses seeking sustainable development. As a result, education readiness is critical for businesses. Education and training are important not only for retaining and developing talent, but also for improving human capital.

As for another opinion related to the concept of training, (Holst, 2009) argues that "Training is the method of imparting information through an instrumental and organizational understanding of the learning process and its intended outcomes. The majority of training is focused on meeting specific goals. The majority of training has been focused on the workplace. Training, in the eyes of many adult educators, is the polar opposite of education." In the explanation, it was explained that the training itself was carried out to provide a reinforcement for the community to be able to develop and add insight into their soft skills (D Sudjana, 2010). Meanwhile, in

training also to be able to grow a sense of professionalism to the community, in this case the opinion of (Bonnes, 2020) which explains that "Professional preparation is a set of organized and systematic exercises that help trainees acquire expertise, abilities, and behaviors that are relevant to their work lives.". Empowerment is the act of allowing people who have never had the opportunity to make strategic life decisions to do so (Ambler et al., 2021).

Then from that there is a conceptual framework for the concept of competence. Thus, this competency really needs to be improved in order to increase the experience and knowledge of the community. This is in line with the opinion of (Carracedo et al., 2018) explaining the importance of increasing the competence of "insists on the value of developing technical competencies and emphasizes the need". for a program that provides students with sound basic skills and teaches them how to read. A program that combines skills and competencies to be used in modern scenarios is more critical than one that teaches cutting-edge technologies that might become outdated in a few years".

Competency-Based Economics Through Entrepreneurial Formation (CEFE) as a conceptual framework covers all aspects of business creation, entrepreneurial formation training models ranging from environmental assessment, promotion, recruitment and selection (pre-training) to training interventions consisting of entrepreneurship and business modules designed with carefully, to monitoring, consulting, and follow-up services as post-training activities (Wexley, N Kenneth, Ph. D, 2005). Existing human resources and inherent resources will be developed in a given environment, turning it competently into a profitable place using strategies that rightly describe what the CEFE aims to be (Dewi & Er, 2019). In planning the program, the researcher coordinates with the organizers, in which the researcher first discusses the results of the preliminary study with the implementing committee, resource persons and training participants. Furthermore, the researcher asked for an explanation of the characteristics and procedures of entrepreneurship training that had been implemented, then the researcher introduced and explained the CEFE model that would be applied (Buchari Alma, 2017).

The model was prepared by the researcher based on the theories of entrepreneurship training and the actual conditions of the training implementation, then the model was given a seminar. This discussion is aimed at (a) increasing knowledge and understanding of the concept of the CEFE training model, (b), refining the CEFE training model, and (c) fostering a sense of ownership of the training implementers towards the training model that is being developed then the implementing committee prepares a sched-

ule, prepares participant guides, makes and sends summons for MSME participants (Suryana, 2006).

In addition, they also make and send a letter of willingness to the instructor. These instructors consist of academics and practitioners. For further preparations for CEFE, where for this step an identification of training needs, sources and barriers are grouped in planning activities that are equipped with planning based on entrepreneurship training based on the character of participants who are MSME actors, so the planning includes: identification of source needs and obstacles, entrepreneurship materials, preparing schedules, compiling activity guides, preparing participant calls, preparing willingness letters and preparing learning administration, then preparing training materials (Widodo et al., 2021). The training materials are prepared by the facilitators or resource persons in the form of papers and handouts, then distributed to the training participants. The training materials were distributed to all participants after the pre-test activity, specifying the names of prospective CEFE trainees. Participants are MSME actors, totaling 50 people. In this planning, further identification of problems and needs analysis is carried out by conducting field visits to obtain the learning needs of the required training participants through an approach with the UMKM office, assistants, prospective participants who have been appointed or recommended by interested parties (Ilyas, 2016). In addition, contacting training facilitators/resources who have competence in accordance with the training model curriculum, conducted a dialogue with several informants related to the focus of entrepreneurship problems and increasing the independence of MSME actors. Based on observations and interviews, the obstacles and difficulties for them are:

- 1) Participants cannot expand their business because they do not have adequate connections. Without the support of acquaintances or parties who have "power" or "more influence", according to most of the difficult training participants, they are expected to develop an independent and prospective business.
- 2) Another factor that often seriously hinders efforts to develop independent businesses among trainees is access to limited markets and limited working capital.
- 3) The training participants admitted that it was very difficult to develop a business because they did not have the skills to support them in evaluating and monitoring their business.

The corrective function of the curriculum means that the curriculum functions as signs that must be a guide in correcting errors that occur in the implementation of training. The material provided in the CEFE training must be in accordance with the characteristics of the trainees (Banwo et al., 2017). In-

structors must have training tools and materials that are quite complete, such as problems, questions for discussion; and time must be given to apply the lessons. Part of the learning process requires a lot of time for participants to digest, assess, accept, and believe in the subject matter; learning methods should be varied to prevent fatigue and boredom and participants should obtain learning satisfaction (Brunton & Chen, 2022).

The development of the model carried out by the author is to include the development of abilities and efforts in the implementation of training (Herlinda et al., 2017). The process of preparing the materials is as follows: selecting materials that match the identification, determining how to map entrepreneurial issues into a business plan, determining business ideas into a business plan. The CEFE training materials are prepared based on the objective of the training being to educate and equip prospective entrepreneurs with practical knowledge and skills regarding business planning and management as well as business competencies. The recruitment process for training participants is carried out through a communication network with MSME facilitators and the Cimahi City Cooperatives and MSME Service (Ataöv et al., 2021).

In addition, the trainer must also understand the characteristics of the trainees and their needs. Therefore, Orientation for trainers is very important to do, in addition to developing initial evaluation tools and final evaluations. The initial evaluation is intended to determine the ability of participants before the CEFE training is carried out. In addition to determining the appropriate learning materials and methods, this evaluation is also intended to classify and place the training participants proportionally. The final evaluation is intended to measure the level of acceptance of the material by the CEFE training participants. In addition, to find out the materials that need to be deepened and improved so that appropriate follow-up can be determined (Moayeddi & Azizi, 2011).

The main objective of CEFE is to increase entrepreneurial success in a group of economic actors by using: 1) self-directed analysis. 2) Encouraging business flow (Enterprise behavior). 3) Develop business skills. (Indonesian chef community 2019). specific goals:

1. Can train participants gradually by having entrepreneurial and business competencies.
2. Can be able to train entrepreneurs to be able to set up a business by taking advantage of opportunities.
3. Then they can develop human resources who will be able to create job opportunities for themselves or others.

Meanwhile, the steps for implementing CEFE are:

1. First step: Awareness In the first step, this is done to encourage participation in evaluating themselves, then being able to construct their self-assessment, then introspecting on their personality, and motivating themselves, then being able to increase their own capacities and resources.

2. Second step: Acceptance Or commonly referred to as acceptance where for the strengths and weaknesses within him, not everyone can become a leader, but can be creative, innovative, innovative and competent, which is a way to get awards from each profession that is practiced. .

3. Third step: namely the focus for development on sincerity and "clarity of purpose" for long goals or short goals.

4. Fourth step: Then, after reviewing the relevant components of the six factors and including updating information related to economics or business decision making, it can include designing strategies and action plans aimed at generating progress (entrepreneurship).

5. Fifth step: direct experience, namely focusing on implementing organized learning experiences (SLE) and dealing with "real life" situations in real life that can help to build experience in testing strategies that are applied, tested, evaluated, Sixth step: transformation and improvement of required competencies can be present together with a pattern that is harmonious and appropriate as well as the strengths and weaknesses of the self to be achieved.

Micro-enterprises or commonly referred to as MSMEs are real sectors that can be in direct contact with the community in business activities carried out every day (Karwati & Mulyono, 2018). Based on this, MSMEs themselves are one of the important pillars for Indonesia to be able to dominate the market freely in the coming year. MSMEs themselves can also bring and save conditions from the Indonesian economy considering that they can absorb workers who are being hit by unemployment or have been laid off. MSMEs account for more than 95 percent of companies in OECD economies, 60–70 percent of total jobs, and 55 percent of GDP (Mukherjee, 2018). The other opinion is related to MSMEs, Micro, small, and medium enterprises (MSMEs) have a significant impact on overall economic growth and socioeconomic balance in various countries (Goyal et al., 2017).

Then based on the importance of SMEs to be able to improve the quality of public opinion and to help people out of poverty (Osano, 2019), The increase in the number of SMEs that have internationalized has aided structural shifts in global economies, technology, institutional constraints, and customer preferences. As a result, new communication and transportation technologies have grown in importance, re-

search has become a more important foundation for R&D, and companies and individual customers have become more global, (Roy et al., 2016), later (Tambunan, 2019) argues that “The Indonesian government has made a number of initiatives to support MSMEs, recognizing their importance and the problems they confront. A series of rules have been published in the previous two decades, the implementation of CEFE training to increase the independence of MSME actors is carried out as follows:

1) Pre-test stage

This stage is carried out by distributing questionnaires in the form of questions related to the knowledge of the trainees about the business plan. The purpose of this pre-test is to measure the level of knowledge possessed by the trainees about entrepreneurship issues before participating in the training. This pre-test will be a measure of the success of the training material provided by comparing it with the post-test results at the end of the activity.

2) Presentation stage

This stage is done by displaying the material through infocus with a powerpoint presentation application. The speaker explains the material on each slide of the powerpoint presentation with a one-way communication system in front of the participants and the participants listen to the material while taking notes on things that might be asked or discussed. The materials presented are:

- a) strengthening personal competence through this material the participants know what qualities an entrepreneur must possess
- b) personal introduction and projects through this material participants are trained to identify and choose their own business projects

3) Discussion stage

This stage is carried out through two-way communication, where participants are free to ask questions and things they want to discuss related to the material that has been described previously. Participants take turns asking questions which are answered directly by the presenters so that the two-way discussion process becomes active and interactive.

4) Practice stage of making a business plan

The learning materials in this entrepreneurship training have a participatory approach. That is, participants do not only know about the material. But how they can also apply it in real life. This stage is carried out by providing a business plan template to all activity participants

5) The evaluation stage of the business plan made

This stage is carried out by inviting volunteers to participate in activities with different types of businesses to then review their business plans. This business plan surgery aims to equalize the perception of how to make a good business plan and how to evaluate it if something goes wrong. This business plan

surgery is carried out by participants presenting the results of the business plans that have been made and examined together with the presenters and other participants.

6) Post test stage

This stage is carried out by distributing questionnaires of questions related to the knowledge of the trainees about the business plan. The purpose of this post-test is to measure the level of knowledge that the trainees have about the business plan after participating in the training activities.

Matters that have received attention in the CEFE training management dimension include; (1) the materials presented in the CEFE training are confirmed to be related to entrepreneurship (2) resource persons/companions who are able to condition the trainees, are able to apply adragogy and participatory approaches and are experts in their fields, (3) the media used during the training process, which is able to support implementation of the training (4) the time used does not exceed or reduce the time that has been set, (5) the participation of training participants, attendance and activity during the training process, and (5) the training methods delivered vary (Azmi et al., 2018)

## CONCLUSION

Based on the information provided, CEFE training planning is carried out according to the entrepreneurship training model ladder. In the implementation of the Management of the CEFE Model training program, it greatly changes business actors in the Cimahi City area, then with this program it is also very helpful to boost the community's economy and develop the potentials that exist, after the training and follow-up that can be done, namely monitoring the progress of the participants' businesses and the participants should still be guided for the next participants, some follow up. Then for further research, it is expected to be able to emphasize the process of implementing the training program and the impact of the CEFE Model on the sustainability of the entrepreneurship training program for the community. After the training and follow-up can be done, namely monitoring the business development of the participants and the participants should still be guided for the next participants, some follow up Then for further research, it is expected to be able to emphasize the process of implementing the training program and the impact of the CEFE Model on the sustainability of the entrepreneurship training program for the community. After the training and follow-up that can be done, namely monitoring the business development of the participants and the participants should still be guided for the next participants, some follow up. Then for further research, it is expected to

be able to emphasize the process of implementing the training program and the impact of the CEFE Model on the sustainability of the entrepreneurship training program for the community.

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