

# The Effectiveness of Training Model of Mobile Devices to Increase Capacity Management to Develop Bumdes Business Unit Based on the Potential Village

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**Keywords:** Education and Training Devices, Mobile Model Training, Managers Capacity.

**Abstract:** This study aims to measure the effectiveness of the use of mobile model training devices in increasing knowledge, skills (skills to complete tasks), and attitudes (behaviours possessed by managers), especially in forming and developing BUMDes business units based on the potential of the village. This research is an experimental quasy study on the trial of the use of mobile model training devices. The primary data in this study were obtained from the results of the pre-test & post-test for managers who participated in the mobile model training which were consisted of 20 managers of BUMDes in Jombang. The results showed that the effectiveness of the use of mobile model training devices in improving the knowledge, skills and attitudes of managers to form and develop BUMDes business units based on the potential of villages in Jombang Regency showed effective categories.

## 1 INTRODUCTION

BUMDes is one of the pillars of rural development which is defeated by the government to improve the welfare of rural communities, this is evidenced by the issuance of Law No. 6 of 2014 which concerns to villages, until the funds disbursed by the government directly to the villages in order to be able to develop village economic independence. To achieve national development goals, the village is the foremost government agency that can reach real target groups that will be prospered. Forming BUMDes is expected to stimulate and move the wheels of the economy in the countryside (Ramadana, Ribawanto and Suwondo, 2013). This was also revealed by (Prabowo, 2014) at the conclusion of his research, about the importance of establishing BUMDes to alleviate poverty in the area. (Sayutri, 2011) suggests that the existence of BUMDes is needed to move the potential of the village and can help alleviate poverty. This is also supported by the opinion of (Hardijono, Maryunani, Yustika and Ananda, 2014) that the establishment of BUMDes is a way to form an independent rural economy as an effort to increase Village Original Revenue.

In its development the capacity of managers form and develop the BUMDes business units in Jombang is relatively lack, this is proved by the reports of the development of BUMDes which are mostly (71%) the savings and loan business units, the remaining 29% are 17% of the production / trading business units, 11% rental business unit, 1% or 5 intermediary service business units, and only has one holding business unit in Galengdowo Village. This causes a lot of village potential that has not been utilized, and the needs of the community have not been maximized. One of the successes of the management of BUMDes is largely determined by the capacity (capacity) of the management, the limited supply of competent human resources in the village causes the recording of managers as executors of BUMDes to become inadequate, it means that they still lack the criteria required in Article 14 of the Minister of Village Regulation, Development of Disadvantaged Areas, and Transmigration of the Republic of Indonesia Number 4 of 2015 concerning Establishment, Management and Management, and Dissolution of Village-Owned Enterprises, such as rural communities that have entrepreneurial spirit, good personality, honesty, fairness, competency, and

attention to the village economic business, and others other.

It has led to the need for capacity building activities for the managers of BUMDes through education and training activities, because managers are the driving force of business activities that must work professionally. (Dublin, 2012) in his research explained that education and training opportunities play a key role in preparing entrepreneurs in the future and in developing the ability of existing entrepreneurs to develop their businesses at a greater level.

Some of the factors that become obstacles in the implementation of the Education and Training program that have been carried out include: (1) the training centre is far from the place of residence of the manager (done outside the city); (2) the time for implementing the training is relatively short; and (3) the communication of the training participants with the training instructors was minimal after the training. The results of interviews with researchers with BUMDes managers who have participated in training in practice are still confused when they find difficulties to consult with whom, so that the design of training and training devices is needed to overcome these problems.

Temporary solutions whose truths still have to be proven empirically are: (1) compiling a training kit based on the material needed by the BUMDes management, namely the education and training guide, the training syllabus, and training material modules; (2) it needs to be training on mobile models. It means that the implementation of education and training is generally carried out by gathering training participants to come to a place, with the time specified by the organizer. Unlike the mobile model education and training, the implementation of training and training is carried out by: (b) the time and place of the participants (BUMDes managers) who determine; and (c) the training material is based on the needs of the training participants.

This research was conducted with the aim to measure the effectiveness of the use of mobile model training devices in improving knowledge, skills (skills to complete tasks), and attitudes (behavior possessed by managers) especially in forming and developing business units of BUMDes based on the potential of villages in Jombang Regency.

## 1.1 Education and Training

The importance of education and training was also expressed by, (Collett and Gale, 2009) in a study entitled Training for Rural Development of

Agricultural and Enterprise Skills for Women Smallholders said that integrating agricultural training with company training could help female farmers to manage agricultural production more effectively so the results are better and easier to be traded and get a lot of profits. The purpose of the training was directed to equip, improve, and develop work competencies to improve abilities, productivity and welfare (Simamora, 2006). The specific objectives of education and training are to increase employee capacity and performance, and to eliminate work performance gaps with the required standards, there are three types of gaps, namely: (1) gaps caused by ignorance of workers in terms of knowledge; (2) gap in the ability of employees in terms of the implementation of practices or technical skills; (3) a gap caused by a lack of work motivation (Sugiyono, 1998).

The ideal training is carried out systematically and sustainably. The training system is a unit consisting of components of inputs, processes, outputs and outcomes. Each model contains three categories: (a) planning function; (b) implementation function; (c) evaluation function. Examples of training models developed by education experts include: (1) (Otto and Glaser, 1970) model consisting of activities: (a) analysing research problems; (b) formulating research objectives; (c) choosing materials; (d) compile and implement the curriculum; and (e) assessing the results of the training; 2) (Parker, 1976) model consisting of activities: (a) analysing training needs; (b) developing training objectives; (c) designing the curriculum; (d) choosing a learning method; (e) designing approaches and assessments; (f) carry out training; and (g) measure the results of training; 3) Model (Blank, 1975) which is known as a competency-based training model. In this study the implementation of the training program uses mobile model training, where the training providers come to the training participants (ball pick-up training).

The education and training cycle can be explained as follows: (1) Analysis of education and training needs; (2) Setting goals is a change in behaviour (ability) of employees after attending education and training; (3) Development of training materials; (4) Preparation for the implementation of education and training. (5) Implementation of education and training; and (6) Evaluation.

## 1.2 Mobile Model Training

In general, the implementation of the education and training program is done by calling the training participants to come to a place within a predetermined

period of time to take part in the training, unlike the mobile model training and training providers who come to the training participants. This mobile model education and training is carried out from village to village, the implementation which is based on an agreement between participants and trainers or instructors through the BUMDes forum. Education and training is held in the village and directly practices at the Village Office or BUMDes office. Some of the advantages of this mobile model training are: (1) activities are carried out directly in the village so participants do not have to spend transportation cost; (2) participants who take part in the mobile model training are not determined by the number of people who want to participate, so that participants can come from various elements; (3) the interaction between participants and trainers is higher in intensity because the trainer from the village facilitator, on average, all already know; and (4) education and training materials are not dominated by theoretical studies but more examples are given in the field and practice about how to make a trade proposal.

The purpose of the implementation of mobile model training or known as the mobile training unit (MTU) is to achieve the stated goals, according to (Harnani, 2010) the purpose of training is to make the community self-sufficient, to provide students with new knowledge, skills and competencies so that there will be positive behavioural changes in the future for students. In this study the purpose of the mobile model training is to improve the knowledge, attitudes and skills of managers to develop BUMDes business units.

The implementation of the Mobile training unit (MTU) based on the results of (Alifatul Hasanah, 2017) concludes that this activity begins with: (1) training need analysis (TNA) activities; (2) location selection; (3) program offerings to the Village Head; (4) meeting in preparation for implementation; and (5) implementation. The stages of education and training of this mobile model can be described as follows: (1) Analysis of education and training needs; (2) Setting goals is a change in behaviour (ability) of employees after attending education and training; (3) Development of training materials; (4) Preparation for the implementation of education and training. (5) Implementation of education and training; and (6) Evaluation.

This Mobile Model Training is carried out in accordance with the needs of the village, so it is needed a training device product that matches with the needs of the BUMDes management. The product of this training and training kit consists of: (1) Training manual containing the procedures for

implementing the training; (2) The training syllabus contains the outlines of the implementation of training and learning; and (3) Training material module contains materials that will be delivered in training courses that are in accordance with the needs of participants to be able to manage the BUMDes business units and develop them.

### **1.3 Manager of Village Unit Business Entity (BUMDes)**

Village Owned Business Entity (BUMDes) are business entities formed and established by the village government whose capital ownership and management are carried out by the village and community governments which are adjusted to the village's potential and assets. (Sihabudin, 2009) explained in his research that BUMDes as rural economic institutions are expected to be able to strengthen the village economy. The existence of BUMDes is needed to manage the potential of villages and local village assets for the benefit of the entire village community. BUMDes are those that function as social institutions and commercial institutions that favour the interests of the community and seek the benefits, (Dewi and Meirinawati, 2013). For this reason, BUMDes must be managed agile because they are faced with conflicting conditions at the same time, so that managers must have agility in accommodating conflicting alignments and must be able to develop social and professional management patterns at the same time (Duncan, 1976).

The composition of the management of the BUMDes management organization consists of: (1) Adviser; (2) Operators; and (3) Supervisors. Advisers are held up by ex officio by the relevant Village Head. The main obligation of the Advisor is to advise the Operational Implementers in managing the BUMDes, to provide advice and opinions to resolve problems deemed important for the management of BUMDes and to control the implementation of BUMDes management activities. While the authority of the Advisor is to ask for an explanation from the Operational Executors regarding issues concerning the management of village businesses and protect the Village business from matters that can reduce the performance of BUMDes.

Operational Executives have the duty to manage BUMDes in accordance with its Statutes / Articles of Association, also have the obligation to implement and develop BUMDes in order to become an institution that serves the economic needs and or public services of the Village community, explore and utilize the economic potential of the Village to

increase Village Original Revenue, and collaborate with other Village economic institutions. While the authority of the Operational Executor is: (1) to make financial statements for all BUMDes business units every month; (2) make progress reports on the activities of BUMDes business units every month; and (3) provide reports on the development of BUMDes business units to the villagers through the Village Conference at least twice a year.

Supervisors function to represent the interests of the community and monitor the performance of BUMDes which have the following management structures: (1) Chairperson; (2) Deputy Chairperson concurrently member; (3) Secretary concurrently member; and (4) Members. Supervisors have an obligation to hold a general meeting to discuss the performance of BUMDes at least once a year. The supervisory authority is to hold a general meeting of supervisors to: (1) the election and appointment of the board of directors; (2) establishment of policies for developing business activities of BUMDes; and (3) the implementation of monitoring and evaluation of the performance of the Operators. Supervisory period is regulated in the BUMDes Articles of Association Charter / Bylaw.

The composition of the management of the BUMDes management organization above was chosen by the village community through the Village Conference in accordance with the provisions in the Permen (government regulation) on the rules of procedure and the decision mechanism of the Village Conference. Especially for BUMDes operational implementers from rural communities who have an entrepreneurial spirit is the number one requirement, because the entrepreneurial spirit is the ability of someone to see and assess business opportunities and opportunities, utilize existing resources, and take appropriate actions to gain profit (Suharyanto and Hastowiyono, 2014). The hope is later that BUMDes will have an entrepreneurial village program to overcome unemployment, low income, and increase the diversity of types of village businesses which of course require people who have an entrepreneurial spirit. (Ansari, 2013) explained that entrepreneurship is a strategy in the development and growth of community welfare.

(Rosmiati, Junias and Munawar, 2015) explained in his research that many opportunities for entrepreneurship for people who are observant see business opportunities, so that they are able to develop new businesses that are needed by the community. The process of developing a new business occurs in the entrepreneurial process which involves more than just problem solving in a

management position. An entrepreneur must find, evaluate, develop an opportunity, and overcome the forces that hinder the creation of something new. This process has four different stages: (1) identification and evaluation of opportunities; (2) development of a business plan; (3) determination of resources needed; and (4) company management produced. Most good business opportunities do not appear suddenly but are the result of someone's business acumen seeing the possibility in some cases, the establishment of a mechanism that can identify potential opportunities. (Ansari, 2013) explained that entrepreneurship is a strategy in the development and growth of community welfare.

## 2 METHOD

This research is a quasy experimental research which is a trial of mobile model training devices in improving the knowledge, skills, and attitude of managers to develop BUMDes business units based on the potential of villages in Jombang Regency. The primary data in this study were obtained from the results of the pre-test & post-test for managers who participated in the training of 20 managers. Pre-test & post-test dilakukan dengan mengukur pengetahuan, keterampilan & sikap pengelola BUMDes.

## 3 RESULT AND DISCUSSION

Implementation of field trials to determine the effectiveness of the use of mobile model training devices in this study, begins with a pre-test to determine the level of knowledge and skills of BUMDes managers in developing BUMDes business units before participating the training using a mobile model training devices, then post-test after the manager follows the training. The results of the pre-test and post-test analysis will be described as follows:

First, the results of the descriptive analysis using the frequency distribution of the manager's knowledge level pre-test value data with a maximum value of 40 and a minimum value of 20, by using qualifications that are not too much so that it is easier to categorize 3 (three), the range for class grade qualifications is.

Based on the tabulation of the pre-test results, obtained knowledge of the manager's knowledge is known from 20 managers who become respondents, as many as 3 (three) managers (15%) assessed with

less qualifications, 11 (eleven) managers (55%) enough and the remaining 6 (six) the manager (30%) is assessed with good qualifications.

Second, based on the tabulation of the post-test results after the managers took part in the training and obtained data from 20 managers who became respondents, as many as 12 (twelve) managers (60%) included good qualifications, 7 (seven) managers (35%) qualified enough, while those who less than 1 (one) manager (5%). If the results of the tabulation of the results of the pre-test and post-test of knowledge of managers about how to develop the BUMDes business unit can be seen in Table 1:

From Table 1 the frequency distribution of BUMDes manager's knowledge (pre-test) is known that out of 20 managers who are respondents, 6 (six) managers (30%) are in good qualifications, 11 managers (55%) including enough, and 3 managers (15%) stated with less qualifications. While the level of knowledge of the manager after receiving treatment by using a mobile model training devices as a result of joint development (post-test), it is known that out of 20 managers who became respondents, as many as 12 managers (60%) were in good qualifications, 7 managers (35%) included enough, and as many as 1 manager (5%) stated with less qualifications.

Based on the results of the descriptive analysis above, the level of knowledge of the manager after given treatment by participating the training using the mobile model training devices has increased. For a good level of knowledge classification has increased by 30%, and that is enough to experience a decline of

20%, while the manager who originally had a level of knowledge that was less than 15% was reduced to 5%, which was down 10%. It means that the implementation of education and training by using a mobile model training devices as a result of joint development with the managers of BUMDes, experts, builders of district-level BUMDes can increase the knowledge of managers to develop BUMDes business units.

By using a mobile model training devices that turns out to increase the manager's knowledge of how to develop a BUMDes business unit is already in accordance with the demands of the community because this mobile model education and training focuses more on the opportunity for training participants to understand and master the basic concepts and principles of science technology that is applied everyday and or based on work. (Dikbud, 2012) which in the learning process applies experiential based learning which always involves training participants in activities / practices and then ponders and discusses concepts that can be applied in carrying out the tasks of managing BUMDes. (Enong, 2012).

(Peel, 2004) in his research concluded the need of mentoring and mentoring activities in small and medium enterprises (SMEs) based on the identification of problems that arise in SMEs for further training and mentoring activities that are most appropriate. This is because, by increasing the ability of human resources will make the goals of an organization will be achieved (Hilderbrand *et al.*, 1997).

Table1: Tabulation of result pre-test and post-test of managers' knowledge (Source: Result of primary data computation).

No	Interval Class	Classification	Pre-Test		Post-Test		Up/Down	
			F	%	f	%	f	%
1	34 - 40	Good	6	30	12	60	06	30
2	27 - 33	Enough	11	55	7	35	-04	-20
3	20 - 26	Less	03	15	01	05	-02	-10
Total			20	100	20	100	12	60

Table 2: Tabulation of pre-test and post-test result of managers' skills and attitudes in developing BUMDes business units. Source: Result of primary data computation.

No	Interval Class	Classification	Pre-Test		Post-Test		Up/ Down	
			f	%	f	%	F	%
1	30 - 35	Good	04	20	07	35	03	15
2	25 - 29	Enough	11	55	12	60	01	5
3	19 - 24	Less	05	25	01	5	-04	-20
Total			20	100	20	100	08	40

Based on the results of the pre-test it is known that the level of skill and attitudes of managers in developing the BUMDes business units before participating the training by using mobile model training devices, skills trends and managerial attitudes of 20 respondents are dominated by sufficient classification, namely 11 managers (55%), while those entering good classification is not much only 4 (four) managers (20%), and those that include less qualifications are 5 managers (25%) this illustrates that the manager's skills and attitudes in developing BUMDes business units still need to be improved and need guidance from all parties towards more intensive independence through various capacity building activities. While the results of the post-test showed that 35% of managers had good skills and attitudes, 60% showed sufficient tendency, while 5% of managers had less skills and attitudes. More details can be seen in Table 2.

According to Table 2 above, before participating the training (pre-test) of 20 respondents dominated by sufficient classifications, namely 11 managers (55%), while those included in the classification were good, there were only 4 managers (20%), and those who were included were lacking in qualifications. 5 managers (25%), this shows an increase in the manager's skills and attitudes in developing BUMDes business units, namely an increase of 15%, and those who have a sufficient tendency also increase 5%, while managers who initially have less skills and attitudes as much as 25% are reduced to 5% which is down 20%. Means that the use of this mobile model training devices can effectively improve the skills and attitudes of managers in developing BUMDes business units.

Education and training is one of the keys to labor management, so it cannot be carried out carelessly. That is, in order for the effectiveness of the education and training to be guaranteed, it needs to

be taken seriously to improve employee skills and work performance. (Gomes, 2003) explains that training is every effort to improve employees performance in a particular job that is their responsibility or a job that has a relation with their work. It means that training is something that is important to be given to employees (employees) in the organization in order to improve better performance, so as to achieve the goals and policies that have been predetermined by the organization itself. This understanding provides an illustration that training has characteristics that can contribute to training participants. Contributions expected from the training include: (1) be able to improve attitudes and behavior; (2) preparing promotions for more difficult jobs; and (3) preparing workers for higher positions.

(Samsudi, 2006) concludes that: (1) training is an activity designed to improve skills, knowledge, experience, and attitude changes; (2) training is the creation of an environment so that employees can improve abilities, knowledge, and behaviors that are specifically related to work; and (3) training regarding the acquisition of certain skills to help employees carry out their work better. (Hughes, Moore and Bailey, 1999) concluded that non-academic learning in the form of a collection of work experience provides a strong foundation for supporting work-based learning and improving skills.

Training has a big role in determining the effectiveness and efficiency of the organization, while some of the benefits of training programs include: (1) increasing the quantity and quality of productivity; (2) reduce the learning time needed by employees to achieve acceptable performance standards; (3) forming more favorable attitudes, loyalty and cooperation; (4) meet human resource planning needs; (5) reduce the frequency and cost of workplace accidents; and (6) assisting employees in enhancing and developing personal employees. An

effective training program is to provide valuable assistance in career planning and is often regarded as a cure for organizational diseases. If labor productivity decreases, many managers think the solution is training, even though the training program does not treat all organizational problems, but training programs have the potential to improve certain situations if properly implemented. (Simamora, 2006). Education and training is one of the important aspects that must be considered in an organization, if you want to survive in today's adult business competition (Turere, 2013)

The results of the above research will certainly be more interesting if it can be applied in mobile learning based on applications, for example by using google classroom that is installed on android or IOS-based mobile phones. As the research conducted by (Ansari, 2017) found that the application of cellular learning is very useful in the learning process, and currently the educational environment has sufficient knowledge and awareness to use mobile technology and the Internet in learning. Likewise the research conducted by (Yousuf, 2007) concluded that facilitating cellular learning will improve the quality of learning, which can be done remotely, which improves communication effectiveness between students and tutors, with excellence can be used anywhere and anytime. In further research, researchers will develop an internet-based mobile model training to increase the capacity of BUMDes managers.

## 4 CONCLUSION

Based on the above description, it can be concluded that the level of knowledge of the manager after being given treatment by following the education and training that uses the framework of the mobile model training has increased. Good classification of knowledge level has increased by 30%, and that has experienced a decline of 20%, while managers who originally had a level of knowledge that was as low as 15% were reduced to 5%, which was down 10%. The data shows that the implementation of education and training by using a mobile model training devices as a result of joint development with BUMDes managers, experts, and district-level BUMDes builders can improve the knowledge of managers to develop business units BUMDes.

With regard to the skills and attitudes of BUMDes managers, it was shown that after the training, there was an increase in the skills and attitudes of managers in developing the BUMDes

business units which increased by 15%, and those who had sufficient tendencies also rose 5%, while the managers who had skills and attitudes the less as much as 25% is reduced to 5% which is down 20%. The data shows that the use of this mobile model training tool can effectively improve the skills and attitudes of managers in developing BUMDes business units.

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