

THE EFFECTIVENESS OF THE CEFE TRAINING MODEL TO IMPROVE MSME INDEPENDENCE IN CIMAHY CITY, WEST JAVA PROVINCE

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Abstract

This study aims to provide a study by describing the effectiveness of CEFE training management in perfecting an entrepreneurship training program. The research method applied is a qualitative approach with an Emic view, then data collection involves UMKM actors, assistants, and coordinators as well as data collection tools with observation, documentation, interviews, and tests. Based on the results of the study, it was found that the management of the CEFE training was very helpful in training management and specifically to deal with problems in the business world, then based on the discussion carried out, the management of the training model was more structured and focused when compared to not implementing the training model. This management applies real simulations to the entrepreneurial world which makes this model very suitable to be applied to entrepreneurship training programs. The impact of this research is to create insight into employment opportunities, increase entrepreneurial insight and create a family spirit, and train participants to develop businesses through business partners.

Keywords: Effectiveness, Model CEFE, UMKM

Abstrak

Penelitian ini bertujuan untuk memberikan kajian dengan mendeskripsikan efektivitas manajemen pelatihan CEFE dalam menyempurnakan program pelatihan kewirausahaan. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan pandangan Emic, kemudian pengumpulan data melibatkan pelaku UMKM, pendamping, dan koordinator serta alat pengumpulan data dengan observasi, dokumentasi, wawancara, dan tes. Berdasarkan hasil penelitian didapatkan bahwa pengelolaan pelatihan CEFE sangat membantu dalam pengelolaan pelatihan dan khusus untuk menangani permasalahan di dunia usaha, maka berdasarkan pembahasan yang dilakukan, pengelolaan model pelatihan tersebut lebih terstruktur dan fokus jika dibandingkan dengan tidak menerapkan model pelatihan, maka dalam manajemen ini menerapkan simulasi nyata ke dunia wirausaha yang membuat model ini sangat cocok untuk diterapkan pada program pelatihan kewirausahaan. Dampak dari penelitian ini adalah menciptakan wawasan peluang kerja, menambah wawasan kewirausahaan dan menciptakan semangat kekeluargaan, serta melatih peserta untuk mengembangkan usaha melalui mitra usaha.

Kata kunci: Efektivitas, Model CEFE, UMKM

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INTRODUCTION

Training, 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. Therefore, "With training or education, it is easier for someone to carry out their duties. The existence of training or education ensures the availability of personnel in the company who have the 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 to provide provisions in the form of knowledge and skills to small and medium industrial enterprises. 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. This entrepreneurship 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.

Concerning 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 absorption of labor and to focus on a strategic vehicle to be able to provide distribution of goods or services. At this time the development of UMKMs (Micro, Small and Middle Business) is undergoing a movement of significant changes and experiencing growth. Business people and UMKMs also produce a variety of products. Of course, these SME (Small and Middel Business) make one of the breakthroughs in efforts to increase the rate of economic growth that runs in the community to achieve community welfare. Based on the results of observations of the environment in the Cimahi City area where the winning UMKMs business products are located, it was found that there was a lot of potentials 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 exist around the Cimahi City area. All the potential of these facilities can be managed and utilized to increase the ability in knowledge, attitudes, and skills of group members in developing the independence of their productive businesses.

The environmental conditions and potentials of the Cimahi City Region of West Java Province are a carrying capacity that can be utilized as optimally as possible but in reality the target group of businesses, especially UMKMs actors. In the UMKMs 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 UMKMs actors in entrepreneurship. The lack of independence of UMKMs actors in entrepreneurship is influenced by internal and external factors of UMKMs actors. The internal factors are the limited perspective of UMKMs actors in entrepreneurship and the limited understanding of UMKMs actors in the field of entrepreneurship material in managing entrepreneurship. While external factors are the number of UMKMs with low productivity. The low quality of human resources, especially in the fields of administration, organization, technological expertise, and marketing, can be associated with low levels of productivity. In addition, the lack of massive and optimal CEFE (Competency-Based Economies Through Formation Of Enterprises) training for UMKM 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. each, as well as the lack of human resources capable of creating job opportunities in response to the demands of growth.

Thus, there needs to be a treatment in the other UMKMs entrepreneurs, namely the program through CEFE (Competency-Based Economies Through Formation Of Enterprises) training. 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, increasing national wealth. CEFE has developed from an individual training approach who wants to start an independent business in a more advanced training methodology, made to shape business behavior (enterprising behavior) and competence in very diverse situations, therefore the importance of this training model program is needed to be able to provide services. good for the participants and this model can also provide material that can be absorbed by the participants. Thus, the purpose of this study is to describe the program management from planning to evaluation. The UMKM 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 in improvement. income and employment. / job prospects in Cimahi City and its contribution to economic growth.

LITERATURE RESEARCH

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 to achieve 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) explained 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. We all know that rivalry among modern companies is a talent competition”.

As for other opinions 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 warning to the community to be able to develop and add insight into their soft skills. Meanwhile, the training is also to be able to foster a sense of professionalism in 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.”. In the implementation of this training, it will certainly have a positive impact and empower the community to be able to increase their independence, 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 needs to be improved 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 competence “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”.

CEFE aims to gradually train participants in entrepreneurial skills and industries, train entrepreneurs and companies, train entrepreneurs to play a role in developing viable businesses by exploiting gaps that arise at certain times and in certain locations, and increase the number of people who can generate jobs. for themselves. 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. Be able to train participants gradually by having entrepreneurial and business competencies.
2. Be able to train entrepreneurs to set up a business by taking advantage of opportunities.
3. Then be able to develop human resources who will be very capable of being able to create job opportunities for themselves or others.

Meanwhile, the steps for implementing CEFE are:

1. The first step: Awareness This first step is carried out 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 capabilities and resources.
2. The second step: Acceptance Or commonly referred to as acceptance which is for 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 for each profession.
3. The third step: focusing on developing sincerity and clarity of purpose for long 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, can include designing strategies and action plans aimed at generating progress (entrepreneurship).
5. The fifth step: direct experience, which focuses 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,
6. The sixth step: the transformation and improvement of the required competencies can be present together with a pattern that is aligned 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. Based on this, SMEs 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). As for other opinions are related to In many nations, UMKM, Micro, small, and medium businesses (MSMEs), have a major influence on overall economic growth and socioeconomic balance. (Goyal et al., 2017).

Then based on the importance of SMEs to be able to improve the quality of public opinion and can help people out of poverty, 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, research 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) stated that “The Indonesian government has made several initiatives to support MSMEs, recognizing their importance and the problems they confront. A series of rules have been published in the previous two decades, particularly to aid MSMEs in the sale and manufacture of raw materials, as well as in financing by creating a public non-collateral credit guarantee system Kredit Usaha Rakyat 2017”.

METHOD

The approach applied to this research is a qualitative study, by prioritizing the emic view, which is concerned with the views of the informants without coercion from the researcher. Data were collected by conducting interviews and participant observation. For the research subjects, there are 30 MSME actors, 3 MSME assistants, and 1 coordinator who has successfully implemented the training program. This sample is carried out with consideration of one of the reasons (Purposive Sampling). For this study, the tools in data collection applied several tools, namely: (1) observation guidelines, (2) documentation format; (3) interview guidelines, and (4) tests. Then for the assessment, it can be carried out by giving a pretest before the mentoring process and a final test (posttest) is carried out or after the mentoring activity has been completed, then proceed by comparing the records or records of the results of the mentoring participants in the MSME group. facilitate data collection in the field. Data analysis was carried out in several stages, namely: writing, editing, classifying data, reducing, interpreting data, or giving the interpretation. All data collected were analyzed using data coding according to (Strauss & Corbin, 1990) including the process of coding, rereading, and grouping data. findings to obtain data groups that fit the category. The researchers transcribed 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 emerging themes were identified, coded inductively (data-driven) from qualitative raw data, and deductively (driven by theory) from previous research results (Chu, PH. and Chang, 2017).

RESULTS AND DISCUSSION

Results

- a. Calculation of Pre-test and Post-test scores

Table 1. Frequency of Competence Before and After Implementation of the Model

No	Respondent	Pre Test	Pos Test	Incremental Score
1	AA	66	81	15
2	AB	81	96	15
3	AC	48	72	24
4	AD	96	106	10
5	AE	102	115	13

No	Respondent	Pre Test	Pos Test	Incremental Score
6	AF	66	79	13
7	AG	104	114	10
8	AH	97	104	7
9	AI	42	87	45
10	AJ	73	90	17
11	AK	74	92	18
12	AL	112	116	4
13	AM	77	89	12
14	AN	100	110	10
15	AO	83	92	9
16	AP	88	88	0
17	AQ	107	108	1
18	AR	77	77	0
19	AS	75	75	0
20	AT	96	96	0
21	AU	66	66	0
22	AV	63	65	2
23	AX	98	98	0
24	AY	44	52	8
25	AZ	85	85	0
26	BA	66	72	6
27	BB	92	92	0
28	BC	89	94	5
29	BD	70	74	4
30	BE	66	70	4
31	BF	70	70	0
32	BG	50	58	8
33	BH	89	97	8
34	BI	96	98	2
35	BJ	62	84	22
36	BK	117	117	0
37	BL	98	101	3
38	BM	53	66	13
39	BN	88	98	10
40	BO	90	94	4
41	BP	110	114	4
42	BQ	90	94	4
43	BR	100	108	8
44	BS	77	80	3
45	BT	70	74	4
46	BU	50	58	8

No	Respondent	Pre Test	Pos Test	Incremental Score
47	BV	89	94	5
48	BW	96	104	8
49	BX	62	79	17
50	BY	117	120	3

Tabel 2. Descriptive Statistics Item Pretest

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Item1	50	1.00	5.00	147.00	2.9400	.99816
Item2	50	1.00	5.00	161.00	3.2200	1.18304
Item3	50	1.00	5.00	158.00	3.1600	1.03726
Item4	50	1.00	5.00	161.00	3.2200	1.11190
Item5	50	1.00	5.00	157.00	3.1400	1.16075
Item6	50	1.00	5.00	146.00	2.9200	1.06599
Item7	50	1.00	5.00	158.00	3.1600	1.13137
Item8	50	1.00	5.00	156.00	3.1200	1.17178
Item9	50	1.00	5.00	166.00	3.3200	1.18563
Item10	50	1.00	5.00	145.00	2.9000	1.24949
Item11	50	1.00	5.00	158.00	3.1600	1.20136
item12	50	1.00	5.00	148.00	2.9600	1.17734
item13	50	1.00	5.00	150.00	3.0000	1.14286
item14	50	1.00	5.00	178.00	3.5600	1.52744
item15	50	1.00	5.00	152.00	3.0400	.92494
item16	50	1.00	5.00	164.00	3.2800	1.06981
item17	50	1.00	5.00	162.00	3.2400	1.25454
item18	50	1.00	5.00	147.00	2.9400	.99816
item19	50	1.00	5.00	161.00	3.2200	1.18304
item20	50	1.00	5.00	158.00	3.1600	1.03726
item21	50	1.00	5.00	161.00	3.2200	1.11190
item22	50	1.00	5.00	157.00	3.1400	1.16075
item23	50	1.00	5.00	146.00	2.9200	1.06599
item24	50	1.00	5.00	158.00	3.1600	1.13137
item25	50	1.00	5.00	156.00	3.1200	1.17178
item26	50	1.00	5.00	166.00	3.3200	1.18563
Valid N (listwise)	50					

Tabel 3. Descriptive Statistics Item Posttest

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Item1	50	1.00	5.00	154.00	3.0800	1.00691
Item2	50	1.00	5.00	173.00	3.4600	1.14660
Item3	50	1.00	5.00	167.00	3.3400	1.11776
Item4	50	1.00	5.00	174.00	3.4800	1.18218
Item5	50	1.00	5.00	174.00	3.4800	1.21622
Item6	50	1.00	5.00	171.00	3.4200	1.19676
Item7	50	2.00	5.00	177.00	3.5400	1.05386
Item8	50	1.00	5.00	169.00	3.3800	1.17612
Item9	50	1.00	5.00	176.00	3.5200	1.19932
Item10	50	1.00	5.00	168.00	3.3600	1.25779
Item11	50	1.00	5.00	167.00	3.3400	1.20560
item12	50	1.00	5.00	173.00	3.4600	1.14660
item13	50	1.00	5.00	175.00	3.5000	1.23305
item14	50	1.00	5.00	193.00	3.8600	1.30946
item15	50	1.00	5.00	163.00	3.2600	.96489
item16	50	1.00	5.00	182.00	3.6400	1.04511
item17	50	1.00	5.00	172.00	3.4400	1.21487
item18	50	1.00	5.00	154.00	3.0800	1.00691
item19	50	1.00	5.00	173.00	3.4600	1.14660
item20	50	1.00	5.00	167.00	3.3400	1.11776
item21	50	1.00	5.00	174.00	3.4800	1.18218
item22	50	1.00	5.00	174.00	3.4800	1.21622
item23	50	1.00	5.00	171.00	3.4200	1.19676
item24	50	2.00	5.00	177.00	3.5400	1.05386
item25	50	1.00	5.00	169.00	3.3800	1.17612
item26	50	1.00	5.00	176.00	3.5200	1.19932
Valid N (listwise)	50					

b. Normality test using the test of normality test, normality test is used to find out the data to be analyzed is normally distributed or not

It is known that the number of respondents is 50 people (n is less than 50), statistical testing using Shapiro Wilk, while the basis for making decisions on the Normality test is as follows:

If the significance value is > 0.05 , then the residual value is normally distributed

If the significance value is < 0.05 , then the residual value is not normally distributed

Tabel 4. Tests of Normality

	Posttest	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	1.00	.110	50	.178	.973	50	.313
Posttest	2.00	.084	50	.200*	.978	50	.467

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Shapiro Wilk normality test, it is known that the pretest significance value is $0.313 > 0.05$, for the value is normally distributed, while the post-test value is $0.467 > 0.05$, it can be concluded that the value is normally distributed. This decision shows that the statistical test is carried out by using a parametric test.

c. Paired Sample t-Test

Hypothesis:

Ho: There is no difference in entrepreneurial ability before and after participating in the CEFE training program for UMKM actors

Ha: There are differences in entrepreneurial skills before and after participating in the CEFE training program for UMKM actors

Decision-making criteria

If Sig > 0.05 then Ho is accepted

If Sig < 0.05 then Ho is rejected

Tabel 5. Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-7.72000	8.15172	1.15283	-10.03669	-5.40331	-6.697	50	.000

For the test results, it can be seen that the sig value is $0.000 < 0.05$, so it can be concluded that Ho is rejected, meaning that there are differences in entrepreneurial abilities for MSME actors before and after participating in the CEFE training.

Tabel 6. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	81.5400	50	19.42564	2.74720
	Posttest	89.2600	50	17.13191	2.42282

Overview of CEFE training Pre Test result scores By calculating the average percentage, you can find out. The purpose of calculating the general response score of respondents from each variable is to determine the general trend of respondents' responses to each research variable. Pre-Test results for CEFE training got an average score (81.5400), Standard Deviation of (19.42564) and posttest average score (89.2600), Standard Deviation of (17.13191).

d. Homogeneity Test

Homogeneity test, using Levene Statistic Test, to find out whether the pretest and posttest scores have homogeneous values or not. This test function determines whether two data sets from the same population have the same variance. The basis for the Homogeneity Test decision making, as follows:

If the significance value is > 0.05 , then the data has a homogeneous value

If the significance value is < 0.05 , then the data does not have a homogeneous value

Tabel 7. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.131	1	50	.719

Based on the results of the homogeneity test, which obtained a significance value of $0.719 > 0.05$, it can be concluded that the data shows the same variance or the same population (homogeneous).

e. Paired Samples Correlation Skor Pre Test Dan Post Test

Tabel 8. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	50	.908	.000

The purpose of correlation analysis is to determine the degree and direction of the relationship between research variables. Based on these calculations, the resulting correlation of 0.908 using the Product Moment method on SPSS Version 20.00, following the interpretation of the correlation coefficient above. then the competence of MSME actors before and after the CEFE training showed a high correlation. The criteria used as standards for interpreting the level of correlation used the interpretation of correlation from Winarno Surakhmad (1994:302), namely:

0.00 to 0.20: No Correlation

0.20 to 0.40: Low Correlation

0.40 to 0.70 : Medium Correlation

0.70 to 0.90: High Correlation

0.90 to 1.00: Perfect Correlation

f. One Sample Statistik Skor Pre Test

Tabel 9. One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	50	81.5400	19.42564	2.74720

Based on the table above, it can be seen that the CEFE training pre-test scores conducted on 50 respondents showed an average of 81.5400t-test and a standard deviation of 19.42564. When this score is compared with the ideal score, the respondent's tendency score is 81.5%. This score on the Guilford scale is in the high category, so it can be concluded that the pre-test score for assessing entrepreneurial ability tends to be high.

Tabel 10. One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	29.681	49	.000	81.54000	76.0193	87.0607

Furthermore, the estimated t value is compared with the t value of the t distribution table using the t test to assess the correlation of the r-value. At the 95 percent confidence level, t count = 29,681 while t table = 1,676 and dk = n-1 = 49 are derived from the test results. Based on these calculations, it is obtained that t count > t Table 29.681 > 1.676, it can be said that it is significant, meaning that there is a dependence between the Pre Test scores of CEFE training results in improving entrepreneurship skills.

g. One Sample Statistik Skor Post Test

Tabel 11. One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Postest	50	89.2600	17.13191	2.42282

Based on the table above, it can be seen that the CEFE training post-test scores conducted on 50 respondents showed an average of 89.2600, and 17.13191 was the standard deviation. The respondent's propensity score is 89.3 percent when compared to the ideal score. On the Guilford scale, this score is in the high range, implying that the post-test scores for measuring entrepreneurial aptitude are also high.

Tabel 12. One-Sample Test

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest	36.841	49	.000	89.26000	84.3912	94.1288

Furthermore, the estimated t value is compared with the t value of the t distribution table using the t-test to assess the correlation of the r-value. At the 95 percent confidence level, t count = 36,841 while t table = 1,676 and dk = n-1 = 49 are derived from the test results. t count > t Table 36,841 > 1,676 t count > t Table 36,841 > 1,676 t count > t Table 36,841 > 1,676 t, it can be said that there is a significant dependence between the Post Test scores of CEFE training results in improving the entrepreneurial skills of MSME actors.

Tabel 13. Value Proportion According to Guilford

PROPORTION	DESCRIPTION
00-19,9	Very Low
20-39,9	Low
40-69,9	Medium
70-89,9	High
90-100	Very High

CONCLUSION

Based on the suggestions contained in this research, it is hoped that they can play a more active role, especially for the study of community education, they can be directly involved and provide input to educators in PKBM who have difficulty in providing learning, then the government can provide assistance facilities to PKBM so that managers and education staff can always be more enthusiastic in carrying out the assigned tasks.

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