

Management of MSME Education and Training Programs at the Department of Cooperatives and Small Enterprises, West Java

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ABSTRACT

This community service activity aimed to enhance the administrative and operational capacity of micro, small, and medium enterprise (MSME) education and training programs implemented by the Regional Technical Implementation Unit for Cooperative and Entrepreneurship Education and Training (UPTD P3W) under the Department of Cooperatives and Small Enterprises of West Java Province. The program employed a participatory action approach combined with practical institutional capacity building, conducted over a five-month period from August to December 2025. Following a structured operational protocol, the implementation process integrated initial needs assessment, hands-on daily assistance, systematic logbook documentation, and periodic evaluation based on the Indonesian Ministry of Manpower Regulation No. 109 of 2024 concerning the National Work Competency Standard (SKKNI) for Professional Administration. The service activities specifically targeted three core competency units: preparing meeting minutes, developing presentation materials, and assisting with organizational events across 101 recorded active working days. The results demonstrate that the program successfully supported major institutional initiatives, most notably the province-wide Koperasi Desa Merah Putih (KDMP) training program that involved 217 instructors and approximately 11,000 participants across five regions of West Java. Performance evaluations confirmed that most institutional criteria were successfully fulfilled, while also identifying areas for improvement such as meeting-minute approval workflows and presentation template standardization. In conclusion, this community service successfully contributed to operational efficiency and provides strategic recommendations to strengthen documentation systems, scheduling coordination, and administrative standards within the partner institution.

Keywords: Community Service, Impactful Internship, Administrative Governance, Public Sector Human Resources.

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1. INTRODUCTION

Indonesia's economy is among the largest in Southeast Asia and ranks tenth in the world in terms of purchasing power within the Group of Twenty (Permana, 2017). The country's economic potential stems from abundant natural resources, including marine, forestry, and mining resources such as tin, copper, gold, bauxite, and nickel (Permana, 2017). Despite this potential, Indonesia continues to face serious social challenges: the poverty rate reached 9.54 percent of the

population, or 26.16 million people, in March 2022 (Badan Pusat Statistik, 2022), while the open unemployment rate stood at 4.76 percent in February 2025 (Badan Pusat Statistik, 2025).

The government has sought to address these problems through various programs, including social assistance and community empowerment, one of which is the development of Micro, Small, and Medium Enterprises (MSMEs). MSMEs are generally categorized as small scale business actors that use traditional technology and are managed relatively simply (Permana, 2017; Mutmainah et al., 2024). MSMEs play a critical role in absorbing labor, thereby reducing unemployment and improving community welfare (Permana, 2017). MSMEs account for approximately 99 percent of all business units in Indonesia and contribute around 60.5 percent to Gross Domestic Product (Aprieni et al., 2024); a large share of the population also derives its livelihood from this sector (Winducancono, 2021). Because MSMEs typically have flexible organizational structures and require relatively small capital, ongoing development of the sector is a key strategy for strengthening the national economy.

MSMEs nevertheless continue to face structural challenges, including limited mastery of technology and weak entrepreneurial capability among business actors (Mahpuz et al., 2021; Wijayanti et al., 2023). The Indonesian Chamber of Commerce and Industry (KADIN) further identifies obstacles related to innovation and technology adoption, digital literacy, productivity, business licensing, access to financing, branding and marketing, human resource capacity, and standardization and certification. In response, the government channels MSME training and business-development programs through the Ministry of Cooperatives and Small and Medium Enterprises to regional Departments of Cooperatives and Small Enterprises (DISKUK). In West Java, this mandate is carried out by the Department of Cooperatives and Small Enterprises of West Java Province (DISKUK Jabar) through its Regional Technical Implementation Unit for Cooperative and Entrepreneurship Education and Training (UPTD P3W), which provides education and training to cooperatives and entrepreneurs across the province.

Implementing education and training activities of this scale requires adequate administrative competency and sound program management. Administrative efficiency is therefore not merely a support function but the core operational problem this study addresses: without competent handling of scheduling, documentation, and event coordination, even well-designed MSME training policies risk poor delivery on the ground. Administrative staff must be able to prepare meeting documentation, develop instructional materials, and coordinate multi-region training events involving hundreds of instructors and thousands of participants. However, empirical accounts of how such administrative competencies are practiced and evaluated within a public training institution remain limited in the literature, which tends to focus on MSME policy outcomes rather than the operational administration that underpins training delivery. This study addresses that gap by reporting a structured, competency-referenced internship placement at UPTD P3W.

This study, based on a five month internship placement, aims to: (1) describe the unit level process of managing education and training programs within UPTD P3W of the Department of Cooperatives and Small Enterprises of West Java Province; (2) examine how the intern's individual, task level administrative activities practiced and supported these unit level processes, using the 2024 Indonesian National Work Competency Standard (SKKNI) for Professional Administration as an analytical framework; and (3) identify improvements to the administrative processes involved in MSME training activities.

2. METHODS

This community service activity employed a participatory action approach combined with practical institutional capacity building to support the operational needs of the partner organization. The program was implemented at UPTD P3W, DISKUK Jabar, located at Jl. Soekarno Hatta No. 708, Cinambo, Bandung, over a five-month period from 1 August to 31 December 2025, operating on a standard Work from Office schedule from Monday to Friday between 07:30 and 16:00 West Indonesia Time. The implementation process began with an initial assessment and coordination stage to identify administrative and training support requirements directly with the institutional management. This stage ensured that the planned assistance aligned precisely with the operational challenges and service delivery goals of the partner unit.

The implementation process began with an initial assessment and coordination stage to identify administrative and training support requirements directly with the institutional management. This stage ensured that the planned assistance aligned precisely with the operational challenges and service delivery goals of the partner unit. The core phase involved direct implementation and hands-on assistance, where the team actively participated in the unit's day-to-day administrative operations and training support. This included facilitating official meetings, developing institutional presentation materials, managing training schedules, and maintaining documentation across 101 recorded active working days out of a total 109 operational days, excluding leaves and holidays. To ensure systematic execution, the intervention followed a structured operational protocol comprising systematic planning, iterative execution, daily logbook documentation, and periodic supervisory reflection. Every activity carried out in the field was logged daily to track workflow consistency, verified against institutional deliverables, and cross-referenced with operational guidelines to maintain accountability and quality control throughout the five-month engagement. The final stage focused on standardization and evaluation to measure the impact and quality of the assistance provided. The implemented tasks were evaluated against the Indonesian Ministry of Manpower Regulation No. 109 of 2024 concerning the National Work Competency Standard for Professional Administration, specifically targeting three units: preparing meeting minutes, preparing presentation materials, and assisting with organizational events. Program outcomes were assessed by verifying performance criteria fulfillment through documentation and logbook records, followed by a reflective evaluation to ensure sustainable administrative improvements for the partner institution.

3. RESULTS AND DISCUSSION

Over the five-month placement, the intern was not assigned to a single fixed sub-division; task allocation depended on the operational needs of UPTD P3W at a given time. The intern's activities were most frequently required by the Administration Section, the Training Development and Management team, and the Public Relations team. In total, 101 distinct work activities were recorded across seven categories, as summarized in Figure 1. These figures describe the intern's individual, task level contributions; broader unit level management processes, such as budget allocation, inter agency policy coordination, and strategic program planning, remained the responsibility of permanent UPTD P3W staff and are referred to here only as the operational context within which the intern's activities took place.

Event and training-schedule coordination formed the single largest activity category (30 entries), reflecting the intensive support required for the province wide Koperasi Desa Merah Putih (Red and White Village Cooperative, KDMP) training program, which was delivered simultaneously across five regions of West Java (Bogor Raya, Purwasuka, Ciayumajakuning,

Priangan Barat, and Priangan Timur) for 217 instructors and approximately 11,000 cooperative participants. The intern helped build an instructor-allocation matrix in a shared spreadsheet, mapped instructors by domicile and availability, and confirmed schedules with instructors and regional coordinators, which reduced the risk of scheduling conflicts across the five regions.

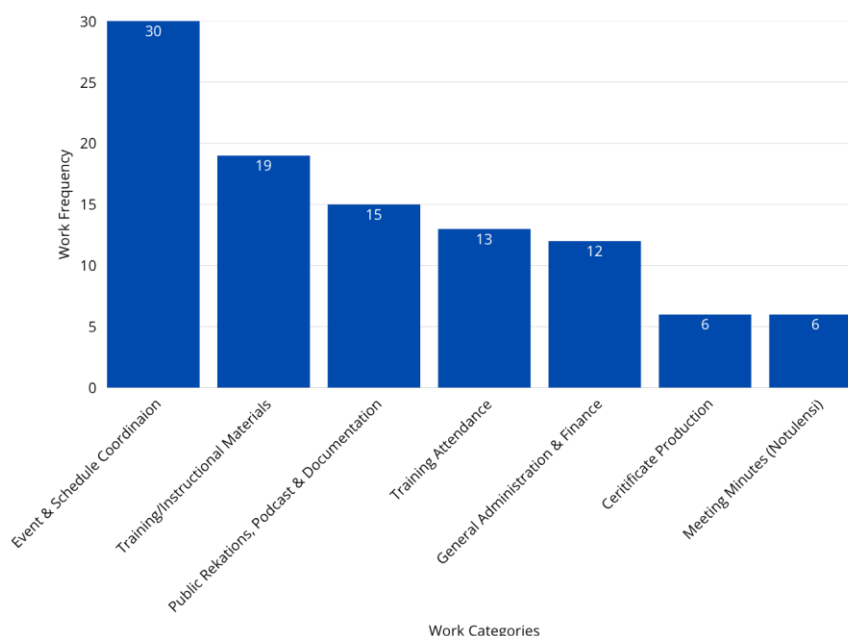


Figure 1. Distribution of the intern's recorded activities by category (August-December 2025)
Source: intern's daily activity logbook (2025).

3.1. Preparing Meeting Minutes (N.82ADM00.008.2)

Meetings at UPTD P3W were generally held before and after MSME and cooperative training activities, serving purposes such as task coordination, problem-solving, information dissemination, and program evaluation. The intern prepared minutes for several meetings, including the KDMP evaluation meeting and pre-training coordination meetings for MSME programs, following the unit's standard minutes template covering the meeting agenda, date and time, chair, attendees, discussion points, and conclusions. All nine performance criteria under this competency unit, spanning the preparation, recording, and distribution of minutes, were fulfilled (Table 1). Minutes were distributed as soft files through WhatsApp and email to attendees and relevant non-attending parties.

3.2. Preparing Presentation Materials (N.82ADM00.009.3)

Instructional materials for cooperative and MSME training were developed collaboratively with the unit's instructors (Widyaiswara), who identified the training audience, topic, and expected learning outcomes. The intern assisted in researching content, drafting materials, and designing visual layouts using design software to make the materials more communicative for participants. All seven performance criteria for this competency unit were fulfilled; each set of materials was confirmed with the responsible instructor via WhatsApp or in person before being finalized and distributed.

3.3. Assisting with Organizational Activities and Events (N.82ADM00.083.2)

This competency unit encompassed the largest share of the intern's workload because MSME and cooperative training is the unit's core mandate. Activities included confirming schedules with relevant parties, ensuring the readiness of planning documents (official travel letters, terms of reference, training modules, and instructor/participant schedules) and administrative documents (attendance lists, participant biodata, and commitment forms), informing other units (finance, facilities, and public relations) of upcoming activities, monitoring event implementation, documenting each stage of the event, and compiling activity reports for supervisors. All seven performance criteria under this unit were fulfilled. Beyond the KDMP program, the intern also produced training certificates for participants in several regencies and cities (e.g., Sukabumi) and supported the unit's public-relations team in producing podcast content featuring successful West Java MSME entrepreneurs as a motivational resource for other MSME actors. Overall achievement of the three SKKNI competency units, expressed as the proportion of performance criteria fulfilled against the total number of criteria within each unit, is presented in Table 1.

Table 1. Achievement of SKKNI Professional Administration Competency Units during the Internship

Competency Unit	Performance Criteria (KUK)	Criteria Fulfilled	Achievement (%)
Preparing meeting minutes (N.82ADM00.008.2)	9	9	100
Preparing presentation materials (N.82ADM00.009.3)	7	7	100
Assisting with organizational activities and events (N.82ADM00.083.2)	7	7	100

Source: SKKNI checklist compiled from the intern's activity documentation (2025).

The 100% achievement figures in Table 1 indicate formal compliance, that is, that documented evidence exists for every performance criterion under the three SKKNI competency units. This quantitative rating should be read alongside the qualitative findings in Section 3.4, which show that formal compliance did not always coincide with optimal quality of execution: two criteria in particular, prior confirmation of the minutes concept and purpose-adaptive presentation design, were technically satisfied but implemented inconsistently in daily practice. The distinction between formal completion and execution quality is elaborated in the discussion that follows.

3.4. Implementation Challenges

Although the checklist in Table 1 indicates that all listed performance criteria were formally met, a reflective review of practice identified two areas where implementation was not yet optimal. First, the concept or outline of the minutes was not always confirmed with the meeting chair before a meeting began, which occasionally made it difficult for the intern to judge which points were essential to record. Second, presentation materials across the unit tended to rely on a uniform, static template regardless of the audience or purpose of the material, which reduced the sharpness of visual communication and the effectiveness of message delivery to training participants.

Beyond these two competency-specific gaps, several broader operational challenges were observed. Coordinating the instructor schedule for the large-scale KDMP program was complicated by miscommunication between instructors' availability and the organizing committee, occasionally producing scheduling conflicts. Task instructions were at times general and lacked clear deadlines or output specifications, requiring repeated clarification, particularly when the task giver was not on site. Internal friction between staff and sections was also observed, which occasionally slowed cross-unit coordination. Finally, unstable office internet connectivity constrained tasks that depended on continuous online access, such as producing digital materials or supporting online training sessions.

These operational gaps are unlikely to be isolated incidents specific to UPTD P3W; rather, they plausibly reflect broader features of public-sector organizational culture in Indonesia's regional civil service. The reliance on static, uniform documentation templates and the tendency toward informal, verbally delegated task instructions are consistent with a hierarchical, procedure-oriented bureaucratic culture in which staff follow established formats to demonstrate procedural compliance rather than adapting documents to each audience or purpose, and in which supervisors delegate tasks informally because formal written task briefs are not an established norm. Similarly, the internal friction and cross-unit coordination delays observed during the placement echo well documented siloing tendencies in public agencies, where units organized around narrow functional mandates (administration, training delivery, public relations) have limited structural incentive to coordinate proactively. Understood this way, the gaps identified in this study are not simply individual performance shortfalls but symptoms of institutional habits that a single internship placement cannot resolve on its own, though they can be partially mitigated through the practical, bottom-up initiatives described in the following section.

3.5. Strategies to Address the Challenges

In response to the minutes-approval gap, the intern developed a short checklist of anticipated agenda points before each meeting and confirmed them with relevant staff, providing a working concept even without a formal sign-off from the chair. To address the uniformity of presentation materials, the intern took the initiative to diversify colors, visuals, and graphic elements within the unit's template, aiming to improve the clarity of the instructional message conveyed to trainees. To reduce instructor-scheduling conflicts, the intern built a shared, wilayah-based (region-based) matrix that any committee member could consult, which shortened the scheduling process and reduced the incidence of clashing assignments. Where task instructions were unclear, the intern proactively sought direct confirmation from the task giver or, when unavailable, from other staff familiar with the task. During internal conflicts, the intern maintained focus on assigned responsibilities and, when the conflict began to affect internship activities, consulted the field supervisor or unit leadership. For connectivity issues, the intern relocated to areas with a stronger signal near the office and informed the task giver in advance whenever a delay was anticipated.

4. CONCLUSION

This internship placement enabled the intern to understand and directly practice the process of managing MSME education and training programs at UPTD P3W, DISKUK Jabar. Guided by three units of the 2024 SKKNI for Professional Administration, covering meeting minutes, presentation materials, and event-organization assistance, all 23 documented performance criteria across the

three units were fulfilled at the level of formal completion. However, a reflective analysis showed that two aspects, prior approval of the minutes concept and adaptive, purpose-specific presentation design, were not yet optimally implemented in daily practice, indicating a gap between formal task completion and best-practice execution. Beyond fulfilling the competency checklist, the intern also contributed practical initiatives, such as a shared instructor-scheduling matrix, that helped the unit coordinate a training program spanning five regions, 217 instructors, and roughly 11,000 participants.

These findings suggest that structured, competency-referenced internship placements are an effective mechanism for developing and evaluating administrative competencies in a public-sector training institution, while also surfacing operational gaps, such as informal task delegation and static documentation templates, that would otherwise remain implicit. For UPTD P3W and comparable institutions, the results point to concrete opportunities for improvement: formalizing meeting-concept approval prior to sessions, adopting more purpose-adaptive presentation formats, using shared digital scheduling tools to coordinate large multi-region training programs, and issuing task instructions with explicit deadlines and output specifications. For future research, a comparative study across multiple regional training units, or a longitudinal study tracking competency development over successive internship cohorts, would help generalize these findings beyond a single institutional case.

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