

# The Influence Of Entrepreneurship Training On The Productivity Of Smes In Semarang City, Indonesia

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## **THE INFLUENCE OF ENTREPRENEURSHIP TRAINING ON THE PRODUCTIVITY OF SMES IN SEMARANG CITY, INDONESIA**

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### **Abstract**

The SME competition in the globalization era demands business innovation for the competitiveness needed through productive SMEs. The quality of human resources is one of the determining factors of the productivity of SMEs. This study tries to analyze and describe training to improve the productivity of Semarang City SMEs. The research method uses quantitative methods. The study population is a research sample technique using simple random sampling. The number of samples is determined by the Slovin formula, which obtained a valid sample in providing a response that is 171 samples of small and medium assistance that has been obtained entrepreneurship training in the city of Semarang. Data collection using a questionnaire with a Likert scale, while data analysis with descriptive percentages and simple linear regression. The

*results show that there is a significant positive entrepreneurship training contribution to the productivity of SMEs in the City of Semarang. The contribution of entrepreneurship training to SME productivity was 14.5 percent. Improving the quality of human resources in improving the quality of high-quality competitive products.*

**Keywords**

Entrepreneurship Training, Small and Medium Enterprises, Productivity

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**1. Introduction**

Productivity is one important factor in the welfare of Small and Medium Enterprises (SMEs). Productivity is one aspect that determines the success of an SME in increasingly fierce business competition. According to Hafsa (2000) explains that the limitations of human resources are one of the problems faced by small businesses because some small businesses have traditionally grown family businesses for generations, while the research results of Meliala *et al*, (2014) the problem of Small and Medium Enterprises (SMEs) is a waste of production processes caused by the low quality of human resources, namely the knowledge and skills of SME workers. The limited ability of workers of SMEs causes difficulty in developing optimal productivity in these small businesses.

Based on Ali Arto's (2015) research findings, it was also explained that the real performance faced by most businesses, especially Micro, Small and Medium Enterprises (MSMEs) in Indonesia, which was most prominent was the low level of productivity, low value-added, and low quality of products. On the other hand, Small and Medium Enterprises (SMEs) employ most workers in Indonesia, but the contribution in national output is categorized as low. The low productivity and competitiveness of SMEs as a result of limited access to productive resources and the use of technology. Therefore, for SMEs it is very important to ensure that company resources, both labor, capital and technology, are maximized.

Productivity is achieved because of an ongoing transformation process to process several inputs into outputs that have added value, both physically and non-physically by utilizing technology. The transformation process that processes the inputs in this study is improving the ability of managers of small and medium-sized businesses through entrepreneurship training programs, which are expected to have an added value in the outputs of the productivity of small and medium-sized businesses.

The problems studied related to the phenomenon of the digital entrepreneurship training program in the industrial era 4.0 for SMEs actors is a matter of the effectiveness of the entrepreneurship training model. Data Delloitte Access said that SMEs that adopt cloud computing technology in their business can increase revenues up to 80%, and also 1.5 times more likely to open jobs. Organizational failure in providing effective training for employees explained (Irianto, 2001; Sudjana, 2007) can result in low productivity, high absenteeism, high employee complaints, low employee morale, work strikes, and low organizational profits. According to Sudjana (2007) can result in low productivity, high absenteeism, high employee complaints, low employee morale, work strikes, and low organizational profits. As a result, organizations do not have a high commitment to training programs. Entrepreneurship training can deliver women's ability to advance small and medium-sized businesses by adopting innovative digital literacy in their business ventures. On the other hand, the implementation of entrepreneurship skills training from a gender perspective is very important to address the practical and strategic needs of low-income women by strengthening basic business and management skills (Widyastuti, Nuswantoro, & Sidhi, 2016). Successfully tested the hypothesis which states that the accuracy of the method, the accuracy of the content, the quality of the trainer affect the effectiveness of sales training. The more effective sales training, the higher the performance of the sales force to increase the productivity of small and medium businesses, manual sales operations are very disruptive to efficiency and productivity in doing business (Aqmala, 2007).

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Training model consists of 7 steps, namely: (a) analyzing training needs, (b) developing training objectives, (c) designing curriculum, (d) choosing and designing training methods, (e) Designing approaches for training assessment, (e) Carry out training programs, (f) Measure training results. Twitchell (1997) The meaning of training evaluation is comprehensively understood as an effort to obtain information that includes: (a) the objectives of the training program, (b) the ability of trainees, (c) the ability of trainers, (d) the design or design of training, (e) training methods, (f) resources used, (g) materials used, (h) impact (outcome) of training. Various operational formulations have been prepared to clarify the measurement of training effectiveness which includes the eight components with indicators, for example, productivity, attitude survey results (job satisfaction, understanding work procedures, conflict resolution), cost savings, benefit gains, attitude toward training (Parker T. C., 1976).

The quality and quality management for professionals and managers of SMEs has an impact on SMEs performance so that there needs to be human resource development training that can contribute to the increased Activities and achieving their business performance objectives (Casalino, N., D'Atri, A., & Braccini, 2012). This research aims to analyze and describe the influence of training on the productivity of work SMEs Kota Semarang.

## **2. Methods**

This research uses a quantitative approach. The population of this research is SMEs who have participated in the entrepreneurship training program in Semarang City which is 700 SMEs. The research sample technique uses simple random sampling. The number of samples set with the formula Slovin obtained a valid Sapel in response to 171 respondents. Data collection techniques with questionnaires. The form of a-scale poll instrument (1 – 4) Modification of the Likert scale. The poll is as SMEs productivity measurement instruments and SMEs entrepreneurship training.

SME's productivity variables are measured through the dimensions of producing a product (goods or services) each given period of increased number and quality with the principle of efficiency, producing products (goods and services) that are of the same type with other SMEs, and produce a variety of products, for expansion of market share. Meanwhile, the effectiveness variables of SME entrepreneurship training in the city of Semarang are measured through the dimensions of training planning, the process of implementing entrepreneurship training, and training learning evaluation. In the planning dimension, the training program was observed on the analytical aspects of job specifications, identification of training needs, goal setting training, and curriculum development. The process of implementing entrepreneurship training with sub-variables is observed through the commitment and motivation to learn training participants, the relevance of skill materials, conformity of training methods, availability of facilities and training infrastructure, competence Financing allocation and control. The Learning evaluation dimension of training was observed through the participation of trainees, the competency test of trainees.

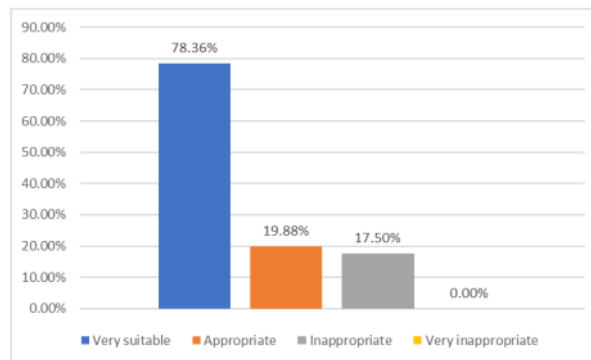
Analysis of the data on this study using descriptive percentages and simple regression through the downloaded (Statistical Package for the Social Sciences) SPSS 23.0 is to test the

hypothesis there is an entrepreneurial training influence SMEs Significant positive towards SME's productivity.

### 3. Results and Discussion

#### 3.1 Entrepreneurship Training

The assessment result of the effectiveness of SME entrepreneurship training in the city of Semarang analyzed in a descriptive by using the percentage measurement technique presented in the following graphic figure 1.

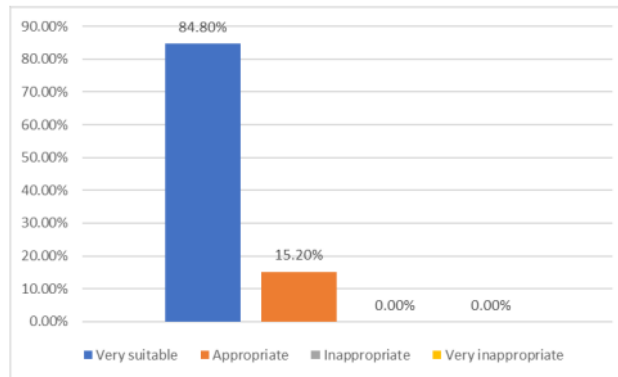


**Figure 1:** Effectiveness of Entrepreneurship Training SMEs

Based on the chart above, it can be noted that the percentage of effectiveness of the SMEs entrepreneurship training model in Semarang with a very effective category of 84.80% is the highest. While the effective category of 15.20% is the lowest percentage. The average respondent's response to the effectiveness of entrepreneurial training models was in a very effective category of 90.6%. This shows that model entrepreneurship training is very effective in enhancing the knowledge and entrepreneurial skills of SMEs for small and medium enterprises in Semarang.

#### 3.2 SME Productivity

The results of UKM's productivity assessment in Semarang City are analyzed descriptively by using the percentage measurement technique presented in the following graphic figure 2.



**Figure 2: SMEs Productivity**

Based on the chart above, it can be noted that the percentage of respondents' responses to SME productivity in Semarang with a highly productive category of 78.36% is the highest. In the inappropriate category, 1.75% is the answer to the lowest score respondents. The average respondent's response to SME productivity is in a very suitable category of 91.16%. This indicates that the training program is effective in improving SME productivity in the city of Semarang.

### 3.3 The Influence of SME Entrepreneurship Training on SMEs Productivity

To see contributions to the effectiveness of entrepreneurship training on SME productivity, authors use regression analyses to analyze data and then respond to hypotheses. Some data will deviate the reliability of rejected regression results (through the Casewise diagnostic analysis). Also, some probability of linear regression such as testing similarity variant and testing normality, as well as the aspect of colinearity following a predetermined method. However, these probabilities can be fixed by examining the plot table of normal and scatter probability. The sixth issue is the contribution to the effectiveness of entrepreneurship training on SME productivity. Regression analysis results are shown in table 1 and table 2 below.

**Table 1: Anova Analysis Result**

|   | Model      | Sum of Squares | df  | Mean Square | F      | Sig.              |
|---|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 48.535         | 1   | 48.535      | 28.743 | .000 <sup>b</sup> |
|   | Residual   | 285.371        | 169 | 1.689       |        |                   |
|   | Total      | 333.906        | 170 |             |        |                   |

Based on table 1 and table 2. Gradual regression analyses found that entrepreneurial training effectiveness was a significant variant in influencing SME productivity, i.e.  $F = 28,743$  and  $Sig = 0.000$  ( $P < 0.05$ ). Based on the Beta values, it was found that entrepreneurial training effectiveness contributed 14.5 percent ( $Beta = 0.282$ ,  $t = 5.361$ ,  $Sig = 0.000$ , and  $R^2 = 0.145$ ). In this case, there is another possibility of residual percentages, i.e. about 85.5 percent donated by other factors not considered in this study. Based on the analysis of regression results, it can be formulated that if the effectiveness factor for entrepreneurship training is increased by one unit, the performance of the work will increase by 0.282.

**Table 2: Regression Coefficient Effectiveness of Entrepreneurship Training on SMEs Productivity**

| 15<br>Model | Unstandardized Coefficients             |            | Standardized Coefficients | t    | Sig.  | R <sup>2</sup> | %     |       |
|-------------|---|------------|---------------------------|------|-------|----------------|-------|-------|
|             | B                                       | Std. Error | Beta                      |      |       |                |       |       |
| 1           | (Constant)                              | 6.852      | .755                      |      | 9.073 | .000           | 0,145 | 14,5% |
|             | Entrepreneurship Training Effectiveness | .282       | .053                      | .381 | 5.361 | .000           |       |       |

a. Dependent Variable: SMEs Productivity

According to Antonioli *et al* (2010) training activities is the most relevant factor; Later on, its ranking is, technological innovation, organizational innovation and, finally, ICT also seems to have an impact on the productivity level. Internal benefits can also be generated through effects on human resources (Siswanto *et al*, 2018). Studies show that maintaining business standards requires investing in employee training to develop skills and capabilities, increasing the level of human resources (Blunch, N.-H., 2005). The Institute needs to make efforts to maintain the quality of the business that meets the standards, as it tends to provide better working conditions for their workforce, experiencing positive effects on employees (Levine & Toffel, 2010; Calza, Goedhuys, & Trifković, 2019). Thus, introducing a better practice for human resources as part of the overall quality management improvement, providing training to increase human capital, and improving occupational safety and satisfaction can contribute to better working conditions and better employee performance, consequently increasing workforce productivity (Sadikoglu & Zehir, 2010; Delmas & Pekovic, 2013).



The research results Suminar *et al* (2019) concluded that the model of social entrepreneurship training was designed with the bottom-up approach, oriented towards the results of the analysis of prospective trainees, motivated during the learning process and provide trust in the practice and attract business partners are very effective empowering entrepreneurs. Tonhäuser & Bükler (2016) distinguish 3 factors, namely (a) the factors of the Organization, (b) The factors of the Learning field and (c) individual factors. Organizational factors point to social support and the structural state of the organization in the workplace. At the level of learning field analysis, the main focus is on training design, such as the practical relevance of the didactic-methodological content and design. At the individual level, participants are the focus of observation, the determining influence of advanced vocational training participants, such as motivation, willingness, and personal factors, as well as cognitive abilities, on the training transfer is examined

#### **4. Conclusion**

Entrepreneurship training has a positive and significant impact on productivity SMEs which means that the increasing quality of entrepreneurship training will increase SME's productivity. Local governments need to bridge or facilitate the needs of SMEs that are relevant to the digital era through various alternative effective human resource enhancement such as digital-based training, seminar or workshop to Entrepreneurs. It has an impact on practical knowledge according to the business field. Also, it is necessary to provide a soft loan, or by seminar or training, and can implement it properly and in a directed way.

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