



Implementation of an Entrepreneurship Training Model, Mentoring, and Business Consultation for Organic Vegetable Farmers Among Women in the Family Welfare Movement (PKK) in Malang City

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ABSTRACT

Entrepreneurship training, mentoring, and business consultation for organic vegetable farmers among women in the Family Welfare Movement (PKK) are deemed necessary to supplement family income, given the increasing needs of families while husbands' incomes are relatively limited. By participating in the training, participants can gain knowledge and skills ranging from organic vegetable cultivation techniques, business planning, and marketing their agricultural products. Considering the large market for organic vegetables, demand still exceeds supply, both in local, regional, and national markets. The objectives of this training are: (1) to understand the application of an entrepreneurship training model, mentoring, and business consultation for organic vegetable farmers among women in the Family Welfare Movement (PKK), (2) to assess participant responses after the training, (3) to determine the results of the entrepreneurship training implementation, and (4) to identify supporting and inhibiting factors in the training. The results of this training concluded that: (1) The implementation of the entrepreneurship training model, mentoring, and business consultation for organic vegetable farmers among PKK mothers was carried out through seven stages of activities, starting with the formation of groups of participants and ending with a final test to measure the knowledge, attitudes, and skills of participants. (2) The response of participants during the training was very positive. (3) The motivation and training results of participants experienced a significant increase, both in terms of knowledge, attitudes, and psychomotor skills. (4) There were a number of supporting and inhibiting factors in the implementation of the activities.

INTRODUCTION

Some time ago, we conducted an observation on organic vegetable cultivation in an area of Malang. The facts show that this business can be successfully managed by several housewives who have joined together in a cooperative, utilizing their yards or small plots of land. The organic vegetable business doesn't require significant capital, with a harvest period of only two weeks, similar to kale, eggplant, mustard greens, tomatoes, etc. This allows for faster capital turnover, and farmers who are willing to participate in this business can earn additional income every two weeks.

The emergence of a new paradigm in society that returns to nature, adopting a healthy lifestyle, eating and drinking habits, this is an opportunity that can be seized. Business in agro, more specifically the organic vegetable business, is a smart solution that vegetable farmers in Malang City can do. The results of the researcher, show that in Malang City, there is a high demand for organic vegetables from various supermarkets and organic vegetable collectors, but it cannot be met by farmers, because they are accustomed to growing vegetables with chemical fertilizers. In other words, the condition in Malang City, currently, the number of demands for organic vegetables is far greater than the existing supply.

The results of the author's interviews with organic vegetable suppliers in supermarkets in Malang City, obtained information that the demand for organic vegetables for Malang City in one day is around 10 tons, but only about 2.5 tons are met. Not to mention the demand for organic vegetables in other cities in East Java, other major cities in Java, and even for export, such as organic vegetable farmers in Majalengka and Bogor, West Java. While business opportunities in the organic vegetable sector are numerous, there are currently few serious efforts in Malang city by the government or community groups to provide training for the community on organic vegetable cultivation. If any, they are limited to lectures without integrated learning methods or models, resulting in suboptimal results. The objectives of this study were: (1) to determine the implementation of entrepreneurship training, mentoring, and business consultation models for organic vegetable farmers, (2) to determine participant responses to the entrepreneurship training activities, and (3) to determine the results of the training implementation.

LITERATURE REVIEW

Entrepreneurship training is widely regarded as an effective strategy for community empowerment, particularly for economically vulnerable groups such as women in rural and semi-urban areas. Training programs aim not only to enhance technical skills but also to foster entrepreneurial attitudes, motivation, and independence (Buchari, 2015; Suryana, 2023). Kartasasmita (2015) emphasizes that empowerment-oriented training should be participatory, need-based, and capable of strengthening individuals' capacity to manage economic resources sustainably. However, several studies indicate that entrepreneurship training often produces suboptimal outcomes when it is conducted without systematic mentoring and post-training assistance, as

participants frequently encounter difficulties in applying acquired knowledge to real business contexts (Nikijuluw, 2018; Dwivedi, 2016).

In the context of organic vegetable agribusiness, entrepreneurship presents a promising opportunity due to increasing public awareness of healthy lifestyles and the growing demand for organic products, which continues to exceed supply in many regions (BPS, 2020; Prihandarini, 2023). Organic vegetable farming is suitable for women entrepreneurs because it requires relatively low capital, short production cycles, and can be managed on limited land such as home gardens (Sintawati, 2019). Therefore, an integrated entrepreneurship training model that combines technical cultivation skills, business planning, mentoring, and consultation is essential to support women farmers in transitioning into sustainable entrepreneurs. Such an approach aligns with empowerment theories that stress the importance of continuous guidance to ensure long-term impact and economic resilience (Friedman, 2022; Subejo, 2019).

METHODOLOGY

Research Method

Based on the title and background of the study outlined above, this research can be categorized as action research. However, in terms of its nature, it is classified as developmental research. The aim of this research is to create and develop an entrepreneurship training model for vegetable farmers in Malang City. Because this research is developmental, the research variable is single, namely the development of an entrepreneurship training model for vegetable farmers in Malang City. The research population was 250 people, with a purposive sample of 100. Data collection methods used were questionnaires, interviews, and observation.

Development Procedures

The Entrepreneurship Training Model Development Procedure is carried out through the following steps: (1) Conducting an Entrepreneurship and Organic Vegetable Cultivation Workshop. This activity is aimed at vegetable farmers in Malang City. (2) Conducting a comparative study to a successful organic vegetable business. This activity is carried out to attract the interest of training participants to become new entrepreneurs in the organic vegetable farming sector. (3) Exploring the potential of prospective new entrepreneurs. This activity is carried out to determine the entrepreneurial interests and potential of training participants (vegetable farmers), namely by preparing a proposal (Business Plan). (4) Evaluating the Results of the Training Proposal Preparation. This activity is carried out to evaluate the feasibility of the business plan and simultaneously determine the talents and interests of new entrepreneurs. (5) Providing business mentoring and consultations for the purpose of establishing a business (Implementing the Business Plan) prepared by training participants who are interested in starting a business.

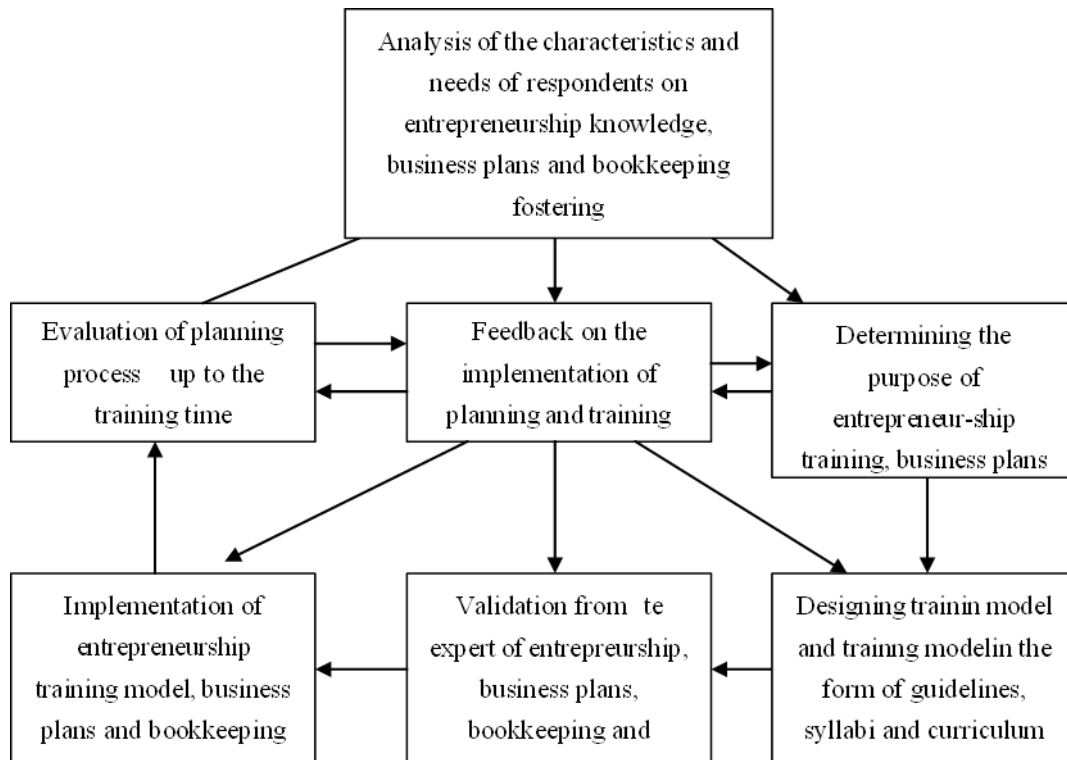


Figure 1: Entrepreneurship Development Research Procedure

Data Analysis Techniques

Qualitative data analysis (Moleong, 2015) is an effort made by working with data, organizing it, sorting it into manageable units, synthesizing it, searching for and discovering patterns, finding what is important and what is to be learned, and deciding what can be shared with others. Data analysis begins with reviewing all available data from various sources, namely interviews, observations, field notes, questionnaires, personal documentation, official documents, drawings, photographs, and so on Moleong (2016), Sopiah and sangaddji (2016) describes three interrelated sub-processes in data analysis, namely: (1) Data Reduction. Data reduction is defined as (1.1.) the selection process, (1.2.) focusing on simplification, (1.3.) abstraction and transformation of raw data derived from written field notes. Data reduction occurs continuously throughout the research. Field notes, interview data, data recordings, and other available data, data summaries, coding, patterns of findings, groupings, and narrative writing are examples of data that are selected and combined. (2) Data Presentation. In the data presentation stage, the data or information obtained is organized and summarized to facilitate drawing conclusions and taking action. Researchers need to see a set of reduced data as a basis for thinking about the meaning of the data.

Data presentations can take the form of structured summaries, synopses, vignettes, networks, diagrams, and matrices with text. (3) Conclusion/verification. The process of extracting the core essence from the data presentation that has been organized into brief and concise statements/forms, while still conveying a broad meaning. In conclusion drawing and verification, researchers are involved in interpreting activities,

namely drawing meaning from the data presentation. Various strategies can be chosen, such as using comparison and contrast, noting patterns and themes, using clustering, using metaphors for confirmatory strategies, finding negative cases, and checking results with data sources. Thus, data analysis is needed as a medium for detailing the data collected in this study. Data analysis in this study includes data classification, data presentation, and assessment of the success of the action. Data classification is the activity of sorting the collected data and then grouping it according to its type.

Data presentation is carried out by compiling a collection of information obtained from the data classification activity, both narratively (story) and statistically (in the form of numbers). Narrative is a description of qualitative data from observations, interviews, and field notes. Meanwhile, statistics are calculated numbers in the assessment format and test results. The activity of assessing the success of the action is carried out by calculating the percentage of success of the action to be measured. To measure the level of success of the action, the criteria are as follows:

Table 1. Criteria for Action Success

Percentage of Action Success	Classification Score	Value with Letters	Value by Numbers
81% - 100%	Very good	A	5
61% - 80%	Good	B	4
41% - 60%	Pretty good	C	3
21% - 40%	Not good	D	2
0% - 20%	Very Not Good	E	1

Source: Adapted from Munfaridah, (2006)

Data Validity Check

Data validity checks mean that each situation must demonstrate true value, provide a basis for its application, and ensure the neutrality of findings or decisions (Moleong, 2015). The data validity check techniques used in this study include source triangulation and detailed description techniques. "Source triangulation means comparing and cross-checking the reliability of information obtained through different time periods and tools in qualitative research" (Patton, in Moleong, 2015).

RESULT AND DISCUSSION

1. Descriptive Analysis of The Respondents' Actual Needs

In analyzing the respondents' real needs, the researcher aimed to gather information about their actual needs for ideal education and training to improve their skills in entrepreneurship and business design. The scope of the gathered information included: the respondents' perceived need for education and training, their belief that participation in education and training would enhance their skills, them to engage in such education and training, and their experiences with visiting businesses.

Success in organic vegetable cultivation was also considered. A more in-depth analysis of the respondents' real needs concerning the importance of entrepreneurship training is provided below.

Table 2. The Respondents' Perceived Level of Need for Entrepreneurial Knowledge

No	Explanation	Total	%
1	Desperately Need	92	92
2	Need	8	8
3	Quite Need	-	-
4	Less Need	-	-
	Total	100	100

Source: Processed primary data (December 2024)

Based on the table above, 92 respondents or 95%, stated that they strongly need entrepreneurial knowledge, while 8 respondents, or 5%, expressed a need for it. This suggests that the participants strongly recognize the need for and value educational and training activities to improve their entrepreneurial skills.

Table 3. Respondents' Level of Need for Business Design Knowledge

No	Explanation	Jumlah	%
1	Desperately Need	85	85
2	Need	10	10
3	Quite Need	5	5
4	Less Need	-	-
	Total	100	100

Source: Processed Primary Data (December 2024)

Based on the table 3, shows that 85 respondents (85%) stated they really needed knowledge about business planning, 10 respondents (10%) stated they needed it, and 5 respondents (5%) stated they needed it somewhat. This data indicates that the women participants were very unfamiliar with business planning.

Table 4. Confidence After Participating in Entrepreneurship Training Materials, One's Entrepreneurial Abilities Can Be Improved

No	Explanation	Total	%
1	Very Cinfident	75	75
2	Confident	20	20
3	Quite Confident	5	5
4	Less Confident	-	-
	Total	100	100

Source: Processed Primary Data (December 2024)

Based on the table 4, it can be seen that 75 respondents, or 75%, were highly confident that participating in entrepreneurship education and training would improve their entrepreneurial skills, 20 respondents, or 20%, expressed confidence, and 5 respondents, or 5%, stated they were somewhat confident.

This means that participants were confident that after participating in the training, their entrepreneurial abilities could be improved.

Table 5. Confidence After Following the Business Design Training Material, One Can Improve Their Ability to Design a Business

No	Explanation	Jumlah	%
1	Very Cinfident	86	86
2	Confident	12	12
3	Quite Confident	2	2
4	Less Confident	-	-
	Total	100	100

Source: Processed Primary Data (December 2024)

Based on the table 5, 82 respondents or 86% stated that they were very confident that by taking part in business design training, they could improve their ability to design furniture, 12 respondents or 18% were confident and 2 respondents or 2% were quite confident.

Table 6. Level of Desire to Participate in Organic Vegetable Entrepreneurship Training

No	Explanation	Total	%
1	High	100	100
2	Want	-	-
3	Quite	-	-
4	Less	-	-
	Total	100	100

Source: Processed Primary Data (December 2024)

The table 6, shows that all respondents expressed a strong desire to participate in organic vegetable entrepreneurship training. This suggests that they believe such training is essential for enhancing their entrepreneurial skills. Interviews conducted to verify the responses from the questionnaire further confirmed this, revealing that none of the respondents had previously participated in any entrepreneurship training, particularly one focused on organic vegetable cultivation and business.

Table 7. Willingness to Participate in Business Consultations After Training

No	Explanation	Total	%
1	Veru Willing	100	100
2	Willing	-	-
3	Quite Willing	-	-
4	Less Willing	-	-
	Total	100	100

Source: Processed Primary Data (December 2024)

The table 7 shows that respondents were enthusiastic about participating in post-training business consultations. 100%, or 100%, stated they were very willing.

Table 8. Interest in Participating in Field Studies on Successful Organic Vegetable Businesses

No	Explanation	Total	%
1	Very interested	87	87
2	Interested	13	13
3	Quite Interested	-	-
4	Less Interested	-	-
	Total	100	100

Source: Processed Primary Data (December 2024)

Finally, from table 4.18, it can be seen that 87 respondents (87%) expressed a strong interest in visiting a successful furniture business, while 13 respondents (13%) stated that they were somewhat interested. This means that their interest in visiting a successful organic vegetable business is very high, with the hope that it can provide inspiration and learning experiences for them in the business and cultivation of organic vegetables.

In general, the research findings indicate that respondents rarely participate in entrepreneurship training in the organic vegetable sector. The results of the study, through descriptive data presentation, specifically regarding the respondents' real needs, revealed that respondents also greatly need training in entrepreneurship, business planning, and bookkeeping. These findings prompt researchers to create training models in these areas, which are still rarely implemented by other parties. When training models are available, they are primarily provided by official government agencies, such as entrepreneurship training for employees approaching retirement (Jawa Pos, May 23, 2019). or through government, private, or cooperative businesses, which mainly aim to improve employee performance.

While government agencies like the Department of Industry, the Department of Cooperatives, and the Department of Small Business Development have developed entrepreneurship training models, these programs are not structured with a clear syllabus or systematic training manuals. There is a prevailing perception that these official trainings are often seen as a waste of funds, lacking the necessary post-training support. As a result, respondents expressed a strong belief that after participating in such training, they would gain valuable knowledge for advancing their businesses. The findings of this study align with Ginanjar's (2020) view that communities must be empowered through training that addresses their real needs. On the other hand, this study will enrich the treasure trove of community empowerment as stated by Adi Sasono (2023) who stated that if the government wants to move the national economy, it should not only move abstract markets through the stock exchange or money market but must also through the economic empowerment of small communities (the real economy) which must be preceded by empowerment training in the economic sector and after that

must be supported by affordable economic facilities such as agricultural credit with low interest rates.

Furthermore, according to Nikijuluw (2018), so far, according to his research results, many trainings conducted by official agencies or non-governmental organizations are not followed by post-training guidance. According to him, post-training guidance plays a crucial role in empowering economically disadvantaged communities.

A more detailed discussion will be provided below.

1. Implementation of Entrepreneurship Training, Mentoring, and Business Consulting for Organic Vegetable Farmers

The entrepreneurship training, mentoring, and business consulting have contributed greatly to the transformation of farmers' behavior, enhancing their knowledge, skills, and attitudes toward entrepreneurship. Initially, they were unable to design a business venture, although they can now design a simple business plan. Previously, they lacked an understanding of the importance of entrepreneurship, but now they have begun to understand its importance. Another important aspect is that in running a business, a farmer-entrepreneur must always be willing to be guided by experienced individuals or exchange ideas with business partners to help them plan their business better in the future. Therefore, the implementation of this training model is considered to have brought many benefits to the knowledge, skills, and attitudes of organic vegetable farmers. This research aims to test the training model designed through training guide scenarios to determine whether it can be implemented and whether it is successful.

The research findings indicate that the implementation of the training model was successful, despite having undergone only a single training cycle. This is proven by: (1) The participants' response to the training was good. Participants during the training process showed quite high enthusiasm and enthusiasm, they were eager to ask questions, discuss because they wanted to know the new knowledge delivered by the instructor. On the other hand, because the training model developed was collaborative, the participants did not feel any difficulty in solving the problems given by the instructor. This is in line with Subejo's opinion (2019) that if a training can be planned well, it can influence the activity and enthusiasm of participant participation which in turn will make the training process enjoyable.

In community training, it is necessary to pay attention to communication patterns, which are good, the material needs to be simplified according to their language so that they feel familiar so that they will unconsciously be able to change their behavior (Karta sasmita, 2015). Thus, it can be concluded that the implementation of this training model has gone well (2) Motivation and training results have increased significantly, both knowledge, attitudes and skills of entrepreneurship and organic vegetable cultivation. These results were obtained by comparing the actual test results compared to the established standards. The initial test results compared to the final test results also showed a significant increase.

2. Supporting and Inhibiting Factors for Entrepreneurship Training Activities

The supporting factors for this training activity are: (1) Participants' enthusiasm for the activity. They need the training. (2) Good cooperation with activity partners (Vigur Asri Cooperative, Karangploso Agricultural Education and Training Center, Gerdutaskin Management, Cemorokandang Village).

Meanwhile, the challenges faced in the training activity can be observed in the table below.

Table 9. Obstacles and Solutions During the Implementation of Entrepreneurship Training, Business Mentoring and Consultatio

No	Obstacles Faced	Solution
1	Participants did not carry out group tasks such as being the main response group well.	The researcher motivates the group that is the main respondent and explains again the task of the main respondent before the presentation.
2	Low self-confidence of participants to express their opinions and ideas verbally	Researchers provide encouragement and motivation to participants to dare to express their opinions verbally.
3	Participants feel unable to complete the material or test assignments before trying them.	Researchers provide encouragement and motivation to participants so that they are able to do their best, one way is by providing examples of how participants have previously carried out tasks well.

CONCLUSIONS AND RECOMMENDATIONS

The analysis and discussion of the data lead to the following conclusions: (1) Implementation of the entrepreneurship training model, mentoring and business consultation for organic vegetable farmers is carried out through: (1.1) Formation of groups for training participants to facilitate the training process where each group consists of 5 people so that there are 10 groups (1.2.) Explaining the rules of the training, which previously explained the purpose and objectives of the training, the rules in determining the topic and how to study it (1.3.) The instructor delivers training materials (product knowledge, production processes, marketing, business plans in turns (1.4.) After the material has been delivered, participants are given the opportunity to ask questions and discuss (1.5.) Participants work in groups on assignments for 30 minutes (making a business plan) (1.6.)

Presentation of group discussion results. After the spokesperson delivers the results of the group discussion, there is a segment to investigate with other groups. The first opportunity is given to the main respondent, after that the opportunity is given to other groups, then ends with an explanation from the researcher and conclusions made by the researcher together with the participants (1.7) Quizzes/tests are carried out at the end of each training, in

working on the test, participants must work alone and can't be helped by friends (2) The response of the participants who attended the training was very positive. Participants felt more active in the training process, more easily understood the training material, more respect and interaction with each other and increased mutual trust among participants (3) Motivation and training results experienced a significant increase, both knowledge, attitudes and skills of entrepreneurship and organic vegetable cultivation. (4) The supporting factors for the activity are: (1) The enthusiasm of the training participants, they need this activity., (2) There is support from activity partners (Vigur Asri Cooperative, Gerdutasking Management of Cemorokandang Village, Karangploso Agricultural Education and Training Center). Inhibiting factors for the activity: (1) Participants sometimes lack confidence in expressing their opinions. (2) Sometimes the weather is anomalous, suddenly heavy rain during field visits. Based on the conclusions above, several suggestions that can be given are: (1) For future researchers, they can try to apply this entrepreneurship training model in other business fields so that it can enrich the treasury knowledge in the field of education and training development (2) In managing training, instructors must always provide direction and motivation to all participants, so that they are motivated and more active in expressing their ideas.

FURTHER STUDY

This research still has limitations so further research on this topic is still needed "Implementation of an Entrepreneurship Training Model, Mentoring, and Business Consultation for Organic Vegetable Farmers Among Women in the Family Welfare Movement (PKK) in Malang City".

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