

Education And Training Management In Improving The Performance Of Kartika Cooperative Employees

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Abstract.

PeThis study aims to determine the management of education and training in improving the performance of the Kartika Cooperative. Education and training management includes education and training planning, training organization, training implementation, training evaluation, training constraints and solutions. This research is a descriptive qualitative research using purpose sampling technique to determine the subject of this research. The object of research is the chairman of the cooperative, the secretary of the treasurer, employees, and members of the cooperative. Data collection techniques used are interviews, observation and documentation. Descriptive qualitative analysis of the data obtained. Checking the validity of the data is done by triangulation of sources and methods. The results showed that the management of Kartika Cooperative education and training includes: 1) Training planning, including planning the location and management of the training according to the project and the number of participants, preparing the schedule according to the training project, media and methods. coordinate with each other to adjust the material, and plan the material according to the theme, and determine the speaker based on the quality and experience of the instructor, 2) The implementation of the training begins with the manager's direction, attendance, and the opening of the training. At the beginning of the training, management briefing, attendance, and opening of the training. The chairman of the cooperative management gave a speech and at the same time opened the training. Participants' input material is combined with themes, methods, presenters, and use of space, and is managed by the education and training manager. The implementation of the training ended with an evaluation process carried out by participants by filling out a questionnaire. Finally, it ends with the submission of a training certificate. However, the use of space is not in accordance with the ideal conditions of each participant, namely 4 square meters, the training schedule is not in accordance with the original plan, and the number of managers is not proportional to the number of participants, 3) Evaluation of the training process, to determine the criteria, tools and forms of the results of the training evaluation . The evaluation criteria include the delivery of material, the attitude of the presenters, the neatness of data provision, the method of the speaker, the motivation of the participants, the service manager, and the level of potential of the participants, the style, attitude, behavior, and language of the speaker. While the training evaluation tool is in the form of a questionnaire, and the results of the evaluation are training reports, questionnaires, and statistical data processing results. Evaluation of the results of the training, employees who initially only did the work without knowing in detail the meaning of the work being done, but with the training, employees better understand the systematic system. 4) Education and training constraints, the material is not in accordance with the needs of the training and the less than optimal preparation of the environment for the transfer of post-training knowledge but at work often applies work habits from experience, 5) Training solutions,

Keywords: *Education and training planning, training organization, training implementation, education and training evaluation, training efforts and training solutions.*

I. INTRODUCTION

Indonesia and all countries in the third world are facing cultural and economic expansion in the era of globalization. Globalization requires all forms of organization to be involved and struggle to survive, so that to make it happen, various changes are needed according to existing conditions. To achieve success, an organization cannot be separated from the resources used, namely human, material, machine, method, money and market. Among these resources, the driving factor for other resources is human. Therefore, the quality of human resources must continue to be improved so that organizational performance can achieve its goals. One of the organizations in the form of a business entity in Indonesia that has a long history of maintaining its existence in the archipelago is a cooperative. Study Asi & Cahyani (in the title The Effect of Education and Training on Employee Performance at PT. PERTAMINA 'persero', 2020) explained that: "The company is faced with situations and conditions that demand quality human resources, so that the company will continue to strive to achieve the goals that have been set previously. One of the most important things to achieve success in the activities of a company does not depend on technology, planning, facilities and infrastructure, but the most important thing is the existence of quality human resources so that they can produce good performance in accordance with the goals desired by the company. A healthy cooperative and can prosper its members if it has good performance, so that with good employee performance it will be possible for the cooperative's goals to be achieved. The functions that are expected to run the cooperative in order to be able to provide optimal services to its members are: Engetou's research (in the title The Impact Of Training And Development On Organizational Performance. Case Study: National Financial Credit Bank Kumba, 2017): "Ideally a corporate company has carried out management functions, managed finances and assets through neat administration, developed the

organization, improved marketing, and built partnerships, as well as implemented appropriate performance measurements to be used as a basis for determining the effectiveness of its business activities"

In running the organization as a legal entity in Cimahi and the vision of the Cimahi City Regional Cooperative Council (Dekopinda) in 2021 regarding the Digital Transformation of Cooperative Business Towards Strong, Modern and Independent Cooperatives, the cooperative has actually carried out human resource development efforts so that they can run more cooperatives. good regulation and digital era regulations are currently very much needed, in the ranks of special kartika cooperatives currently still not optimizing their human resources in carrying out employee turnover so that they can look for potential regeneration of prospective employees>In Primkop Kartika itself is still there; 1) several employees who will reach retirement age, 2) retired employees who are still employed in the business unit because they do not have a replacement, 3) management who have exceeded the letter of assignment limit, 4) organizational structure that has not been filled, and 5) The classic problem that often arises and becomes a concern in every organization in general is the problem of regeneration. It is undeniable, that without regeneration or no regeneration process, which means the organization will be in a vacuum or run the organization it will just like that. So this is where the process of training or empowerment for employees and members is needed. For the achievement of cooperatives that have productive performance, education and training (education and training) are needed as an effort to improve the performance of human resources. These needs refer to the competencies and skills to be achieved so that there is an increase in performance that has an impact on the organization obtained after going through the education and training process. This is in line with international journals Paul & Audu (2019) that "to improve the quality of abilities related to work, thinking and skills, the most important education and training are needed".

Basically education and training are two terms that are almost the same, but have different meanings and orientations, as explained by Notoatmodjo (2009) that: "education is generally related to preparing prospective workers needed by an organization or agency, while training is related to improving the abilities or skills of employees who already occupy a position". In addition, in accordance with the considerations of the President of the Republic of Indonesia in Law no. 17 of 2012 Chapter III Article 6 (1e) explains that: "Cooperatives provide education and training for members, supervisors, administrators, and employees, as well as provide formation to the community about the identity, activities, and benefits of cooperatives". From the explanation above, the provision of education and training for Members, Supervisors, Management, and employees is intended so that they can contribute effectively to the development of Cooperatives. Providing information to the community, especially the younger generation and community leaders about the identity, activities, and benefits of cooperatives. Education and training is the same as development, which is a process of improving work skills, both technical and managerial. Theory-oriented education, carried out in the classroom, lasts a long time, usually answers why. While the training is practice-oriented, carried out in the field, lasts a short time, and usually answers how. Although there are differences in meaning and orientation between education and training, it should be noted that both have the same goal, namely to increase the potential of human resources as indicated by an increase in knowledge, skills and attitudes that can be applied in profession. Study Paul & Audu (in the journal *Effects Of Training Of Academic Staff On Employees' Performance In Federal Polytechnics Nigeria*, 2019) explained that: "Human resources are important. Given that human resources are the intellectual property of the company, employees are proving to be a serious start to gain competitive advantage, and training is the only way to develop an organization's intellectual property through building employee competencies.

Regulation of the Minister of Cooperatives and Small and Medium Enterprises of the Republic of Indonesia Number 18/PER/M.KUKM/IX/2015 concerning Guidelines for Education and Training for Cooperative Human Resources, Micro, Small, and Medium Entrepreneurs explains that: micro, small, and medium; a) improving the quality, capacity and competence of human resources of cooperatives and micro, small and medium enterprises, b) carrying out education and training in a coordinated, planned, measurable and orderly manner in accordance with the dynamic needs of cooperatives, micro, small and medium enterprises, c) further improve the quality of education and training for cooperative human resources and micro, small and medium enterprises". So Education and Training is aimed at; 1) improve knowledge, expertise, skills, and attitudes to be able to carry out professional duties based on personality and ethics according to the needs of the agency, 2) create an apparatus capable of acting as a reformer and glue of national unity and integrity, 3) strengthening attitudes and spirit of service service-oriented, protecting and empowering the community, 4) creating a common vision and dynamics of mindset in carrying out general government and development tasks for the realization of good governance. According to Research Rina (2018) explained that: "Ideally, the training place or room has several functions, including as facilities and infrastructure, learning resources, activity centers, and a barometer of the prestige value of the education and training organizers. The management of the training place includes planning, organizing, implementing, and controlling activities. Some criteria for the training room that must be considered include; 1) Comfortable physically and psychologically and geographically easy to reach, 2) Calm, protected from various disturbances, be it sound, air, or others 3) Have a space that makes it easy

for trainees to move around, see other participants, and the shows shown in the training . And also has several properties that are a requirement, namely; flexible, insulating or free from various disturbances, adequate lighting arrangement, and adequate ventilation. The arrangement of classrooms and seating affects the course of discussion, and in turn also affects the emergence of leadership patterns in groups that can make the results of learning objectives effective.

After knowing the objectives of education and training, the implementation of education and training should be oriented towards achieving the goals of education and training itself. To be able to achieve the goals of education and training there are a series of processes or stages that must be passed. The process refers to management functions that are interrelated with each other starting from the planning, organizing, actuating to controlling processes. Planning (planning) is the process of defining the goals of education and training, making strategies to achieve the goals of education and training that have been made, and developing work activities in an education and training. Organizing is the process of activities in compiling the structure of education and training in accordance with the objectives, resources, and environment. Actuating is an action that seeks to ensure that all planning and goals of education and training can be realized properly and as expected. Controlling is the process of observing, determining the standards to be realized, assessing implementation performance, and if necessary taking corrective action. The stages or processes above are an illustration of how to manage an education and training in order to achieve the results or goals that have been set previously. The stages or processes described above are commonly referred to as education and training management. according to Husen (2019:53) "Learning held in institutions must be able to create conditions conducive to changing inappropriate attitudes and habits. High independence and creative thinking skills will facilitate learning, on the contrary low abilities cause many obstacles to be faced. Management of education and training is generally implemented by an institution or agency that organizes and manages education and training in order to achieve results in accordance with what is expected.

According to its definition, education and training management is a systematic and planned effort in optimizing all components of education and training in order to achieve program objectives effectively and efficiently. This is also done by the Cooperative Education Institute (Lapenkop) or the Center for the Development of training participants and cooperative training instructors as an institution that organizes and manages education and training. About the Cooperative Education Institute (Lapenkop) is one of the institutions that organize and manage the education and training of the Cooperative Office under the cooperation of Dekopinda (Regional Cooperative Council), which is responsible for improving the competence and skills of training participants and training instructors through education and training programs, especially training participants and training instructors in organizational scientific clusters. Cooperative Education Institute (Lapenkop), of course, cannot be separated from the management process that has been mentioned. The management process starts from planning, organizing, implementing, to monitoring in the workplace in which there is an assessment and measurement process or commonly referred to as an evaluation process. This process is carried out so that the education and training held can run effectively and efficiently. However, to be able to find out whether the education and training program has been running effectively and efficiently or not, evaluation plays an important role in this regard. Performance or work performance (performance) can be interpreted as the achievement of work results in accordance with the rules and standards that apply to each organization. Simamora (2000) states that: "Performance is a certain requirement which ultimately can be directly reflected in the output produced in the form of quantity and quality. The resulting output can be in the form of physical or non-physical which calls it a work, namely a result/work either in the form of physical/material or non-physical or non-material".

according to Cashmere (2016:189) There are factors that affect employee performance, namely: "Abilities and expertise, knowledge, work design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline". Factors that support the improvement of employee performance include individual abilities (knowledge, skills and abilities), effort devoted, and organizational support. Performance is the result of the thought and energy of an employee on the work done, can be tangible, seen, counted in number, but in many cases the results of thought and effort cannot be counted and seen, such as ideas and innovations from employees in order to improve performance. organizational progress. Employee education and training is a human resource development activity to increase knowledge, abilities and skills, as well as improve employee performance which is very much needed to be able to create Human Resources, which with quality human resources will be able to manage the organization well. In this case, the importance of the element of coaching empowerment of management and training must be good where education and training seeks to develop the intellectual abilities and personality of employees. Paying attention to what is expected with the reality that occurs in the field there are still gaps or problems that are the root of the problem including 1) Quality incompetent human resources, 2) organizational management, 3) slow regeneration, 4) less productive employee performance, 4) working capital, 5) cooperation

and 6) manual administration management so that the quality of service to members is less than optimal. Meanwhile, education and training that is able to develop organizational performance must really pay attention to the management of education and internal training itself so that it can affect the improvement of organizational performance. Based on the root of the problem as described above, the researcher is interested and sees the urgency of Education and Training which is designed by following the principles of education management so that the performance of the Cooperative organization can provide excellent service to its members to achieve prosperity, so the researchers set the title of the dissertation on: Management of Education and Training In Improving the Performance of Kartika Cooperative Employees (Case Studies in Primkop Kartika Ardagusema Cimahi and Primkop Kartika Kujang II / Siliwangi Cimahi).

II. LITERATURE REVIEW

according to Nellitawati (2018) explains: "Education management is the process of planning, organizing, directing and evaluating the results of all personnel and material sources in the world of education in order to achieve educational goals effectively and efficiently"

Education and Training Management

Engetou's research (2017) explains that: "Training management programs are directed at maintaining and improving current job performance while development seeks to improve skills for future jobs. Given the advancement of technology, certain jobs become redundant with today's machine replacements. Further education and competence becomes important for those in their current position and those who wish to be promoted in the future".

1. Education and Training Indicators

according to Siagian (2001:185) "training indicators are "participation, training material, work difficulty level, and transfer transfer". according to Nellitawati (2018) the implementation of education and training activities must carefully pay attention to training indicators, namely participants, materials, media, methods, instructors or presenters, objectives, places, and training facilities, namely:

a. Participant

The success of a training is largely determined by participant factors. In order to achieve the training objectives, the training participants need to pay attention to the requirements. This is to make it easier for the facilitator to choose the appropriate materials and methods for the participants.

b. Material

The material to be delivered in the training must be planned in advance, whether the material that will be used as training can be useful and in accordance with the objectives to be achieved. Without careful preparation and selection of materials, the training will be difficult to run smoothly.

c. Media

Education and training media is one of the important components in the education and training management system. The function of the media in education and training is as an element to support the training process, arouse passion and motivate learning. The selection and use of media must pay attention to several things such as the objectives of the training, training materials, the availability of the media used, the ability of the trainer who will use it.

d. Method

The training method used should be adapted to the needs in order to achieve the training objectives. The selection of the right training method will have an impact on the final results of the training implementation. The most popular training is on-the-job training and off-the-job training. In general, the selection of methods should look at the following: (1) suitability to the circumstances and number of targets; (2) sufficient in quantity and quality of material; (3) right to the destination on time; (4) the mandate should be easy to accept, understand and apply; and (5) low cost.

e. Instructor or Presenter

The trainer must have personal qualities which include: being able to understand the participants; able to put a positive climate in training; able to accommodate the knowledge and talents of participants; able to improve teaching techniques and facilitate the teaching and learning process; able to appreciate participants; and loves and is competent in the field of teaching as a coach. The quality of the trainer will have a major influence on the quality of the training results.

f. Purpose of training

The training is held with the aim of increasing personal abilities in terms of knowledge, skills, and developing attitudes that are in line with the needs of each training organization. In addition, the purpose of training is also to develop one's talents so that they can do the work as required.

g. The place

The place or room has several functions including as facilities or infrastructure, learning resources,

activity centers, and a barometer of the prestige value of the education and training organizers. Some of the criteria for the training room that must be considered include: 1) Comfortable and easy to access; (2) Sufficient, private, and free; (3) Sufficient space for trainees to move easily. In addition, it also has several characteristics that are required, namely: flexibility with an area of 2m² for training participants, isolation or free from interference, adequate lighting using incandescent lamps, and adequate ventilation supported by air conditioning in a room whose temperature can be adjusted.

h. Facility

The necessary training facilities must be carefully prepared to support the ongoing training such as buildings/rooms, office stationery, teaching aids, consumption, financial support and so on. Determination in the provision of facilities must be determined before the training takes place, this can minimize deficiencies that may arise. Procurement of well-prepared facilities carefully and thoroughly will affect the results of the training.

i. Benefit

Education and training provides great benefits because a training program does not only provide new experiences but can strengthen the learning outcomes and skills of participants. In addition, the benefits of training are that it can develop thinking skills in order to solve the problems encountered in order to facilitate the transfer of knowledge.

Performance

Sulistiyani and Ambar (2003:223) describe performance as; "achievement of specific targets measured against predetermined standards or expected levels of accuracy and completeness". "When employees have performed their duties up to the required standard they can be considered as good performers" Research Anita *et al.* (in the journal *The Impact of Training on Employee Performance in a Selected Apparel Sector Organization in Sri Lanka*, 2016). Performance is how well a person completes a particular task and the additional perception that he or she completes that task. Wirjana (2007:109), "job performance can be defined in terms of measurable outcomes of work behavior such as number of sales, number sold and also in terms of behavioral dimensions". As stated As'ad (2001:31) that, "performance is about producing an action or behavior effectively to meet a set target". according to Mangkunegara (2009), *job performance* is "results of work related to organizational goals, such as quality, efficiency, and effectiveness criteria and others".

This understanding gives the meaning that work results are measured from several aspects related to the achievement of organizational goals. Performance measurement through quality can be interpreted that the company's ability to produce quality products, the company can still exist because the product is accepted by consumers. According to all the definitions above, employee performance means the achievement of certain tasks as measured against currently known standards of accuracy, competence, cost and speed. From the various opinions that have been described, it can be concluded that performance is the result of work in quality and quantity achieved by an employee in carrying out tasks in accordance with the responsibilities given to him, as well as the quality and quantity of the organization that has achieved its goals.

Employee Performance Measurement

Adriana and Chandra (2008) Performance refers to the level of success in carrying out tasks and the ability to achieve the goals that have been set. Performance is declared good and successful if the desired goals can be achieved properly. The definition of employee performance appraisal is based on the Government Regulation of the Republic of Indonesia Number 46 of 2011 concerning Performance Assessment of civil servants. "The assessment of the work performance of civil servants is a systematic assessment process carried out by appraisers on the work targets of employees and the work behavior of civil servants". Based on the opinions of some of these experts, as well as the Government Regulation of the Republic of Indonesia Number 46 of 2011 it can be concluded that the assessment of work performance (performance) is an assessment that is carried out systematically to determine the work results of employees and organizational performance.

Besides that, it is also to determine appropriate job training, provide a better response in the future and as a basis for determining policies in terms of promotion and determination of rewards. The purpose of the assessment of work performance (performance) is to improve or improve the organizational performance of the organization's human resources. Based on Government Regulation of the Republic of Indonesia Number 46 of 2011, the performance appraisal of civil servants is carried out based on the following principles: Objectives; Measurable; Accountable; Participatory; and Transparent. Each implementation of job duties must set targets that are clearly realized as a measure of work performance, both in terms of quantity, quality, time and/or cost. The assessment is carried out by comparing aspects of the assessment on the target at the beginning of the year with the realization achieved at the end of the year, the description is below:

1. Quantity Aspect

Quantity is any form of unit of measure related to the amount of work and is expressed in numerical terms or which can be equivalent to numbers.

2. *Quality Aspect*

Quality is the extent to which the quality of an employee in carrying out his duties includes accuracy, completeness, and neatness.

3. *Time Aspect*

This punctuality relates to the completion time of the task (work) in accordance with the time allotted. Every work carried out by employees has a predetermined standard time.

4. *Cost Aspect*

The cost aspect here concerns the level at which the use of organizational funding sources in which the use of finance is maximized to obtain the highest results or reduce losses from each unit.

Work Behavior Assessment Every behavior, attitude or action taken by an employee or not doing something that should be done in accordance with the provisions includes aspects of service orientation, integrity, commitment, discipline, cooperation and leadership, described below:

1. Service orientation is the attitude and work behavior of civil servants in providing services to those served, including the community, superiors, co-workers, related work units, and/or other agencies.
2. Integrity is the ability of a civil servant to act in accordance with the values, norms and ethics in the organization.
3. Commitment, is the willingness and ability of a civil servant to be able to balance attitudes and actions to realize organizational goals by prioritizing the interests of the service rather than the interests of oneself, a person, and/or a group.
4. Discipline is the ability of a civil servant to comply with obligations and avoid the prohibitions specified in the laws and regulations or official regulations which, if not obeyed or violated, will be subject to sanctions.
5. Cooperation is the willingness and ability of a civil servant to cooperate with co-workers, superiors, subordinates both in his work unit and other agencies in completing a task and responsibility he carries.
6. Leadership, is the ability and willingness of civil servants to motivate and influence subordinates or other people related to their field of work in order to achieve organizational goals. Leadership Assessment that can be carried out for civil servants who occupy structural positions.

III. METHODS

The research method used is descriptive analysis method with case studies. The type of research that will be used in this research is qualitative and descriptive research methods. Therefore, this study aims to obtain an overview and analyze the concept of Education and Training Management in Improving the Performance of Cooperative Employees in the Public Administration Sector Kartika Ardagusema Cimahi and Primkop Kartika Kujang II / Siliwangi Cimahi, then the results are described clearly in accordance with the facts in the field, as well as this research. intended to see the picture and problems that occur.

Data collection technique

By using primary data and secondary data. Primary data is data obtained by going directly to the field using data collection techniques through interviews and direct observation of informants. Secondary data is data obtained from books, literature, documents/notes, scientific writings from various media and research reports related to research problems.

Data collection technique

Data collection techniques are the most strategic step in research because the purpose of research is to obtain data. Without understanding data collection techniques, you will not be able to get data that meets the established standards where conditions are used as research objects. The data collection techniques include:

1. Observation

Observation or observation is an activity carried out by intelligent beings, on a process or object with the intention of feeling and then understanding the knowledge of a phenomenon based on previously known knowledge and ideas, to obtain the information needed to continue a research. In research, observations can be made with tests, questionnaires, picture recordings and sound recordings.

2. Interview

Interviews are data collection techniques carried out such as direct question and answer between data collectors and researchers to resource persons or data sources.

3. Documentation

Document is a collection of data in the form of real and obtained based on a data management system called the documentation process. Without documentation, the data will not be a real document.

The documentation process is carried out through several important stages to obtain a collection of data that will later become a document. The stages of the documentation include:

- a. Find and record as much data as possible,
- b. Collecting the data into a single unit,

- c. Processing and producing them in the form of documents,
- d. Sharing and disseminating documents resulting from the documentation process to parties who are permitted and have certain interests,
- e. Securing and storing all documents that have been made so that they are well maintained when needed again.

Data analysis

Data analysis was carried out directly in the field together with data collection. This stage includes the process of giving meaning to the data that has been obtained through observation, interview, and documentation techniques. The data analysis technique used is qualitative data analysis with descriptive analysis results. Stages of analysis are carried out by reducing data, displaying data, drawing conclusions and verification, analyzing data, making summary sheets and using matrices in data analysis.

IV. RESULTS AND DISCUSSION

Training Planning

The initial stage in education and training management is planning. Based on the results of the research conducted, the education and training planning is carried out referring to the education and training program. Planning activities are to plan various training needs including place planning, schedules, materials, presenters, methods, media, and managers. Education and training planning involves a core team, namely the person in charge, program coordinator, and event coordinator.

1. Planning for Training Place

Place planning has been carried out by following the provisions of the area size, which is a minimum area of 120 m² for a maximum of 30 people, meaning that the ideal area for participants is 4 m². The search for a place for training is carried out by making a memorandum of office for borrowing the building to the unit if it is not possible to rent outside the nearest unit which is adjusted to the number of participants, budget, and the training program. However, it is often found in the preparation of the training place to get a class location area with a size that is not as expected. Indicators for the place of training are not appropriate as stated Nellitawati (2018) explained: "The place or room has several functions including as facilities or infrastructure, learning resources, activity centers, and a barometer of the prestige value of the education and training organizers. Some of the criteria for the training room that must be considered include: 1) Comfortable and easy to access; (2) Sufficient, private, and free; (3) Sufficient space for trainees to move easily. In addition, it also has several characteristics that are required, namely: flexibility with an area of 2m² for training participants, isolation or free from interference, adequate lighting using incandescent lamps, and adequate ventilation supported by air conditioning in a room whose temperature can be adjusted.

2. Dikat Schedule Planning

The training schedule planning has been prepared by looking at the training program and available budget. The training schedule consists of one day, two, a week but the participants do not stay overnight because the training place is close to the participants' dormitories. While the implementation of education and training is determined by looking at the agenda from the cooperative center and then adjusted to the agenda at the cooperative institution. The training schedule contains information, namely details of training activities including opening, material, coffee break, lunch, closing, and time allocation and participant clothing. The training schedule that has been drafted is used by the core team as a reference in making the schedule of events and responsibilities for each manager. This is in accordance with research Aborampah (2016) argued that "one of the most important components, namely the appropriate start time/schedule will have an impact on the smooth implementation of education and training so that time is effective".

3. Education and Training Media Planning

The planning of the training media has been adjusted to the material, the ability of the presenters who will use it, and the availability of the media itself. Prior to the implementation of the training, coordination with the presenters has been carried out to determine the media to be used. The media prepared include LCD screens, white boards, laptops, power slides and points. Meanwhile, if there is training with practical and simulation methods, comparative studies are needed to cooperatives. Indicators for training media are as stated Nellitawati (2018) explained "the selection and use of media must pay attention to several things such as the objectives of the training, training materials, the availability of the media used, the ability of the presenters who will use it".

4. Training Method Planning

The planning of training methods in cooperative institutions has been adjusted to the available presenters, materials, and media because each presenter has different backgrounds. In addition, the ability of the presenter in delivering will affect the use of the training method. Various methods that will be used in the implementation of the training include lecture, practice, simulation, question and answer, and edutainment methods. The portion of the number of methods used will adjust to the presenters who deliver. Indicators for training methods are as stated Nellitawati (2018) explained: "The most popular training and education are

training in the workplace and training outside of work in general the selection of methods should look at the following: (1) suitability to the circumstances and number of targets; (2) sufficient in quantity and quality of material; (3) right to the destination on time; (4) the mandate should be easy to accept, understand and apply; and (5) low cost”.

5. *Planning for Education and Training Speakers*

Speakers are determined by considering the quality and competence of the presenters. The quality and competence of the presenters can be seen from the experience and curriculum vitae related to the ability to train or teach in education and training. Speakers are selected by cooperative institutions selectively and based on their track record. The selection of the presenters is based on the material and the theme of the training that will be carried out. Indicators for education and training presenters are as stated Nellitawati (2018) explained: “The presenter must have personal qualities which include: being able to understand the participants; able to put a positive climate in the education and training; able to accommodate the knowledge and talents of participants; able to improve teaching techniques and facilitate the teaching and learning process; able to appreciate participants; and loves and is competent in the field of teaching as education and training. The quality of the coach will have a big influence on the quality of the training results”.

6. *Training Material Planning*

Material planning is carried out based on themes that are tailored to the needs of participants. Education and training with the theme of cooperative bookkeeping, for example, the material to be discussed is about cooperative administration and participants bring laptops. Accuracy in the selection of training materials is the answer to the problems needed by training participants. Indicators for training materials are as stated Nellitawati (2018) explained: “The material that will be delivered in the training must be planned in advance, whether the material that will be used as the training can be useful and in accordance with the objectives to be achieved. Without careful preparation and selection of materials, education and training will be difficult to run smoothly.”

7. *Education and Training Management Planning*

The education and training manager is planned to form a training management structure consisting of 3 core teams, namely the person in charge, program coordinator, event coordinator, and 3 additional teams including administrator, program creative, and facilitator. The number of participants becomes a reference in forming the management structure. The management plan has been carried out by selecting the personnel who will be in charge of each section and each task. However, in reality, the training and education management is still limited, making the number of facilitators not in accordance with the larger number of participants. In addition, a manager has more than two kinds of duties. The necessary training facilities must be carefully prepared to support the ongoing training, the determination in the provision of facilities must be determined before the training takes place, this can minimize deficiencies that may arise. Procurement of facilities is appropriate as stated by Nellitawati (2018) which is well prepared carefully and thoroughly will affect the results of the training. such as those that have been prepared for standard facilities such as buildings/rooms, office stationery, props, consumption, financial support and so on. From the description above, it can be concluded that good education and training planning regarding organizational factors or activities is included in the education and training program in an effort to increase the possibility that there will be a high level of knowledge transfer. The education and training design is concerned with defining and identifying the planning of the place, schedule, materials, presenters, methods, media, and managers that will be adopted to implement the education and training program. The objectives of the education and training program are derived from the needs analysis of the central cooperative regarding what must be done and achieved and this must be in line with the mission and vision of the organization.

Primkop Kartika Ardagusema and Primkop Kartika Kujang II/Siliwangi in planning are in accordance with the theory as stated Nellitawati (2018) "the implementation of education and training activities must carefully pay attention to the education and training aspects, namely participants, materials, media, methods, instructors or presenters, objectives, places, and training facilities", and this is in accordance with the regulations of the Minister of Cooperatives and SMEs RI Number 18/PER/M KUKM/IX/2015 explains about "guidelines for education and training for cooperative human resources, especially in the cooperative aspect to improve the quality, capacity and competence of cooperative human resources, education and training need to be carried out in a coordinated, planned, measured and orderly manner in accordance with dynamic needs. of the cooperative". As stated in the research Paul & Audu (2019) that: “Efficient preparation and good planning on education and training are targeted to improve employee performance. Education and training refers to bridging the gap between current performance and desired performance standards. Education and training can be designed through the stages of site planning, schedule planning, material planning, presenter planning, method planning, media planning, and management planning. This teamwork enables employees to actively participate in work and results in better public presentations, thereby improving the functioning of the organization. Education and training programs not only develop employees, but also help organizations to make full use of their human

resources to gain a competitive advantage. Therefore,

Implementation of Training

The implementation of education and training is closely related to the planning of education and training carried out at the beginning before the implementation of the training. The implementation of education and training in cooperative institutions refers to the arrangement of the training program. There are stages in the implementation of the training, starting with the manager's briefing, participant attendance, opening by the committee, followed by entering the material session, and closing. In the stages of implementing the training, they need each other such as place, schedule, materials, methods, media, presenters, and managers. Attendance of participants, which is the initial stage in the implementation of the training, is carried out before the training begins to record participants who take part in the training. Participants' data will be used as material for the final evaluation of the program. The attendance serves as information material including the number of participants who attended the training, participant's name, rank, work unit, telephone number, and signature. The next stage is the opening which begins with a joint opening prayer, singing the anthem Indonesia Raya, and a welcome speech from the leadership of the representative committee of the participants who also opens the training event. If the leader is not available, a representative from the relevant party will be represented.

The schedule planning has been adjusted to the needs and requests of the committee. However, in practice, sometimes it is not in accordance with what was planned at the beginning and has an impact on condensing the time for the implementation of the training. This condition occurs because of technical issues in the field, such as participants who did not arrive on time and the leadership of the participants due to outside interests so that they arrived late in the opening of the event. The material session became the core stage in the training after the opening took place. When entering the material, the media, presenters, methods, places, and education and training managers work together to create optimal training. The material adapts to the desired theme from the cooperative's central letter report, for example, the theme of cooperative bookkeeping will be different in material from the education and training with the theme of cooperative finance. In addition, the media that have been used in education and training in cooperative institutions include music files, videos, and power point slides. The education and training media do not come entirely from cooperatives, but there are several media that have been provided by the unit's internal parties, such as the sound system, LCD and screen and white board.

Speakers and methods are important in supporting the smooth implementation of the training. This is in line with Nellitawati (2018:144) which states that the requirements to become a presenter must master and learn:

1. Adequate and in-depth knowledge in certain scientific fields or studies, in accordance with the scientific fields applied and developed in the education and training institution.
2. Ability in the field of education and teaching is related to the learning process, in the form of theory, practice and field experience.
3. Community capacity is the ability needed in life between humans and society, both within the training institution and the community as well as with the wider community.
4. Personal abilities related to personal, especially those that support work as education and training.

Therefore, the selection of presenters also looks at the track record, and teaching history, especially in terms of education and training so that the results of observations in the implementation of training are in accordance with the needs of participants. The education and training presenters can come from within or outside the Cooperative institution. The majority of the education and training presenters used by cooperative institutions are from within the institution. When using speakers from outside the institution, the core team must adjust the implementation date, time allocation, and available budget. While the training methods that have been used by the Kartika Cooperative institution include lecture, practice, simulation, edutainment, and question and answer methods. For example, in financial administration, the most widely used methods are practice and simulation. However, in the implementation of the training that has taken place at the Kartika Cooperative institution, there are several components of the training that are not running according to the initial plan, including:

1. Suitability of Place of Training

The education and training held is the result of the cooperation of various parties so that there needs to be good coordination in the preparation of the training. However, there is a committee that wants the training by using a place where the condition of the area is not in accordance with the training provisions at the Kartika Cooperative. In addition, the choice of places for training that are only a few makes the place for education and training use an area less than the provisions of the training. The provision for the ideal size of the training area used is 4m² for each participant, while in reality the Kartika Cooperative training process still exists and it is found that the use of a place that is less than the stipulation is found. Provisions per participant for the two research objects in the program design are 4 m². As stated by Nellitawati (2018:73) which states that "the area of space per person in a classroom is 2 m²". This situation is not in accordance with the theory described because

the ratio of the area used by Kartika Cooperative with the theory presented is 4:2. This means that the training area used by the Kartika cooperative is twice as large.

2. *Suitability of the Training Schedule*

The schedule has been made by the core team that is tailored to the needs. The implementation of the training refers to the schedule that has been planned, but in practice it has not been able to be carried out according to the initial planning due to changes in the training event process. This condition resulted in the compaction of training sessions. In addition, it is necessary to adjust the concept of the event in case of undesirable things such as rain during training and clashes with sudden activities. Therefore, the implementation of the training schedule is not fully in accordance with the initial planning. This is in accordance with research Aborampah (2016) argued that "one of the most important components, namely the appropriate start time/schedule will have an impact on the smooth implementation of education and training so that time is effective".

3. *Suitability of Education and Training Manager*

The implementation of the training requires management resources to carry out activities in accordance with the duties and responsibilities (job description) that have been planned before the training. However, in the implementation of the training, obstacles were found, namely the limited number of managers so that each manager acted as a facilitator and could get more than one task. In training with more than 10 participants, only one facilitator can handle all participants if there are problems with technical implementation and materials. The number of facilitators does not match the recommended ideal number. As stated Nellitawati (2018:73) states that "ideally, there is one facilitator for each group of participants consisting of 3-5 people". The comparison of the ideal number of abilities of a facilitator to handle participants who have been implemented by Kartika cooperative with theory is 10:5. This means that the facilitators used by the Kartika cooperative institution are not in accordance with the ideal number. In addition, the tasks assigned to each manager are more than one type, resulting in an error proneness. From the description above, it can be concluded that the education and training planning is expected to minimize deficiencies during implementation and can bring a positive assessment in terms of administrative reporting. As stated by Nellitawati (2018) explaining:

The implementation of education is the implementation of the implementation of education that has been planned and carried out by educational organizations and institutions that have education and training programs in the context of empowering human resources by paying attention to the signs that have been set in planning. The level of effectiveness of a training program can only be seen from the results achieved by the training participants. To assess the effectiveness of the training, a final evaluation of the implementation of the training has been carried out where it can be seen the aspect of increasing knowledge of human resources (learning by applying the results of the training to the workplace). The implementation of the training is often found to be incompatible with the initial schedule planning. The education and training schedule that had been planned at the beginning was not in accordance with the technical and training implementation, meaning that what had been prepared in the initial planning and had indeed become an agreement, especially with outside instructors, there was this inconsistency. It can be said that the schedule planning is not in accordance with the situation in the field and the presenters who want the exchange of teaching sessions require re-coordination to keep the event running smoothly. However, this situation makes the material session or participants' rest less

Training Evaluation

Evaluation as determining the success or failure of the training program in relation to the goals set and making recommendations for improvement or changes to the process and results to be achieved.

1. *Process Evaluation*

The evaluation process is included in the training implementation activities carried out at the end of the session to assess the training process by filling out a questionnaire which contains the training evaluation criteria by participants. The evaluation criteria include the impact of the training on participants, the level of material needs, the ability of the presenters to deliver, and changes in participants. However, when it was collected again, the training questionnaires that had been filled out by the participants did not match the total number of participants. This situation occurs because usually at the end of each session it is very unlikely that it is not immediately checked and only known after the training is closed. This condition affects the data processing of the questionnaire, the results of which are in the form of a percentage that is not in accordance with the number of training participants.

a. Training Evaluation Criteria

The last component of education and training management is education and training evaluation. The evaluation criteria determined have evaluation points that discuss changes in participants, knowledge gained, reactions from participants in the education and training process, and the final results obtained.

b. Training Evaluation Tool

The training evaluation tool is in the form of a questionnaire which contains the points of the training assessment

criteria. The evaluation was carried out using a questionnaire given to participants in the final session before the end of the training. Questionnaires that have been distributed will be filled out by participants for assessment and re-collection.

c. Form of Education and Training Evaluation Results

The form of the results of the training evaluation is a training program report containing attendance, training process reports, questionnaires and percentage results. The final results of the evaluation are given to the Kabagum (Head of General Section) a maximum of one week after the implementation of the training. The training report that has been made can show an overview or the final result of the training that has taken place. Then it is necessary to carry out a Post-Training Evaluation as a means to measure and assess the achievement of the training results that have been planned objectively, measurably and on target, so that it is hoped that the level of success of an education and training can be determined. These results will then be used as feedback to plan the implementation of the education and training program in the future and make a positive contribution to improving the performance of the education and training alumni.

This is in line with Veithzal Rivai & Ella Jauvani (2009:233) there are 4 (four) effective criteria for evaluating education and training activities by focusing on the final results, including:

- (a) The reaction of the education and training participants to the process and content of the training activities,
- (b) Knowledge or learning process gained through educational and training experiences,
- (c) Changes in behavior caused by education and training activities, and
- (d) Results or improvements that can be measured both individually and organizationally, such as lower turnover (stopping work), fewer accidents, less absenteeism, fewer work errors, more efficient use of time and costs, and more productive employees, and so on. .

This condition is in accordance with the evaluation criteria used in the Kartika cooperative, including: training materials according to needs; the professionalism of the trainer towards the participants; the neatness of the presentation of the training; Presentation method trainer; easy-to-understand style, attitude, behavior and language; providing motivation to participants; team service to participants; able to make more confident; and able to explore the potential of participants.

1. *Result Evaluation*

The education and training program is essentially aimed at improving skills so that employees are able to work optimally. Optimizing the implementation of work in cooperative management, in the short, medium and long term will have a positive effect on cooperative performance. With the training program in improving performance with the training, skills can improve employee performance. With training, employees have better skills so they can work optimally. The results achieved by students after participating in the training program in improving the performance of education and training employees have been able to provide understanding for participants in various knowledge about cooperatives. Employees who initially only did work without knowing in detail the meaning of the work they were doing, but with the training, employees better understand the systematic system. This systematic implementation of workers is a form of improving employee performance because they have received education and training. The increasing performance is not only from the supervisory sector but also from the management. As explained by the supervisor, education and training has been able to improve employee performance and also the managerial performance of cooperatives. Improved employee performance is indicated by the more effective employees at work so as to create effectiveness and efficiency in the management of cooperatives. Meanwhile, the increase in managerial performance is indicated by the changes in the cooperative management system, even now strategies for anticipating and maintaining market share have been considered. Improved performance also occurred in terms of increasing cooperative finances.

The improvement of human resources is one of the important aspects in the existence of a business because with the increasing quality of resources, it will be able to achieve effectiveness and efficiency in work. The follow-up plan as a post-training activity is an effort to ensure that participants are able to implement the material obtained into their organizational programs so that they can improve their performance. From the results of the study, it is explained that education and training has an important role in supporting the improvement of work implementation. With the education and training on cooperatives, the evaluation will correctly realize how to manage cooperatives that are effective and efficient, for the education and training programs that have been implemented will be reported to the leadership to provide a copy of the funds that have been issued. More than that, education and training will be able to improve better management in cooperatives. Education and training have been able to provide participants with an understanding of various knowledge about cooperatives. Employees who initially only did work without knowing in detail the meaning of the work they were doing, but with education and training, employees better understand the systematic system. This systematic implementation of workers is a form of improving employee performance because they have received education and training. The increasing performance is not only from the employee sector but also from the management. Education and

training provides great benefits because a training program does not only provide new experiences but can strengthen the learning outcomes and skills of participants. Other than that, The implementation of education and training is related to indicators of performance based on Kasad Decree No. Kep/530/X/2014 Administrative Manual on Education Components in line with PP No. 46 of 2011 namely:

1. Train and improve work mechanisms and sensitivity in carrying out tasks related to performance indicators, namely service orientation and integrity.
2. Improving knowledge and work skills, namely commitment to work.
3. Improving knowledge, skills, skills and attitudes to be able to carry out professional duties based on the personality and ethics of employees in accordance with the needs of the agency related to performance indicators, namely work discipline.
4. Improving the personality and spirit of service to the organization and the community related to performance indicators, namely cooperation and leadership.

As stated As'ad (2001:31) that, "performance is about producing an action or behavior effectively to meet a set target". One of the benefits of training and education is that the process of upgrading the capabilities of personnel can be carried out, involving employees/personnel in education and training activities on a regular basis. In general, training programs for improving the capacity and quality of human resources have often been carried out. Some are autonomously carried out by each institution, some are coordinated by other institutions above it.

Training Constraints

Based on secondary data collection through observational studies and interviews. This study found many variations of explanations why a training program failed to improve employee performance when they returned to their respective work environments. Among the main factors are

- a) The training materials are not in accordance with the needs of the Kartika Cooperative

The education and training program is based on the principle that the training will help improve organizational effectiveness or performance. In the sense of the word, education and training is motivated by a business spirit, namely investing in the future of the organization. If a training program is not directed to the business, there will be no improvement in the organization. On many occasions, it is often the case that a training program is carried out without considering the outcomes or objectives to be achieved. Analysis of training needs has been done well. The education and training design has been very optimal, where the methods are designed according to the needs of the training objectives. Education and training can still fail if the instructor is not able to provide a good learning process. It could be because the instructor is not able to implement the predetermined method. It could also be because the instructor was less flexible with changing participants' conditions in the field.

- b) Less than optimal for post-training knowledge transfer

Whatever the participants learn during the training, without being able to transfer it into the work, the employee's performance will not change and the training program can be called a failure. The process of transferring this education and training is very important in education and training. This is in accordance with the research of Anitha et al. (2016) continue to show that: "Between 60% to 90% of what was learned at the time of teaching, it couldn't be applied in the field. The reasons are very complex including the lack of facilities and a conducive working environment. These obstacles should have been anticipated at the beginning of the training needs analysis process".

Training Solutions

What are the solutions so that the constraints that cause the training failure do not occur:

1. Ensure that the planning for education and training needs analysis is carried out properly. Explore needs, and provide training programs to meet those needs. Do not even force the finished product that we already have as if the product is able to meet all the needs of performance improvement in any form. Training needs analysis is a process to determine what should be in the formulation of goals and continued by measuring the amount of inequality between what should be and what should be. This process is also known as needs assessment or discrepancy analysis. So, training needs analysis can be expressed as a systematic study of a problem or innovation, entering data and opinions from various sources intended to make decisions or provide recommendations on what types of abilities will be given to prospective training participants. Based on the characteristics of the training needs analysis, it can be seen that the activity is a continuous activity from one needs analysis to the next needs analysis.
2. Set detailed training objectives and master various learning methods. Emphasize to yourself that good training is not one that is crowded, fun, or capable of making participants cry. Always remind yourself that education and training must have an impact on improving performance according to the objectives of the training.
3. If the cooperative administrator is the manager, choose an instructor who is able to do three things,

namely focus on goals, provide training instructions from various methods well, and be flexible to any changes that occur in the field. Implement the three solutions above, then the training carried out will provide tangible results and impacts, namely increasing competence and achieving participant performance. As stated by Nellitawati (2018), namely: "Training must present at least the objectives of the training in detail and master various learning methods, managers and instructors, the actual conditions in learning and the people who are related to both current conditions and expected conditions, not there is a need analysis that is final and complete and gaps should be identified from the product to be achieved and then regarding the process". This is in accordance with the research of Sheeba & Christopher (2020) explaining: "Training can be designed to be fun, because many studies show that learning can be very effective when it is done with pleasure. However, one must remain careful and focus on the learning objectives, learning is not just entertaining the participants. Do not make participants' enjoyment the goal of the training. Enough as a medium to facilitate learning and reduce participant resistance (rejection).

V. CONCLUSIONS AND SUGGESTIONS

Conclusion

The success and failure of a cooperative can be seen from one factor, namely the Human Resources factor. In this case, education and training have an important role to create human Resources which will create good cooperative performance and be able to compete. Management of education and training in improving the performance of Kartika cooperative employees, has not been maximized in improving performance because the results of the training have not been implemented optimally and comprehensively. This can be seen from program planning, program organization, program implementation and program evaluation that have not been effective in primkop kartika cimahi argdagusema and primkop kartika kujang II/Siliwangi cimahi which have not been studied optimally, so that the kartika cooperative has not been able to apply the competencies resulting from the training that is applied directly. at work as it should and is still a routine activity and a formality. The obligation of management of education and training programs in accordance with the orders of the Kartika Cooperative Center is carried out once a year, the rest is adjusted to additional programs with related agencies, this program can support the implementation of work, increase employee creativity in carrying out tasks, can help manage cooperatives with good management and systems neat accounting. Education and training programs are not only for employees but also for members of the Kartika cooperative.

Suggestion

Based on the results of research and discussion, there are still obstacles that need to be followed up, so the input or suggestions for the training management team in the Kartika Cooperative are as follows:

1. Kartika Ganesha Cooperative Center, For information institutions, this research material is expected to be used as consideration for the management of education and training in empowering human resources in the Kartika cooperative work environment to make decisions in assigning employees and in placing employee expertise in further organizational needs as information that can be used by the organization as a reference in determining its strategy for managing performance management in the development of highly competitive human resources
2. For the Department of Cooperatives in Cimahi City, building a more comprehensive development value on the basis of a systematic training model with an understanding that management education and training in improving performance supports employees to develop deep and skilled.
3. For Cooperative Management, determining the steps for synergistic efforts in building a comprehensive understanding of the form of cooperative education and training so that the expected performance achievement of the education and training process is achieved.
4. For employees, cooperative education and training are the basis for developing the values of intelligence, skills and life skills today and for future researchers.
5. For other researchers, this research is expected to be useful for the development of science and is expected to be used as a contribution of thought to the field of knowledge, reference material for future researchers who will conduct research, especially in the field of management and training in improving performance.

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