

Trainer Performance through Service Quality Drives MSME Sales Growth in Indonesia's Creative Sector

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ABSTRACT

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This study analyzes what integrated training components can enhance sales performance among micro, small, and medium-sized enterprises (MSMEs) in Indonesia's creative economy. To fill the gap from prior research, this study introduces trainer service quality as a distinct construct representing trainer performance. Other training components assessed include structured modules, bookkeeping workshops, business laboratories, and marketing training. Data from 75 MSME participants across 31 sub-districts in Bandung Regency were analyzed using AMOS and Structural Equation Modeling (SEM), applying a significance level of 10% ($p < 0.10$) to accommodate the small constrained population. The results indicate that trainer service quality is the most influential factor in improving sales performance. Structured modules and hands-on workshops also contribute significantly when delivered effectively. This study establishes a multidimensional model of training effectiveness in a developing country context and provides managerial implications for local government, academic institutions, and MSMEs to support inclusive and sustainable economic development.

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SARI PATI

Penelitian ini menganalisis efektivitas komponen pelatihan terintegrasi dalam meningkatkan kinerja penjualan Usaha Mikro, Kecil, dan Menengah (UMKM) di sektor ekonomi kreatif Indonesia. Untuk mengisi kesenjangan dalam studi sebelumnya, penelitian ini memperkenalkan kualitas layanan pelatih sebagai konstruk tersendiri yang merepresentasikan kinerja pelatih. Komponen pelatihan lain yang dianalisis adalah modul terstruktur, lokakarya pembukuan, laboratorium bisnis, dan pelatihan pemasaran. Data dari 75 peserta UMKM yang tersebar di 31 kecamatan di Kabupaten Bandung dianalisis menggunakan AMOS dan Structural Equation Modeling (SEM), dengan tingkat signifikansi 10% ($p < 0,10$) untuk menyesuaikan dengan kondisi populasi yang terbatas. Hasil penelitian menemukan bahwa kualitas layanan pelatih merupakan faktor paling berpengaruh dalam meningkatkan kinerja penjualan. Modul terstruktur dan workshop praktis juga memberikan kontribusi signifikan apabila disampaikan secara efektif. Penelitian ini membangun model multidimensi efektivitas pelatihan dalam konteks negara berkembang serta memberikan implikasi manajerial bagi pemerintah daerah, lembaga akademik, dan UMKM untuk mendukung pembangunan ekonomi yang inklusif dan berkelanjutan.

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INTRODUCTION

Micro, Small, and Medium Enterprises (MSMEs) play a vital role in the Indonesian economy, contributing over 61% to GDP and employing over 97% of the workforce (Ministry of Cooperatives and SMEs, 2023). Therefore, efforts to improve MSME sales performance benefit not only individual businesses but also national economic resilience. However, many MSMEs in the creative sector still face challenges in translating training into measurable sales growth. Within the creative economy, subsectors such as culinary arts, crafts, and design have grown rapidly (Ministry of Tourism and Creative Economy, 2025; BPS, 2025) but have limited management capabilities that can increase sales.

According to the resource-based perspective (RBV), human capital within a firm is a source of sustainable competitive advantage for resource-constrained MSMEs (Gerhart & Feng, 2021). Training Transfer Theory further states that training merely acquiring knowledge is insufficient if new skills are not applied in the workplace (Blume et al., 2019), while Strategic Human Resource Management (SHRM) argues that training should contribute to strategic objectives such as increased sales. Despite this theoretical foundation, empirical studies rarely address the importance of trainer competence on business outcomes.

Given the crucial role of MSMEs in Indonesia's economic progress, the government must prioritize support for their sustainability and growth (Akhmad et al., 2018). Collaboration between local governments, MSMEs, and the academic community is essential. Local governments can facilitate MSME development to encourage job creation and regional development, while the academic community can contribute by sharing knowledge and expertise for the benefit of the community.

MSMEs face various challenges that hinder their growth and sustainability. Previous research in Rancabali Village found that food MSMEs have

remained stagnant since their inception and face managerial challenges such as lack of cost of goods sold calculations, inconsistent pricing, poor product quality, weak task delegation, low employee welfare, lack of trust, and poor hygiene (Nuraida, 2022). In Tuban, culinary MSMEs also face limited market access and distribution issues, necessitating effective training methods (Bahtera et al., 2022). There remains a gap in understanding how academic-led training programs and the quality of trainer services impact sales performance among MSMEs in the creative economy sector.

Previous quantitative studies have tended to focus on constructs such as module implementation, training location, or specific workshop content (e.g., operations or bookkeeping), which are more frequently associated with business performance. Additionally, some studies have suggested that training serves to improve the performance of SMEs, yet training does not directly influence it. The trainer service quality is often viewed as part of training delivery or satisfaction, rather than as an independent predictor. By explicitly considering the trainer service quality, which is characterized by clarity, empathy, competence, and responsiveness, as an independent variable, this study offers a distinct theoretical and empirical contribution to the resource-based view and the literature on strategic human resource management. This study differs from previous research by shifting the focus from evaluating training content or location to the quality of human interaction between trainers and SME owners as the primary driver of sales performance. This study views trainer service quality as a component of training satisfaction or training implementation and empirically tests the direct impact of trainer service quality on sales growth among SMEs, thereby offering a new perspective on how human interaction between trainers and participants in training programs can yield tangible business results.

This study examined MSME owners in Bandung Regency, which comprises 31 sub-districts,

10 urban villages, and 275 villages. Based on interviews conducted with the Bandung Regency Government on July 10, 2024, many MSME owners operate in the creative economy sector, such as handicrafts, culinary arts, souvenirs, fashion, and performing arts. They have limited formal education, mostly graduating from primary school, due to the prevailing culture of early marriage. Although these businesses may survive for several years, they struggle to grow or expand due to a lack of managerial skills needed to expand their business and increase sales. The local government recognizes the limitations in supporting MSMEs and emphasizes the need for collaboration with external stakeholders, particularly academic institutions. However, unfortunately, some MSME owners are reluctant to accept external guidance and seek out training from academic institutions. This can hinder the effectiveness of government-academic collaboration to improve their managerial skills.

Based on an interview conducted on August 24, 2024, with the Bandung Regency government, there were plans to develop collaborations with several educational institutions such as Institution Y to improve the managerial skills of MSMEs, especially those operating in the creative economy sector. According to another interview conducted with Institution Y on August 30, 2024, the institution has developed network collaborations with academics from various universities to participate in community service projects every semester. Institution Y has collaborated with the local government for the past five years to provide management training to 80 innovative MSMEs across all 31 sub-districts in Bandung Regency. Each year, MSME participants who need training from Institution Y are identified and referred by the local government.

Many studies have examined the effectiveness of training programs. Most research in Indonesia is descriptive or qualitative, with limited empirical evidence. Few have explored the structure of training programs in depth, including modules, trainer quality, facilities, and workshops, within a

comprehensive model. This study addresses this gap by quantitatively analyzing how these training components affect MSME outcomes such as sales growth, customer acquisition, and repeat business. By applying a multidimensional approach to training effectiveness, this study contributes to human resource theory and the service quality literature in the context of Indonesian MSMEs. The analysis, which combines training design and service delivery for developing MSMEs, is a significant novelty. This study aims to identify effective training strategies for improving MSME sales performance and examines how the service quality of academic trainers and government support help MSME owners improve their managerial skills and business outcomes.

This review of previous research serves as a theoretical foundation for hypotheses regarding training success and MSME performance. MSMEs often face barriers to growth due to resistance to change and financial constraints (Flores et al., 2024). Key factors that increase MSME sales include digital marketing strategies (Wulandari & Koe, 2022), adoption of online sales platforms (Yuliana & Adityawati, 2023), and creative product development (Hery et al., 2022). Entrepreneurship and financial training have also been shown to improve business sustainability (Kwartawaty et al., 2023; Sidiq et al., 2024). Furthermore, training programs should be designed to improve competencies in areas such as operations, human resources, innovation, and marketing (Bahtera et al., 2022; Fitriany et al., 2023; Rachmawati, 2016).

Several studies highlight the critical role of training methods and trainer characteristics. Srigouri and Muduli (2024) found that trainer performance has the strongest influence on learning transfer, followed by the human resource (HR) development climate and employee agility. Park et al. (2023) emphasize that unmotivated or unskilled trainers can undermine program outcomes. Service excellence training, which emphasizes reliability, responsiveness, and empathy, is also important for improving customer satisfaction and repeat purchases (Nuraida et al.,

2017; Suryani et al., 2020). High service quality from trainers in community programs has been shown to improve MSME outcomes, including productivity and service performance (Pramesti et al., 2025; Jaya et al., 2025).

These findings suggest that the effectiveness of MSME training is determined not only by its content but also by how it is delivered, including the quality of the trainers. Contextual support and adaptation to digital trends also play a significant role (Muslim et al., 2021; Fadhilah et al., 2022).

Overall, these findings suggest that comprehensive and well-structured training programs are crucial for improving MSME sales performance. Based on this foundation, this study proposes a theoretical framework (Figure 1) that integrates various training components, including modules, trainer service quality, business labs, and thematic workshops (e.g., operations, bookkeeping, marketing, and digital marketing). This framework forms the basis for the following hypotheses regarding the effectiveness of academically led training for MSMEs in Indonesia's creative economy sector.

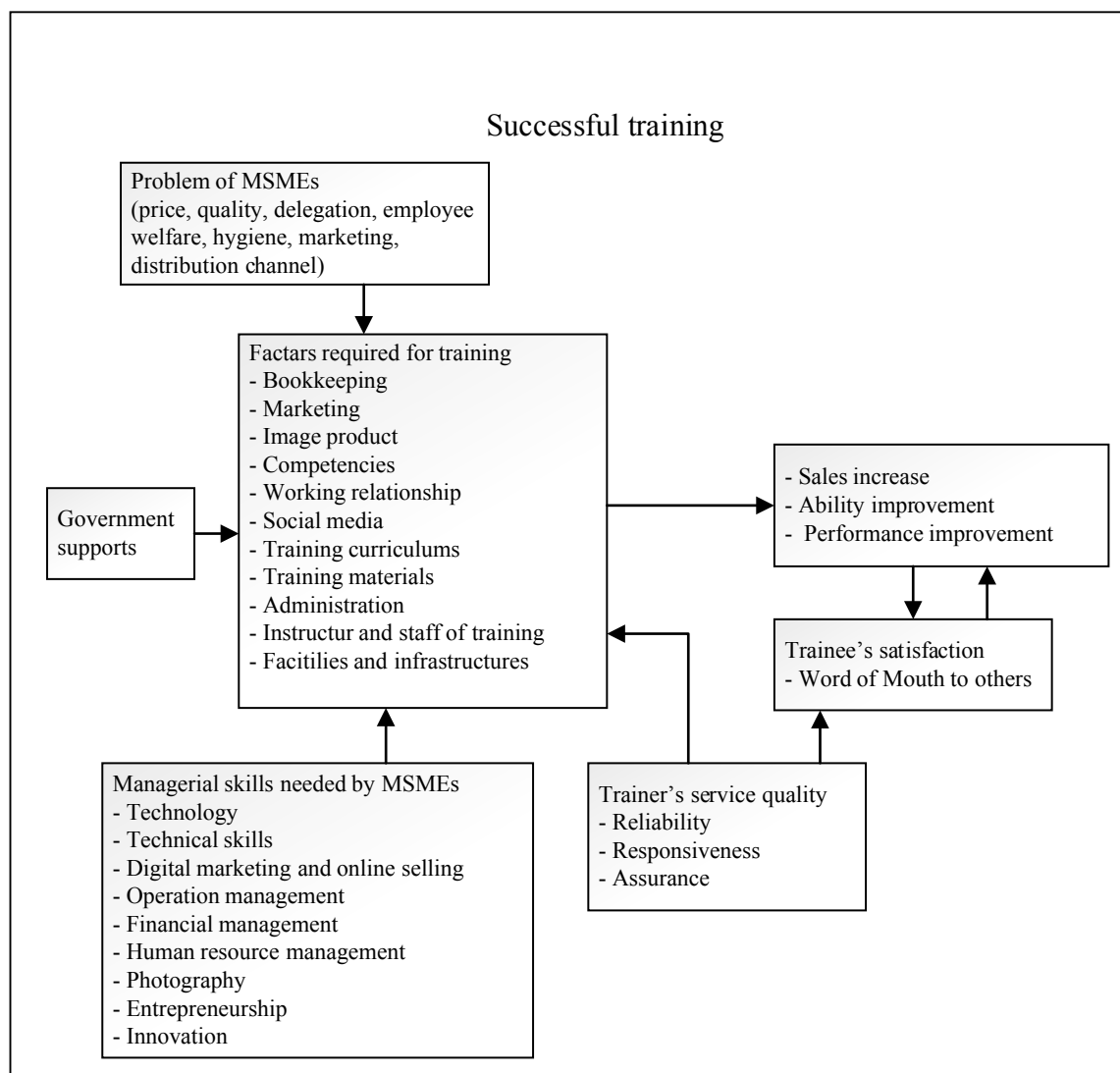


Figure 1. Theoretical foundation of training success

Based on the above framework, this study makes the following hypotheses.

- H0: The training components (structured training modules, trainer's service quality, business laboratories, operations management workshops, bookkeeping workshops, marketing management workshops, and digital marketing and service marketing workshops) have no significant effect on MSME sales performance.
- H1: The implementation of structured training modules has a positive effect on MSME sales performance.
- H2: Trainer's service quality has a positive effect on MSME sales performance.
- H3: The use of business laboratories has a positive effect on MSME sales performance.
- H4: The implementation of operations management workshops has a positive effect on MSME sales performance.
- H5: The implementation of bookkeeping workshops has a positive effect on MSME sales performance.
- H6: The implementation of marketing management workshops has a positive effect on MSME sales performance.
- H7: The implementation of digital marketing and service marketing workshops has a positive effect on MSME sales performance.

Practically speaking, this study provides academic institutions and local governments with helpful guidance on how to design training programs that improve managerial skills and concurrently generate measurable gains in MSME sales. By treating trainer service quality as an independent variable, this study contributes a new perspective to the resource-based view and strategic human resource management literature. It shifts the focus from only evaluating training materials or locations to the quality of interactions between trainers and MSME owners, which is a significant element determining sales performance. Given the crucial role MSMEs play in Indonesia's economy, these

findings emphasize the importance of creating training policies that prioritize trainer quality and practical, context-specific support in order to unlock the sector's full economic potential.

METHODS

This research employed a quantitative research approach to investigate the effectiveness of academic-led training programs in improving sales performance among MSMEs operating in Indonesia's creative economy sector. This study focused on a population of 80 MSMEs in the creative sector during the period 2020 and 2024 because institution Y is currently undergoing management change and renewing the collaboration, so the training activities are temporarily suspended for the next few years. A structured questionnaire was distributed to a population of 80 MSMEs that had participated in training initiatives organized by Institution Y. The questionnaire was completed and returned by 75 MSMEs, resulting in a 93.75% response rate.

With the sample size of 75, it is nearly representative of the population because there are only 80 MSMEs, but this size reduces the need for probabilistic sampling while simultaneously limiting the statistical power of SEM-based testing. This study employed a significance level of 10% ($p < 0.10$) for hypothesis testing in compliance with Sekaran and Bougie's (2020) recommendation for studies with small sample numbers. Hair et al. (2010) state that whereas simple regression requires at least 50 respondents, more advanced techniques like structural equation modeling (SEM) ideally require 100 or more for a robust parameter estimate. Consequently, the use of SEM with 75 respondents is considered acceptable, although it is recognized as a limitation in terms of generalizability.

Purposive sampling was used to choose MSMEs with formal training in managerial subjects like operations, marketing, bookkeeping, and digital innovation. These MSMEs constituted important subsectors of the creative economy that the Indonesian government promoted, such as fashion,

handicrafts, performing arts, and culinary arts (Kemenparekraf, 2025).

There are seven latent constructs, which consist of training modules, trainer service quality, business laboratory facilities, operations management workshops, bookkeeping workshops, marketing management workshops, and digital and service marketing workshops, which were included in the questionnaire, each with three to five indicators. To guarantee content validity and local relevance, constructs and items were modified from earlier studies on the efficacy of MSME training (e.g., Bahtera et al., 2022; Srigouri & Muduli, 2024) and validated with academic specialists and regional MSME development officers.

In the data analysis, confirmatory factor analysis (CFA) and structural equation modeling (SEM) were

performed using AMOS 24.0 (Byrne, 2016). SEM with AMOS was used to examine the multivariate relationships between trainer service quality, workshop designs, and MSME sales growth. Indicator validity was evaluated using standardized factor loadings ($\lambda > 0.50$), as recommended by Hair et al. (2010), and indicators below this threshold were eliminated. Reliability and significance were assessed using critical ratio (CR) and p-values; according to sample size restrictions, $p < 0.10$ was considered statistically significant (Sekaran & Bougie, 2020).

Table 1 presents a list of all of the constructs, indicators, and measuring scales that were used in this study. All constructs and indicators were adjusted from previous validated studies and put through extra expert evaluation to ensure content validity.

Tabel 1. Indicators used to measure training effectiveness constructs

Construct	Item Code	Question Item	1	2	3	4	5
1. Implementation of structured training modules provided to MSMEs							
	X1	Content is easy to understand and applicable.	Not understandable and applicable	Less understandable and applicable	Moderately	Understandable and applicable	Very understandable and applicable
	X2	Content is adequate and relevant as needed.	Very not useful	Not useful	Ordinary	Useful	Very useful
	X3	Content is useful for MSMEs.	Very not useful	Not useful	Ordinary	Useful	Very useful
	X4	The tasks given are applicable.	Very not useful	Not useful	Ordinary	Useful	Very useful
	X5	Number of structured training modules provided as needed.	Very inappropriate	Inappropriate	Neutral	Appropriate	Very appropriate
2. The trainer's service quality							
	X6	Trainer visits and assistance to MSME locations.	Very not useful	Not useful	Ordinary	Useful	Very useful
	X7	Ability of trainers to provide promised services responsively, accurately, and accountably.	Incompetent	Less competent	Moderately	Competent	Highly competent
	X8	Knowledge, skills, abilities, attitudes, behaviors of trainers in assisting MSMEs proportionally.	Incompetent	Less competent	Moderately	Competent	Highly competent
	X9	Number of on-site visits by trainers to MSME locations.	Very inappropriate	Inappropriate	Neutral	Appropriate	Very appropriate
	X10	Number of online consultations with trainers outside of scheduled visits.	Very inappropriate	Inappropriate	Neutral	Appropriate	Very appropriate
3. Business labs venue							
	X11	Service business center of regional government.	Very incomplete and inappropriate	Incomplete and inappropriate	Neutral	Complete and appropriate	Very complete and appropriate

Construct	Item Code	Question Item	1	2	3	4	5
	X12	Business expo facilities.	Very incomplete and inappropriate	Incomplete and inappropriate	Neutral	Complete and appropriate	Very complete and appropriate
	X13	MSME production site.	Very incomplete and inappropriate	Incomplete and inappropriate	Neutral	Complete and appropriate	Very complete and appropriate
4. Implementation of operations management workshop							
	X14	Supply chain increase.	Very inapplicable	Inapplicable	Ordinary	Applicable	Very applicable
	X15	Hygiene and layout.	Very inapplicable	Inapplicable	Ordinary	Applicable	Very applicable
	X16	Logistics and inventory.	Very inapplicable	Inapplicable	Ordinary	Applicable	Very applicable
	X17	Product innovation and development.	Very inapplicable	Inapplicable	Ordinary	Applicable	Very applicable
5. Implementation of bookkeeping workshop							
	X18	Calculation of Cost of Goods Sold (COGS).	Very inapplicable	Inapplicable	Ordinary	Useful	Very applicable
	X19	Calculation of Cost of Goods Manufactured (COGM).	Very inapplicable	Inapplicable	Ordinary	Useful	Very applicable
	X20	Basic bookkeeping.	Very inapplicable	Inapplicable	Ordinary	Useful	Very applicable
6. Implementation of marketing management workshop							
	X21	Segmenting, targeting, and positioning.	Very inapplicable	Inapplicable	Ordinary	Useful	Very applicable
	X22	Basic marketing mix.	Very inapplicable	Inapplicable	Ordinary	Useful	Very applicable
	X23	Product packaging.	Very inapplicable	Inapplicable	Ordinary	Useful	Very applicable
	X24	Basic promotion mixes.	Very inapplicable	Inapplicable	Ordinary	Useful	Very applicable
7. Implementation of digital and service marketing workshop							
	X25	Service quality to consumers.	Very inapplicable	Inapplicable	Ordinary	Useful	Very applicable
	X26	Designing social media content.	Very inapplicable	Inapplicable	Ordinary	Useful	Very applicable
	X27	Digital promotion.	Very inapplicable	Inapplicable	Ordinary	Useful	Very applicable
	X28	Photography for digital sales.	Very inapplicable	Inapplicable	Ordinary	Useful	Very applicable
8. Effectiveness of training in increasing sales							
	X29	More purchase quantity.	Increase of 0-20%	Increase of 21-40%	Increase of 41-50%	Increase of 51-75%	Increase of above 75%
	X30	More repeat visits.	Increase of 0-20%	Increase of 21-40%	Increase of 41-50%	Increase of 51-75%	Increase of above 75%
	X31	New customers.	Increase of 0-20%	Increase of 21-40%	Increase of 41-50%	Increase of 51-75%	Increase of above 75%

RESULTS AND DISCUSSION

The figure 2 is an example of confirmatory factor analysis (CFA) for construct training modules provided to MSMEs..

Figure 2 displays the CFA for the training modules construct which X3 and X5 are accepted because the lambda is equal to or greater than 0.5. But X1, X2, and X4 show loadings below 0.5 and are therefore excluded.

The results of the CFA for the trainer's service quality construct are X6 and X10 are accepted because the lambda is equal to or greater than 0.5. But X7, X8, and X9 are rejected because the lambda is smaller

than 0.5. The results of the CFA for the business labs venue construct are X11, X12, and X13, which are accepted because the lambda is equal to or greater than 0.5. The results of the CFA for the operation management workshop construct, X14, X15, and X16, are accepted because the lambda is equal to or greater than 0.5. X17 is rejected because the lambda is smaller than 0.5. The results of the CFA for the bookkeeping workshop construct are X18 and X20, which are accepted because the lambda is equal to or greater than 0.5. X19 is rejected because the lambda is smaller than 0.5. The results of the CFA for the marketing management workshop construct are X21 and X23, which are accepted because the lambda is equal to or greater than

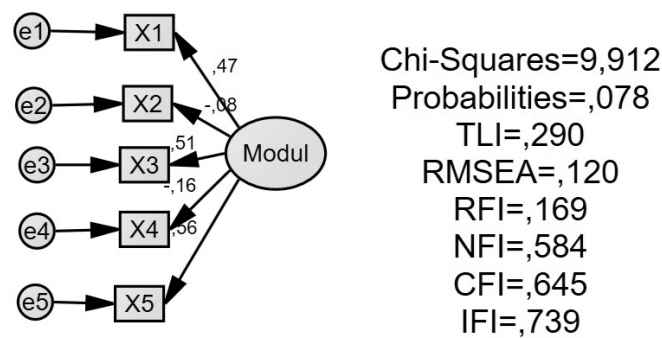


Figure 2. Example of CFA for structured training modules provided to MSMEs

0.5. X22 and X24 are rejected because the lambda is smaller than 0.5. The results of the CFA for the digital and service marketing workshop construct are X26 and X28, which are accepted because the lambda is equal to or greater than 0.5. X25 and X27 are rejected because the lambda is smaller than 0.5. The results of the CFA for the effectiveness of training in increasing the sales construct, X29, X30,

and X31, are accepted because the lambda is equal to or greater than 0.5.

Among the eight constructs listed above, several were found to influence sales growth. The specific relationships are presented in Table 2, Regression Weights.

Table 2. Regression weights: (group number 1 - default model)

		Estimate	S.E.	C.R.	P	Label
Effectiveness	<--- Trainers	,544	,267	2,035	,042	
Effectiveness	<--- Venues	,597	,316	1,887	,059	
Effectiveness	<--- OM	,302	,255	1,182	,237	
Effectiveness	<--- FM	,157	,083	1,891	,059	
Effectiveness	<--- MM	,003	,105	,026	,979	
Effectiveness	<--- DSM	,765	,500	1,529	,126	
Effectiveness	<--- Training modules	1,751	,926	1,892	,059	
X10	<--- Trainers	1,000				
X6	<--- Trainers	1,301	,337	3,861	***	
X13	<--- Venues	1,000				
X12	<--- Venues	,533	,252	2,115	,034	
X11	<--- Venues	2,060	,905	2,275	,023	
X15	<--- OM	1,000				
X14	<--- OM	1,420	,488	2,910	,004	
X20	<--- FM	1,000				
X18	<--- FM	,821	,156	5,275	***	
X23	<--- MM	1,000				
X21	<--- MM	,009	,336	,026	,979	
X28	<--- DSM	1,000				
X26	<--- DSM	17,595	74,663	,236	,814	
X29	<--- Effectiveness	1,000				
X30	<--- Effectiveness	,942	,148	6,360	***	
X31	<--- Effectiveness	,663	,110	6,027	***	
X16	<--- OM	1,527	,529	2,884	,004	
X5	<--- Modul	1,000				
X3	<--- Modul	1,388	,458	3,034	,002	

Based on the regression weights presented in Table 2, the analysis aimed to identify which of the eight constructs significantly influence training effectiveness, which is expected to contribute to increased sales performance. Among the constructs evaluated: trainer's service quality, business labs venue, operational management workshop, bookkeeping workshop, marketing management workshop, digital and service marketing workshop construct, and the number of structured training modules, the trainer's service quality construct, demonstrated a statistically significant effect on training effectiveness, with a p-value of 0.042, which is below the commonly accepted threshold of 0.05 ($p < 0.05$). The estimate for the trainer's service quality in relation to increased sales is 0.544. This indicates that a 10 percent improvement in the trainer's service quality would lead to a 5.44 percent increase in sales ($10 \text{ percent} \times 0.544 = 5.44 \text{ percent}$).

Constructs such as training modules, bookkeeping workshops, and business laboratories have p values of roughly 0.059, which are marginally significant under the conventional 5% criteria. However, because of the small sample size of 80 MSMEs and the high response rate (93.75%), these constructs are considered realistically applicable. Contextually, these components, like venue-based learning and cost accounting, represent essential operational supports that MSME owners may utilize right away in their businesses; hence, excluding them from the model would miss important management inputs. These results resulted in the acceptance of hypotheses H1, H2, H3, and H5 and the rejection of hypotheses H0, H4, H6, and H7.

The analysis in Table 3 explains why workshops on marketing management, operational management, and digital/service marketing did not have a significant impact. First, topics such as advanced operational management and marketing strategy may feel too complex or premature for MSME owners who are still struggling to master basic managerial skills. Second, it is possible that these sessions were not long enough to produce

meaningful changes in sales. Third, after the event, participants may need further opportunities for real-world application and ongoing support, such as mentoring programs or resources that enable them to apply their newly acquired skills in their businesses. These qualitative findings suggest that the effectiveness of modules such as operational management and marketing may be influenced by the MSME owners' prior managerial readiness and the continuity of support the training.

Following the statistical processing and interpretation of the quantitative data presented in Table 2, this analysis is discussed. The analysis in this study is based on the framework outlined above. Training is a structured and planned effort aimed at improving and developing an individual's knowledge, abilities, skills, and attitudes through learning experiences and various activities to achieve optimal performance. The effectiveness of training can be defined as the extent to which previously established goals or objectives are achieved.

Other studies have also discussed the relationship between sales performance, service quality, and training. According to Khan (2020), sales performance in small and medium-sized businesses is impacted by supervisory conduct, client orientation, and training. Similarly, Dhar (2015) found that effective employee training can enhance service quality through organizational commitment. These findings are further supported by Yusuf et al. (2021) and Jafar et al. (2021), who observed that quality training positively influences service quality and customer satisfaction, ultimately leading to improved employee performance and increased sales. The distinction between the findings of previous research and those presented in this study will be elaborated in this section.

Based on Table 3 and Table 4, there are factors that can contribute to increased sales, while others do not directly affect sales growth. However, it is important to complement these insights by

supporting MSMEs in managing their businesses and ensuring continuous service for them as training participants.

Institution Y should ensure that training is delivered to the right individuals, in an appropriate format, at the right time, and within a conducive training environment. To further enhance the effectiveness of the training, academics at Institution Y should consider the competence of trainers and enhance both the quality and quantity of structured training modules provided to MSMEs. Additionally, attention should be given to the operational readiness of business expo facilities and the adequacy of workshop materials—particularly those related to bookkeeping. This is in line with the statement by Wispandono and Purnomo (2024), who noted that competency-based institutions

can be strengthened through improvements in work competencies, curriculum design, training materials, administration, instructors, training staff, and the availability of adequate facilities and infrastructure.

Institution Y delivers the training program through a series of workshops led by professional academic trainers, combined with structured training modules and practical tasks that MSMEs are expected to implement in their businesses under the regular supervision of trainers. Each trainer supports approximately three MSMEs and conducts site visits, providing coaching directly at the business locations. During the training period, MSMEs are required to apply the training materials in their operations, ensuring active participation, as they are closely monitored by both the trainers and

Table 3. Training factors that can increase sales

10 percent increase in		Impact on sales increase
1. Implementation of structured training modules provided to MSMEs		17,51 percent
X3	Content is useful for MSMEs.	
X5	A number of structured training modules are provided as needed.	
2. The trainer's service quality		
X6	Trainer visits and assistance to MSME locations	5,44 percent
X7	The ability of trainers to provide promised services in a responsive, accurate, and accountable manner	
3. Business laboratories		5,97 percent.
X11	Service business center of regional government.	
X12	Business expo facilities.	
X13	MSME production site.	
4. Implementation of bookkeeping workshop		1,57 percent
X18	Calculation of Cost of Goods Manufactured (COGM) and Cost of Goods Sold (COGS).	
X20	Basic bookkeeping.	

Table 4. Factors that are important but do not affect the increase of sales

1. Implementation of operations management workshop	
X14	Supply chain
X15	Hygiene and layout
X16	Logistics and inventory
X21	Segmenting, targeting, and positioning
X23	Product packaging
2. Implementation of digital marketing and service marketing workshop	
X26	Designing social media content
X28	Photography for digital sales

the local government agency. Additionally, MSMEs are obligated to participate in product exhibitions at government offices and in business expos organized by Institution Y. Feedback on training outcomes and any increase in sales is essential for academic professionals and local government officials to evaluate and improve the quality of the training program. The figure 3 below illustrates how the implementation of these training strategies contributes to increased MSME sales.

The main findings of this study indicate that several training components significantly influence the sales performance of MSMEs in the creative economy sector. The most critical factor identified is high-quality trainer services, characterized by visits and assistance, reliability, and responsiveness, along with on-site support at MSME production facilities. Unlike previous studies that focused solely on evaluating a single dimension, our findings highlight the importance of integrating structured modules and trainer support into MSME capacity building. This study introduces trainer

service quality as a separate independent variable, not merely a component of training satisfaction. Training effectiveness depends not only on content quality but also on delivery methods and contextual support. This study presents a new perspective within the human capital theory framework.

These findings enrich the existing literature (e.g., Khan, 2020; Yusuf et al., 2021; Jafar et al., 2021), which generally views trainer competence as a supporting variable rather than a direct driver of training success. These findings indicate that the quality of a trainer's service not only facilitates participants' learning but also reflects the behavioral dimensions of a trainer's performance. Responsiveness, empathy, and clarity, for example, demonstrate a trainer's effectiveness in engaging adult learners and adapting to the needs of MSMEs as critical aspects of performance within the context of community-based training (Pramesti et al., 2025). Furthermore, the positive impact of structured training modules, government-supported business labs, and practical workshops on bookkeeping

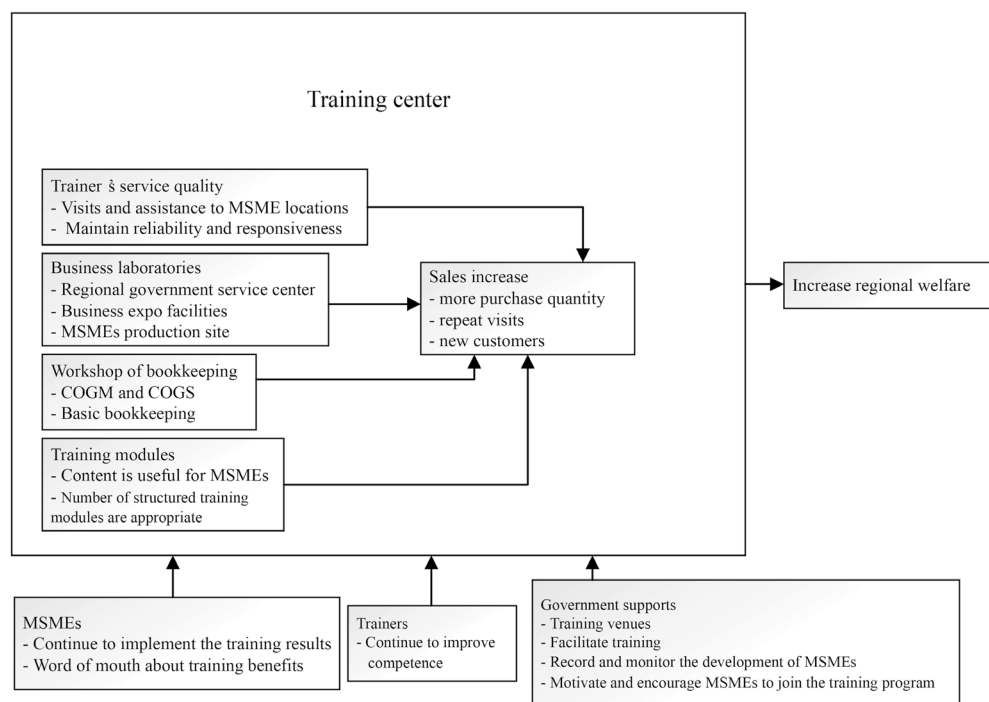


Figure 3. Implementation of training strategies that contribute to increased MSME sales

and cost accounting (COGM and COGS) reinforces the view that MSME training must move beyond theoretical content toward applied operational relevance.

By integrating these elements into a comprehensive framework, this study fills a significant gap in the literature. This approach differs from previous studies on MSMEs in Indonesia, which have largely relied on descriptive or qualitative methods without empirically validating the effectiveness of training using integrated constructs. The findings of this study expand human capital theory and the service quality framework by demonstrating how the quality of training delivery, infrastructure, and practical workshops collectively influence MSME performance.

From a theoretical perspective, this multidimensional framework offers a new perspective for examining the effectiveness of MSME training in developing countries such as Indonesia, where empirical quantitative studies remain limited. In practical terms, these findings emphasize that training providers and policymakers must focus not only on relevant content but also on improving the quality of trainers and providing adequate infrastructure to maximize the impact of training.

This study suggests that local governments (PEMDA) and academic institutions develop training plans that successfully translate training investments into measurable sales growth; collaboration between trainers, government agencies, and MSMEs is crucial.

MANAGERIAL IMPLICATIONS

This study provides several actionable insights for stakeholders in MSME development. First, the recruitment, development, and retention of high-quality trainers must be a strategic priority, as the quality of trainers' services has proven to be the most influential factor in increasing sales. Program designers should incorporate trainer performance metrics, which are particularly those related to

service delivery, into the training evaluation system to ensure consistent delivery quality and participant engagement. Competent and responsive trainers are essential for translating training inputs into business outcomes.

Second, the government and training institutions must ensure the availability of structured training modules and easily accessible business labs that support practical learning. Workshops on cost accounting and bookkeeping also contribute significantly to operational efficiency.

Third, MSME owners need to be encouraged to actively participate in training and apply the knowledge gained in their daily operations. Entrepreneurial motivation remains key to maximizing the benefits of training.

Fourth, this study differs from previous research on Indonesian MSMEs because it empirically validates an integrated model of training effectiveness. These findings provide a research-based foundation for guiding more targeted and impactful capacity-building initiatives.

Finally, this study is relevant to academic institutions, MSME owners, and local governments (PEMDA) as it provides useful guidance on how to design training programs that enhance managerial skills and yield measurable improvements in sales performance.

CONCLUSION

This study provides empirical evidence that structured and well-delivered training programs significantly enhance MSME sales performance in Indonesia's creative economy sector. Among the components examined, trainer service quality, particularly responsiveness, reliability, and on-site assistance, emerges as the most critical factor influencing training effectiveness.

These findings show that high-quality trainer services not only increase participant satisfaction but also reflect and impact trainer performance,

which drives program success in community engagement. By treating trainer service quality as a distinct independent variable, this study contributes a human interaction component to the literature on service quality and human capital. This extends beyond the sole emphasis on training module content found in the resource-based view and strategic human resource management paradigm.

The findings of this study also emphasize that the quality of service delivery must be a primary consideration in designing training programs for MSMEs. In addition to the quality of the trainers' services, structured training modules, government-supported business labs, and hands-on workshops on bookkeeping and cost accounting (COGM and COGS) collectively support the growth of MSMEs. By integrating these elements, this study fills a gap in the existing literature, which often evaluates the effectiveness of training in isolation.

In practical terms, these findings support closer collaboration between government agencies,

academic institutions, and MSMEs. Academic institutions and local governments are key stakeholders who can translate these findings into more effective training programs, better selection of trainers, and greater support for MSMEs (local governments). The government must support infrastructure and policies, academic institutions must provide community-focused and research-based training, and MSMEs must commit to applying the skills they acquire. Increased MSME sales and regional economic growth may be delayed without high-quality training programs tailored to the local context. This form of synergy drives inclusive growth, job creation, and local economic development.

This study is limited to participants trained by a single institution (Institution Y), which may affect generalizability. Future research should involve multiple training providers and a broader geographic scope to develop a more comprehensive and sustainable MSME training framework.

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