

## **The Effect of Training Through Work Creativity on the Superior Performance of MSMEs (Msme's Excellent Performance) Fostered by the Integrated Business Service Center (PLUT) of the and MSMEs Cooperative Office of South Sulawesi Province"**

**Aly Anwar, Mattalata, Ansar, Kurniawaty**

STIE AMKOP Makasar, Indonesia

Email: madalyanwar@gmail.com

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### **Abstract**

Micro, small and medium enterprises (MSMEs) have a strategic role in national economic development, in addition to playing a role in economic growth and labor absorption. The goal to be achieved in this study is to find out and analyze the superior performance of MSMEs (MSME Excellent Performance) by implementing Training through Work Creativity. This research is a quantitative research that examines scientifically and systematically the parts, phenomena and relationships between variables. The results of this study have significant implications for human resource development strategies and improving organizational performance, especially in the context of small and medium enterprises (MSMEs/SMEs). The findings show that **training** plays an important role in increasing work creativity (WCR), which directly affects the superior performance of MSMEs (SEPs). Referring to the formulation of the problem, the conclusion of this study is: training, which is good, has a significant influence in increasing Work Creativity significantly, but does not significantly contribute to improving the Superior Performance of MSMEs/ *SMEs's Excellent Performance* directly. Thus, this study proves that good Work Creativity is proven to be a good mediator and is able to increase the influence of *training, coaching, and mentoring* on the *Superior Performance of MSMEs / SME's EXcellent Performance*.

Keywords: Work Creativity, Superior Performance, MSMEs

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### **INTRODUCTION**

Micro, small and medium enterprises (MSMEs) have a strategic role in national economic development, in addition to playing a role in economic growth and labor absorption. MSMEs are able to become a priority or the backbone of the people's economic system to reduce the problem of poverty and unemployment, besides that MSMEs also play a role in distributing development results. The existence of MSMEs is a very important thing in the economy, where in uncondusive economic conditions, MSMEs are an alternative that is able to reduce the heavy burden faced by the national economy. MSMEs are the backbone of the national economy because there are three indicators that show their important role in the Indonesian economy. First, the number is large and covers every sector of the economy. Second, MSMEs have great potential in absorbing labor. Third, MSMEs make a large contribution to national income (Solehudin Murphy, 2003; 9).

The fact that can be seen from the dominant role of MSMEs in Indonesia is that MSMEs are a business sector run by most Indonesian people where the impact has also been felt and is able to maintain the stability of other social lives, such as labor

absorption, KUR absorption, and support for gross domestic income, as seen in the figure below

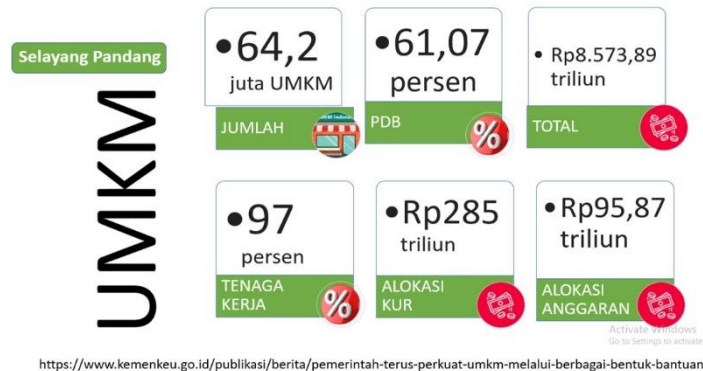


Image : 1.1  
The role and potential of MSMEs in Indonesia

In Gambar 1.1, it can be seen that the existence of MSMEs in Indonesia is very important to maintain economic stability, starting from its large number of 64.2 million, contributing to GDP reaching a total of 61.07%, with a total of Rp. 8,573.89 trillion, absorbing labor in Indonesia reaching a total of 97% equivalent to 117 million people from the total workforce in Indonesia, so that MSMEs play an important role in reducing unemployment and increasing people's per capita income, the absorption of KUR (People's Business Credit) is Rp. 285 trillion, and MSMEs are currently the prima donna with a total budget of Rp. 95.87 trillion. Seeing the importance of the existence of MSMEs, MSMEs must be able to develop massively.

Company managers in general must have a commitment to empowering their employees, if they want their employees to have good motivation and work ethic, so that their performance improves. Empowerment can be done through the provision of more responsibility and authority, which will create a desire to work and give the best for their work (Arifin, Hamid, & Hakam, 2014). While (Dizgah, M. R., Ghorbani, A., & Banihashemi, 2011) stated that empowerment can affect the improvement of organizational development and effectiveness. Employee empowerment can be said to be management participation that involves employees to be responsible in their work process (Amir Abou & Amen, 2014). Employee empowerment provides more opportunities for employees to develop creativity, flexibility and autonomy over their own work (Fadzilah, 2006)., Jurnal Manis Volume 3 Number 1, January 2019, (Hasan & Wahid, 2022) stated that empowerment is key to benefiting from all human resource capacities so that the organization has the best human resources, through better educational activities and training. The need for empowerment in the organization is to make it easier for employees to make decisions, so that changes in the organizational environment can be responded to quickly by employees (Mayerson, D., & Blanchard, 2012). (Iranian, 1983) stated that the existence of employee experience and the application of ideas in decision-making can encourage employees to participate in the work of the organization.

Empowerment and motivation are the company's tools as a stimulus in improving employee performance. Employees will unleash all their potential, in work measured by their contribution to the company. This empowerment and motivation can affect

employee performance (Arifin et al., 2014) Empowerment is urgently needed in business, especially in MSME actors who still have limitations in many ways.

Training (Nawawi, 2001), are programs to improve the ability to perform work individually or in groups in a business. In the MSME industry, training is important to improve creativity, skills, and knowledge in running a business, considering that there are still many human resources owned by MSMEs that still have limited capabilities. Improving skills through training will be able to encourage better business activities.

(Mangkunegara & Hasibuan, 2000) Presenting performance (work achievement) is a work result achieved by a person in carrying out the tasks assigned to him which is based on skill, experience and seriousness as well as time. Performance Assessment is to assess the ratio of real work results to quality standards and quantities produced by each employee.

In this case, Mondy and Noe were also quoted by (Dr Ha Rusdiana, 2022) stated that Performance Assessment is a formal system to periodically check/review and evaluate a person's performance.

Based on the above definition of performance appraisal, a conclusion can be drawn that explains that in a modern organization, performance appraisal is an important mechanism for management to use in explaining performance goals and standards and motivating individual performance in the next time. So that the superior performance of MSMEs depends on the quality of available human resources, the condition of human resources is greatly influenced by the capacity building model for them.

Related to empowerment, in recent years the government has issued policies and programs in an effort to empower MSMEs that aim to increase the development and growth of MSMEs in the national economy. The government's steps in the MSME empowerment program are based on several classic problems experienced by MSMEs in Indonesia such as: lack of capital, limited technology, and lack of product marketing. By looking at these problems, the government carries out MSME development activities in the form of providing material, intellectual and institutional capital which is manifested by the provision of capital assistance, trainings, product marketing facilities, business coaching and the provision of business support facilities. However, what can be seen in the field is the lack of seriousness of MSMEs in responding to and following up on what the government has done related to empowerment itself.

Some of the central and regional government policies for the development of MSMEs are as follows:

In accordance with article 97 of the Job Creation Law, the Central Government and Regional Governments are obliged to allocate at least 40% (forty percent) of products/services of Micro and Small Enterprises and Cooperatives from domestic production in the procurement of goods/services of the Central Government and Regional Governments in accordance with the provisions of laws and regulations. Some of the government policies that have been carried out in the context of empowering MSMEs in Indonesia are illustrated in the table below which provides a brief summary of the policies that have been carried out to empower MSMEs in Indonesia.

The goal to be achieved in this study is to find out and analyze the superior performance of MSMEs (MSME Excellent Performance) by implementing Training through Work Creativity.

This research focuses on the field of management science, namely Human Resource Management. Human Resource Management is the science that studies how to manage employees in a company, work *group*, explore the abilities of employees who

have talents and abilities, to identify an approach in developing employee performance and provide rewards or value for their efforts at work.

*Human resources management* is all organizational activities that are directed to attract, develop, and retain an effective workforce. Human Resource Management is the stage of planning, activities and evaluation of development, service remuneration, procurement, integration, maintenance, and selection of labor to achieve the goals of an organization or company

Bohlander and Snell (2010:4) provide the definition of human resource management as a science that studies how to manage the workforce in a company, create jobs, group jobs and optimize the potential of employees who have abilities.

According to (Sikula, 2011) "Management in general is associated with activities that are in nature as planning, organizing, controlling, positioning, directing, motivating, communicating, and decision-making that aim to coordinate all resources in the company so that products or services will be obtained efficiently".

## **RESEARCH METHOD**

This research is a quantitative research that examines scientifically and systematically the parts, phenomena and relationships between variables. Quantitative research, (Given, 2008: 713) is an approach to empirical studies to collect, analyze, and present data in numerical form rather than narrative.

### **SEM (*Structural Equation Modelling*) Analysis**

*Structural Equation Modelling* or better known as SEM has several other names, such as covariance *structure analysis*, *latent variable analysis*, confirmatory factor analysis, and *Linear Structural Relations* analysis(Lisrel) (Hair, et al. 1998). Based on these designations, SEM can be described as an analysis that combines the approach of factor *analysis*, *structural model* and path analysis.

SEM is a multivariate statistical analysis method. Conducting SEM data processing is different from conducting regression data or path analysis. SEM data processing is more complicated, because SEM is built by measurement models and structural models. *Structural Equation Modeling* (SEM) is a set of statistical techniques that allow testing a relatively complex series of relationships that cannot be solved by linear regression equations. SEM can also be considered as a combination of regression analysis and factor analysis. On the other hand, it is also called *Path Analysis* or *Confirmatory Factor Analysis*, because both are special types of SEM. The relationship can be established between one or more dependent variables and one or more independent variables

In SEM, there are 3 (three) activities simultaneously, namely checking the validity and reliability of the instrument (*confirmatory factor analysis*), testing the model of relationships between variables (*path analysis*), and obtaining a model suitable for prediction (structural model and regression analysis). A complete model in the dasamya consists of a *measurement model* and a *structural model* or *causal model*. The measurement model is carried out to produce an assessment of the validity and validity of discrimination, while the structural model, which is a model that

describe hypothetical relationships. To process SEM data more easily, you can use the help of statistical software. Currently, there are various kinds of software available for SEM data processing, including Lisrel, AMOS and Smart PLS.

In making it easier for us to process data with statistical analysis, we can use various kinds of tools or software. There are many statistical software that can be used, but not all of them have good accuracy. There are several statistical software that are

often used both in the world of education and in other fields, namely: SPSS (*Statistical Package for the Social Software*), Minitab, SAS (*Statistical Analysis System*), Lisrel (*Linear Structural Relationship*), SMARTPLS (PARTIAL LEAST SQUARE), AMOS (*Analysis of Moment Structure*), EVIEWS (*Economic Views*), R-Software, STATA (Statistics and Data).

The purpose of this quantitative research is to determine the intertwining or relationship between variables in a population.

SEM analysis is a multivariate analysis technique that performs 3 activities simultaneously, namely measuring the validity and reliability of the instrument (*confirmatory factor analysis*), Testing the relationship model between variables (*path analysis*), and obtain a suitable model for prediction (structural model analysis and regression analysis) (Ghozali, 2013). The SEM analysis in this study will go through 3 (three) stages of testing. The first stage is *Confirmatory Factor Analysis* to ensure that all the variables used in the study have been properly identified. The second stage is the simultaneous testing of all hypotheses developed in the structural model. The third stage is to test the mediation relationships that are developed. (Haryono, 2017)

## RESULTS AND DISCUSSION

### Descriptive Analysis of Respondent Characteristics

The respondents in this study are MSME actors fostered by PLUT KUMKM of the South Sulawesi Province Cooperatives and MSMEs Office. The research questionnaire was distributed digitally or electronically to micro business actors registered at PLUT KUMKM South Sulawesi, with the aim of facilitating the data collection process and ensuring the involvement of respondents relevant to the research.

This study succeeded in obtaining 270 responses from MSME actors through a questionnaire distributed online. After the data is collected, a screening and trimming process is carried out to select complete and valid answers. Screening aims to ensure the completeness of each answer, while trimming is carried out to eliminate data that is irrelevant or does not meet the set criteria.

After the selection process, the number of valid samples that are suitable for further analysis amounted to 262 people. This data will be used for analysis in the next research stage, with the hope of providing a representative picture of the impact of coaching on the performance of MSMEs in PLUT KUMKM South Sulawesi.

The description of the characteristics of the respondents of this study is presented in the following table:

**Table 1**  
**Demographic Characteristics of Research Respondents**

| <b>Characteristics of Respondents</b> |     |      |
|---------------------------------------|-----|------|
| Gender                                | Sum | %    |
| Man                                   | 69  | 26.3 |
| Woman                                 | 193 | 73.7 |
| Age                                   | Sum | %    |
| < 20 Years                            | 39  | 14.9 |
| 20 – 40 Years                         | 158 | 60.3 |
| > 40 Years                            | 65  | 24.8 |
| Last Education                        | Sum | %    |
| High School/Equivalent                | 200 | 76.3 |

|  |     |      |
|--|-----|------|
| College  | 62  | 23.7 |
| Type of Business   | Sum | %    |
| Culinary   | 117 | 44.7 |
| Retail (Warung/Shop)                                     | 57  | 21.8 |
| Services (Sewing, Cosmetology, Courses, Workshops, etc.) | 61  | 23.2 |
| Craft  | 23  | 8.8  |
| Agriculture  | 4   | 1.5  |
| Long Time Trying   | Sum | %    |
| ≤ 5 years  | 123 | 46.9 |
| > 5 Years  | 139 | 53.1 |

Source: Primary data (processed for this dissertation)

From table 1, information was obtained that the research respondents were distributed in 5 types of businesses, namely, the type of culinary business (44%), services (23.2%) Handicrafts (8.8%) and agriculture (1.5%), most of them are women (73.7%), with an average age of 20-40 years (60.3%), the most education is high school/equivalent (76.3%), and most have managed businesses > 5 years (53.1%), Some of these findings will be used to strengthen the research analysis.

**Description of Variable *Training***

The *training variable* consists of 5 (five) indicators that are used to obtain information about the perception of training felt by micro business actors. The respondents' answers regarding this variable were processed and analyzed with SPSS software. Information about the description of the respondents' answers on each item is presented in the following table.

**Table 2**  
**Description of Variable *Training***

| Indicators         | N   | Range | Minimum | Maximum | Mean   |
|--------------------|-----|-------|---------|---------|--------|
| TRA1               | 262 | 4.00  | 1.00    | 5.00    | 4.2748 |
| TRA2               | 262 | 4.00  | 1.00    | 5.00    | 4.2863 |
| TRA3               | 262 | 4.00  | 1.00    | 5.00    | 4.2863 |
| TRA4               | 262 | 4.00  | 1.00    | 5.00    | 4.2672 |
| TRA5               | 262 | 4.00  | 1.00    | 5.00    | 4.1107 |
| Valid N (listwise) | 262 |       |         |         |        |

Source: Primary data (processed for this dissertation)

Based on Table 5.3, it can be seen that the respondents' perception of the training variable shows an average score of 4,245, with a maximum answer score range of 5 and a minimum of 1. These results indicate that the average assessment of respondents on the training variable is in the very high category. Based on these values, it can be concluded that most of the respondents have a positive view of the implementation of the training. The high average of this assessment also shows that the training program implemented has met the expectations of the respondents well.

**Description of Work Creativity Variables**

**Table 3**  
**Description of Work Creativity Variables**

| Indicators | N   | Range | Minimum | Maximum | Mean   |
|------------|-----|-------|---------|---------|--------|
| WCR1       | 262 | 4.00  | 1.00    | 5.00    | 4.1298 |
| WCR2       | 262 | 4.00  | 1.00    | 5.00    | 4.0992 |

|                    |     |      |      |      |        |
|--------------------|-----|------|------|------|--------|
| WCR3               | 262 | 4.00 | 1.00 | 5.00 | 4.1221 |
| WCR4               | 262 | 4.00 | 1.00 | 5.00 | 3.9695 |
| WCR5               | 262 | 4.00 | 1.00 | 5.00 | 4.1107 |
| Valid N (listwise) | 262 |      |      |      |        |

Source: Primary data (processed for this dissertation)

It can be seen in table 5.7, that the respondents' perception and assessment of the work *creativity* variable shows a *mean value* of 4,108 with a maximum answer score of 5 and a minimum of 1. These results show that the average respondents' answers to the work *creativity variable* are in the high category.

### Description of MSME'S Excellent Performance Variables

**Table 4**

**Description of MSME's Excellent Performance Variables**

| Indicators         | N   | Range | Minimum | Maximum | Mean   |
|--------------------|-----|-------|---------|---------|--------|
| SEP1               | 262 | 4.00  | 1.00    | 5.00    | 4.0420 |
| SEP2               | 262 | 4.00  | 1.00    | 5.00    | 4.1565 |
| SEP3               | 262 | 4.00  | 1.00    | 5.00    | 4.1298 |
| SEP4               | 262 | 4.00  | 1.00    | 5.00    | 4.1145 |
| SEP5               | 262 | 4.00  | 1.00    | 5.00    | 4.0382 |
| Valid N (listwise) | 262 |       |         |         |        |

Source: Primary data (processed for this dissertation)

Through table 5.8, it is known that the respondents' perception and assessment of the *MSME'S Excellent performance* variable shows a *mean value* of 4,096 with a maximum answer score of 5 and a minimum of 1. These results show that the average respondents' answers on this variable are in the high category

### Development and Testing of Research Instruments

Before descriptive analysis and model tests are carried out, research instrument development is first carried out. The initial development is aimed at formulating and determining the most appropriate statement items to represent the indicators and variables of the research. *Exploratory Factor Analysis* (EFA) is a statistical technique chosen in the development of this instrument. Based on the views of Comrey (1973), Gorsuch (1974), Maccallum et.al., (1999), Maccallum et al., (2001), and Sapnas and Zeller (2002), the EFA test in AMOS can use a minimum *sample size* of 50. This figure is considered sufficient to run EFA and accommodate the acquisition *of the required* loading factors.

The analysis of the instrument was carried out to test the composition of a statement of 30 items bound to 30 indicators and 6 constructs/variables. The selection of research statements was carried out by observing the *standardized regression weights (loading factors)* values produced. The higher the *loading factor* coefficient of the statement (closer to the number 1, the more the indicator is represented. After the EFA test is successfully carried out, it can be ascertained that each indicator is represented by the best statement and has met the required statistical provisions, namely the EFA test coefficient (*loading factors* (0.6) (Hair et al., 2010; Tabanick and Fidell, 2003).

The following paragraphs will outline the content of each statement reflecting the indicators and research constructs. The training structure consists of 5 indicators, including; increasing knowledge and skills, the ability to remember the material, the ability to apply the material, the training method, the number of hours of training.

Indicator (1) *increase in knowledge and skills* is represented by statements; "additional knowledge and skills relevant to the job", indicator (2) *the ability to remember material* is measured by statements; "Techniques or strategies that help participants to remember information better", indicator (3) *the ability to apply material* is measured by; "Providing sufficient opportunities and abilities to practice and apply the skills learned", indicator (4) *training method* is measured by the statement "Teaching methods in training that are applied in accordance with technological developments and the latest trends as needed" indicator (5) *Number of hours of training implementation* Measured by the statement "The number of hours of Training implementation supports consistency and continuity of learning", the construct of work creativity also consists of 5 indicators, namely; Focus on achievements, be right in working, solve problems quickly, adapt quickly, dare to take risks. Indicators *focus on achievement* measured by statements; "Increasing work creativity is recognized and appreciated in directing focus on team achievement", *the right indicator in work* is measured by the statement "Work creativity has sensitivity to the accuracy of creative solutions when encountering problems or difficulties in business, indicators of *quick problem solving* Measured with the statement "Work creativity has the ability to quickly find creative solutions to problems in daily work, while *the Adapt Indicator* is measured by the statement "Work creativity has the support of your ability to adapt quickly in the work environment, the Indicator *dares to take risks* It was measured by the statement "feeling comfortable taking risks when trying a work creativity approach to find new ideas". The next construct is; MSME's excellent performance, with 5 indicators, namely; *turnover, product innovation, market reach, governance novelty, digitalization*. The *turnover indicator* is measured by the statement "continuity of effective turnover tracking/calculation to measure the performance of my business. The *product innovation indicator* is measured by a statement about "the existence of product innovation that provides a competitive advantage for business performance, *the market reach indicator* is measured by the statement "consistency in evaluating the market reach performance of a business to make improvements and improve business performance". The indicator *of governance novelty* is measured with the statement "implementing modern management/governance to improve performance and efficiency in business governance". Digitalization indicators are measured by the statement "the use of digitalization to accelerate the decision-making process in business governance.

The next stage is a limited duplication of the instrument for field trial purposes as part of the empirical validation process. Through the trial, the instrument was distributed to a number of respondents who had the same characteristics or equivalent to the characteristics of the research population as a test sample. The answers or responses from the trial sample will be analyzed to determine the validity and reliability of the instrument developed. The validity test is used to determine the extent of accuracy or correctness of the instrument in measuring the research construct. If the measuring tool is valid, the measurement results will be correct and accurate. In addition, reliability testing is carried out to ensure the degree of consistency, stability, accuracy, and predictability of the instruments used. Reliability also indicates the extent to which measurements are carried out well or error-free, thus providing assurance that the measurement data is stable and consistent even though it is carried out at different times. Validity and reliability tests are carried out through *SPSS* software.

The results of the validation of the development of research instruments using *the product moment* correlation test from Karl Pearson showed that the coefficient

numbers were obtained from 0.573 to 0.928. This means that most of the validity test results are in the very high category (best), namely with a coefficient value of 0.8 - 1.0 and some others are in the high validity category (good) with a coefficient range of 0.6 - 0.8 (Tabarick and Fidell, 2003). The *alpha cronbach reliability test* showed a reliability test score of 0.979. The correlation relationship between question items also shows a coefficient of 0.977 to 0.979. This means that the reliability of the instrument is in the category of perfect reliability, which is a value of  $\alpha > 0.90$  (Patil and Kant, 2014; Tabarrick and Fidell, 2003).

Based on the results of the validity and reliability tests that have been carried out, it can be concluded that the research instruments used are valid and reliable. This means that this questionnaire can be a valid, consistent, and reliable measurement tool to collect the data and information needed.

### **Descriptive Analysis of Research Variables**

The descriptive analysis of the research variables in this study uses index numbers developed by Ferdinand (2014). Index numbers are a very representative analysis tool that describes the variation of respondents' answers in a complete table. There are 2 types of indices that are analyzed on each variable, namely; Indicator Index Value (NII) and Variable Index Value (NIV). The Indicator Index (NII) value is calculated from the multiplication between the score of each respondent's answer and the percentage value of each of the statement items. To obtain the percentage value of each indicator, first tabulation of the variation of respondents' answers was carried out through SPSS software. The Variable Index Value (NIV) is obtained from the average of the total NII presented in each table. This calculation applies equally to each variable because the range of answers used is uniform, namely scores 1 to 5 where score 1 describes "Strongly disagree" and score 5 reflects "Strongly agree". Thus, the index number will be in the range of 10-50, where the number 10 is the lowest index value and the number 50 is the highest index.

### **Descriptive Analysis of Training Variables**

Based on the criteria of *the three-box method* developed by Ferdinand (2014), it can be stated that MSME actors have a very good perception of the implementation and application of *training* for SME actors, this is shown by the achievement of a mean value of 4,245 with a maximum answer score of 5 and a minimum of 1. These results show that the average respondent's answer to the *training* variable is in a very high category,

The description of the training variable was based on five indicators measured on 262 respondents. Each indicator has a value range from 1 to 5, indicating the scale of measurement used. The first indicator (TRA1= *increase in knowledge and skills*) had an average score of 4.2748, which shows that in general, respondents rated this aspect highly. This was followed by (TRA2 = *ability to remember material*) and TRA3 = *ability to apply material.*) with the same average value, which was 4.2863, indicating the consistency of respondents' assessment of these two indicators. The fourth indicator (TRA4= *training method*) has a slightly lower average, which is 4.2672, but is still within a high value range. This shows that respondents' assessment of this indicator is also quite positive, although slightly lower than TRA2 and TRA3. The last indicator (TRA5 = *number of hours of training*) has the lowest average among the five indicators, which is 4.1107, but remains in the category of good assessment. The overall high average score for all indicators reflects the respondents' positive perception of the training variables measured.

An overall average of above 4.0 for all indicators showed that in general, respondents felt important with the training they received, especially in terms of additional knowledge, the ability to remember and apply skills, and the teaching methods used. This score is close to the maximum value, indicating that the training program has met or even exceeded the expectations of the majority of participants.

Referring to the findings that **the TRA5** indicator, which is related to **the number of hours of training**, has a slightly lower average value (4.11) than other indicators. Although this score is still in the positive category, there are indications that some participants may feel that the duration of the training provided is not ideal. This can mean two things: first, **Training is Too Short**: Some respondents may feel that the time given to training is too short, so they feel that they do not have enough time to absorb the material thoroughly or not enough to practice the skills taught. This can lead to the need to extend the duration of training. Second, **Training Is Too Long**: On the contrary, it is possible that some respondents feel that the training is too long, so the time spent is inefficient. They may feel that some material can be delivered in a shorter time, or that the training schedule can be more compact without compromising quality. Therefore, the training or training can consider further evaluating how participants respond to the duration of the training, for example through a more in-depth follow-up survey. If most participants feel that the duration is inadequate, the training can be extended or improved in terms of time management, such as: Adding more time for discussion or practice, Structuring the material to be more efficient and less crowded, so that it does not burden the participants too much. With this improvement, the duration of the training can be better adjusted to the needs of the participants, so that they can get the most out of the training.

The valid number of N listwise is 262, indicating that no data was lost in this analysis, and that all data collected from respondents had been used in its entirety. This data was processed from primary data sources and used for this dissertation, providing a comprehensive overview of how the training variables were assessed by respondents. These results indicate that respondents generally have a very positive view of the aspects measured in the training variables. These results indicate that respondents generally have a very positive view of the aspects measured in the training variables. This can be seen from the high assessment of respondents on indicators such as increasing knowledge and skills, the ability to apply the material studied, and the effectiveness of the teaching methods used. Respondents also rated the number of training hours they received as sufficient to meet their development needs, so as to improve productivity and performance in their workplace.

### **Descriptive Analysis of *Work Creativity Variables***

The results of the descriptive analysis on *the Work Creativity* variable show that MSME actors have a very good perception of *Work Creativity* and are shown by the achievement of a mean value of 4,108 with a maximum answer score of 5 and a minimum of 1. These results show that the average respondents' answers to the work *creativity* variable are in the high category. Work Creativity indicator assessed by 262 respondents on a scale of 1 to 5. Each indicator has the same spread of values, with a range from 1.00 to 5.00. The indicators measured are WCR1 = focus on achievements, WCR2 = right in work, WCR3 = quickly solve problems, WCR4 = adapt quickly, and WCR5 = dare to take risks.

The average of each indicator shows a high value, indicating a positive assessment of the work climate in the place. WCR1=focus on achievement had the highest average value, which was 4.1298, indicating that the aspects measured by this indicator were highly appreciated by respondents. The indicators of WCR3=quick to solve problems and WCR5= to dare to take risks also show high average values, 4.1221 and 4.1107, respectively. WCR2=right in working is slightly lower with an average score of 4.0992, but still shows a positive assessment. WCR4= quickly adapts has the lowest average value among the five indicators, which is 3.9695, although it is still above the mid-value of the scale.

Respondents' views on the work climate, especially on work creativity, as shown by the results of the study, were overall very positive. A high average score on each indicator indicates that various aspects of the measured work climate have been well appreciated by respondents.

The highest scoring indicator, *WCR1=focus on achievement, which reflects the aspects highly valued by respondents with an average score of 4.1298, suggests that the elements measured by this indicator may be a core component of an effective work climate. This high score suggests that the achievement-focused aspect has a significant direct impact on employees' perception of the work climate.* This can include things like a clear work structure, a sense of security at work, or the ability to focus on achieving goals. *WCR3=quick to solve problems* and *WCR5=dare to take risks* also have high scores, with an average score of 4.1221 and 4.1107, respectively. This shows that respondents highly appreciate a responsive and proactive work culture in facing challenges. Employees may feel empowered to make decisions and find solutions quickly, as well as feel supported when it comes to taking risks in their jobs. This signifies that the organization must have a dynamic work climate that supports bold decision-making, which is a sign of an innovative and adaptive work environment. However, the *WCR2=right indicator in work* is slightly lower with an average value of 4.0992, although it remains at a positive level. This can indicate that even though the accuracy in work is considered good, there may still be some obstacles or obstacles faced by employees in achieving results on time or in accordance with standards. It is possible that some work processes need to be optimized to ensure efficiency and accuracy. The lowest rated indicator is *WCR4=fast adapting*, with an average value of 3.9695. Although it is still above the mid-value of the scale, this suggests that respondents feel the adaptation aspect may not be as fast or effective as expected. A low score on this indicator may indicate that some respondents may find it difficult to adapt to change or that the organization has not fully provided an environment that supports flexibility and rapid change. It's also possible that the onboarding process or transition between policy and procedure changes may take longer than expected.

Overall, respondents' views on the work climate, especially work creativity, were very positive, especially in terms of the ability to quickly solve problems and take risks. However, there is room for improvement in terms of ensuring work accuracy and strengthening adaptability to change, which can improve the overall work climate.

To implement and improve work creativity based on the results of research, here are some suggestions that can be applied by any organization, namely: **Create an Environment that Supports Idea Exploration**, Work creativity will thrive if employees feel safe and encouraged to explore new ideas. Organizations can create an environment that supports innovation by holding regular brainstorming sessions, forming cross-functional teams for creative projects, and providing space for employees to come

up with fresh ideas without fear of failure. Encouraging open discussion where different viewpoints are valued can spur creativity. **Support Measurable Risk-taking**, based on a positive assessment of the *WCR5=dare to take risks*, it is important for organizations to continue to encourage employees to dare to take measurable risks in their work. This can be done by providing support and training on risk management, so that employees feel confident to make bold decisions that can drive innovation. Building a culture where failure is seen as part of the learning process can also reinforce a proactive attitude. **Increase Adaptation Speed through Flexibility, with a low score on *WCR4=adapt quickly***, there is a need to improve employees' ability to adapt quickly to change. Organizations can provide training in adaptation skills and the development of flexible thinking skills. Additionally, implementing more flexible work schedules, work rotation programs, or cross-departmental assignments can help employees adapt more quickly to new situations and encourage them to think creatively in different work contexts. **Optimize the Creative Problem-Solving Process Although *WCR3=quick problem-solving*** is considered positive, organizations can encourage more creative problem-solving by providing new tools and methods for problem-solving, such as design thinking techniques or agile methods. Training in creative problem-solving can also help employees find more innovative solutions, speed up work processes, and generate fresh ideas that add value to the organization. **Give Recognition for Innovation and Creativity, recognition and rewards for employees who succeed in making creative contributions can motivate others to continue to innovate. An award program that highlights achievements in work creativity, both individually and as a team, can be applied to increase employee motivation to continue to contribute to creating new and innovative solutions. Facilitating Creative Skills Development**, providing specialized training or workshops on creativity, innovation, and creative thinking can improve employees' skills in innovating. Training in brainstorming techniques, lateral thinking, as well as skills such as storytelling or visual thinking will help them generate creative ideas that can be implemented in their daily work. By implementing these measures, organizations can encourage higher work creativity, create an innovative work environment, and improve adaptability and bold and efficient problem-solving.

Overall, the results of this study show that the work climate, especially work creativity, is considered quite good and important. An average score above 4 for most indicators indicates that work creativity in the work environment (SMEs) is considered conducive and supportive. However, a slightly lower average score for WCR4 may indicate areas that need more attention for future improvements.

## CONCLUSION

Referring to the formulation of the problem, the conclusion of this study is: training, which is good, has a significant influence in increasing Work Creativity significantly, but does not significantly contribute to improving the Superior Performance of MSMEs/*SMEs's EXcellent Performance* directly. Thus, this study proves that good Work Creativity is proven to be a good mediator and is able to increase the influence of *training, coaching, and mentoring* on the *Superior Performance of MSMEs / SME's EXcellent Performance*.

In this study, the dominant variable that affects the Superior Performance of MSMEs / *MSMEs EXcellent Performance* in order is Work Creativity (WCR), with a significant value of .000 playing a key role in improving the superior performance of

MSMEs. Training (TRA) shows a significant influence of .005, although lower than other variables, but still important in supporting the improvement of MSMEs' superior performance when combined with other empowerment strategies.

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