

The Influence Of Cooperative Education, Basic Training and Cooperative Motivation On Students' Interest In Cooperating

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Abstract

Keyword:

*Cooperative education,
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Student cooperatives are a type of cooperative in Indonesia whose members are students. A look at various student cooperatives shows that student interest in joining cooperatives is considered to be still quite low. The researcher's aim in conducting this research is to find out how it influences cooperative education, basic training and cooperative motivation as variables that can influence students' interest in cooperatives. Researchers used quantitative descriptive research methods. The type of data in the research uses primary data collected from Nusantara PGRI Kediri University students using by distributing questionnaires to students. The population taken from this research were Management Study Program students at Nusantara University PGRI Kediri. The sampling used was purposive sampling. This method was chosen because it makes it easier to select samples that suit the research objectives. The sampling method for this research uses the Slovin formula and inferential data analysis is carried out using PLS-SEM with SmartPLS software. From several findings and debates carried out by previous researchers, the researcher will provide the following recommendations to student cooperatives. The indication of the benefits of student cooperatives in the cooperative education variable has the lowest index value. Therefore, there is a need for further education to students about the benefits of cooperatives.

Email:

INTRODUCTION

Indonesia is a large country with many different tribes and cultures. In Indonesia it is known for the friendliness of the people and their spirit of cooperation. Because humans are social creatures who cannot live in isolation and must depend on each other to achieve common wealth, cooperatives function as a platform for the business world in the Indonesian economy that upholds certain values. Indonesia is a country that is rich in natural resources, human resources, and has land and seas that stretch geographically (Wildan et al., 2021). In Indonesia's economic democracy, the importance of kinship and mutual cooperation cannot be overstated. In addition, the emergence of cooperatives became the background for development because individuals such as workers, farmers, and so on did not suffer losses due to capitalism, which forced workers are required to work for a few hours for a small salary while those who choose business or capital earn large profits. One of the non-bank institutions is cooperatives which will facilitate the community or cooperative members to improve collective welfare.

Cooperatives have long been known by various communities in various countries in the world. In 1896, the idea of cooperatives was introduced in Indonesia by R. Aria Wiria Atmaja and has developed to this day. The current sources of competitive advantage are innovation and creativity (Safrizal, 2023). Cooperatives can be accepted by Indonesian society because of their basic principle of kinship. In the 1945 Constitution Article 1 Paragraph 33 states "The economy will be created or managed through joint efforts by upholding or prioritizing the principle of kinship." A collection of cooperatives in education sector was introduced through student cooperatives at the primary and secondary school levels. In the world of education, it is known as a student cooperative. At the primary and secondary school levels, students occupy a more dominant position as members and consumers, but at the tertiary level students carry out cooperative activities as members and administrators. Technology impacts organizational and business performance. (Purnomo et al., 2021). Competence is the ability to apply knowledge, skills, behavior and personality to carry out individual and organizational tasks in order to achieve superior work performance. (Hidayat et al., 2022). Cooperatives are defined as business entities consisting of individuals or cooperative legal entities, with their activities based on the principle of cooperation and as economic movement based on the principle of kinship (UU No. 25 of 1992).

News circulating in the community about successful cooperatives shapes public perception which ultimately influences students' particular interest in cooperatives as a whole. This is different from cooperatives in the educational sector, where cooperatives are used as a place to find out and also find out the identity of students, while cooperative activities in the community are dominated by business activities. As a result, public perception has little influence on operational conditions. The public's impression is formed through word of mouth regarding the prosperity of cooperatives in society, and this in turn influences interest in cooperatives as a whole. In contrast to cooperatives that run in the education sector which function as a place for introduction and education regarding cooperatives, business activities dominate cooperative-related activities among the community, thus the way society views cooperatives does not really influence the conditions in which the cooperative is running or occurring. Interest in joining a cooperative will decrease if you receive bad news. Activities in student cooperatives provide a place or opportunity for students to gain experience in running commercial and non-commercial organizations, so that they can improve their overall cooperative education experience. To realize cooperative goals, of course a student cooperative must have resources that have capabilities in the cooperative field and good performance in cooperative management is needed to achieve cooperative goals. Performance is

very important in the overall management program. As an innovation, fintech makes it easier for customers to make transactions, for example e-money (Purnomo et al., 2021). Human resources are by far the most important asset for an organization (Safrizal et al., 2020). Performance measurements carried out continuously provide very important feedback in an effort to continue to improve performance for future success (Amran, 2022). Performance is the result achieved by an individual or group of people in an organization in accordance with their specific roles and duties to achieve organizational goals legally without violating moral or ethical rules. Performance is what workers do to make a positive contribution to the organization (Sumantri, B.A. et al., 2022).

Based on this definition, human resource behavior that is in line with organizational goals and is demonstrated by increasing individual performance results is called performance. To achieve what is determined by work performance standards, employees must mobilize all their energy, thoughts, skills, knowledge and time. Apart from that, the main factors that influence performance are a person's ability and will. Therefore, it can be concluded that performance is a person's ability to fulfill the requirements of a job (Ahmadi et al., 2023). Optimization of the supply chain network can be carried out with the aim of minimizing the distribution costs of agricultural commodities. (Marita et al., 2021). Thus, conceptually, as stated by experts, good work performance can be formed with basic training. Basic training for employees is very important because it provides a means for human resources to advance or improve their performance. Thus, training is an instruction to gain knowledge and improve workers' technical skills. In his current position or the one he holds, he will prioritize practice and apply methodical procedures in a short period of time.

Therefore, training is an instruction to gain knowledge and improve the technical skills of workers in their current position or the position they will hold, as well as to obtain systematic procedures in a short time. From the perspective of educators (lecturers), cooperative education means that students who take cooperative economics courses learn the values of cooperatives. One of the strategic issues in the competitive business world is finding internal and external competencies that are difficult to imitate and can support valuable products and services, especially in the Indonesian batik industry (Hasanah et al., 2023). To increase students' interest in the learning process, teachers apply various strategies to anticipate changes throughout the process. Increasing students' attention, encouraging them to enjoy class, and increasing excitement and the feeling that they are truly benefiting from their activities are some of the anticipated changes. "The aim of education is to develop the potential in students so that they become human beings who believe and are devoted to Allah SWT, have noble morals, are physically and spiritually healthy, have useful knowledge, are capable, creative, independent, and become citizens who have responsibility and make significant contribution (UU No. 20 Article 3 of 2003) National Education System." This is known to be in line with the educational objectives of the system.

A good cooperative is a cooperative that increases business results. To achieve the desired development, a strategy is needed which can be used as a basis and framework for achieving the work targets that have been set. One important factor in achieving the goals of a cooperative, namely seeking profits and prosperity, is the existence of cooperative members. Education is the foundation that must be created to improve quality. Pursuing education is the right path and continuity is needed to achieve maximum results. Along with increasingly sharp competition due to rapid technological changes and drastic environmental changes in every aspect of human life, every organization needs human resources who have the competence to be able to provide excellent and valuable services (Faidal & Anshori, 2011). Judging from the development of the organization, it must also be supported by educational programs. The quality of human resources within it can grow and develop. As one of the foundations of the economy, cooperatives are economic bodies that adhere to the principles of cooperative education. Cooperative education is an important principle that must be fulfilled by cooperatives because cooperatives have the responsibility to educate and provide knowledge to their members (Anasrulloh et al., 2021).

Training has good benefits for cooperatives and members who want to join cooperatives. For cooperatives, training can increase profits and productivity, as well

as increase management knowledge and capabilities at all levels. Trained members can assist in problem solving and decision making, as well as understanding the conditions and goals of the cooperative. Training is a method used to improve the competence of cooperative management, namely human resources in an organization (Aulia, 2021). Cooperative training is the same as other organizations, and requires good and correct management, aimed at achieving cooperative efficiency. The education and training provided has an impact on this for students to become cooperative members. The education and training carried out will increase overall knowledge about cooperative activities in theory and practice. This is in line with research conducted by (Yanti, R.R. 2020) in the title "The Influence of Perceptions About Cooperatives, Basic Education and Training and Motivation for Cooperatives on Students' Interest in Cooperatives showing that the education and training What has been done by researchers is that student cooperatives have a significant or positive influence on students' interest in becoming members of cooperatives.

In cooperatives, the motivation required from members is motivation to achieve their rights and obligations. Companies must ensure quality for sustainability. (Wildan, 2020). Members can buy goods from the cooperative, participate in activities held and also save money through the cooperative. The aim is to ensure smooth running so that the cooperative can run smoothly. Cooperative motivation is a person's inner drive and willingness to actively participate in all activities carried out by the cooperative to meet their needs and to achieve the goals of the cooperative. Motivation to cooperate has a significant influence and is a large effective contribution among other variables. To increase student interest in becoming cooperative members. This research is in line with (Jaya, Y. et al., 2019) which was carried out by partially calculating the influence of cooperative motivation on students' interest in becoming members of student cooperatives. Shows that cooperative motivation has a significant effect on students' interest in becoming cooperative members. The aim of this research is to find out how cooperative education, basic training and cooperative motivation have a positive or significant effect on students' interest in cooperatives.

LITERATURE REVIEW

Cooperative Education

Cooperative education is one of the principles of a cooperative that must be carried out by a cooperative to educate or teach its members about cooperative knowledge. (Anasrulloh et al., 2021). According to (Aulia, 2021) Cooperative education is an effort to develop human personality and intellectual abilities. The definition according to the experts above can be concluded that cooperative education is a process of increasing the cooperative capacity of cooperative members with the aim of increasing knowledge and improving the ability to manage cooperative businesses with the aim of ensuring the welfare of members and the community. Student Cooperatives have the task of empowering and educating their members so that they can develop into competent cadres, while at the same time trying to realize the welfare of their members. The level of member participation shows how well the members' welfare and education are. Understanding the level of member participation shows how well the cooperative empowers members and shows that the cooperative is legitimate. Indicators of cooperative education according to (Chusniah et al., 2022):

- 1) Listen
- 2) Understanding
- 3) Reaction
- 4) Assessment
- 5) Results achieved.

Basic Training

Basic training (Gustiana et al., 2022) is an activity that can obtain, improve and also develop the potential for employee productivity which can produce employees who are more disciplined, have certain skills and expertise. Ideally, training must be

designed to realize organizational goals, which at the same time also realize the goals of individual workers. Training can be summed up as a series of activities arranged in a targeted manner to improve skills, experience, expertise, increase knowledge and change an individual's attitude (Fianabila et al., 2023). From the definition above, it can be concluded that cooperative training is the same as other organizations, and requires good and correct management, with the aim of achieving cooperative efficiency. Indicator. Basic training indicators according to (Ali, H. 2022) include:

- 1) Type of Training
- 2) Training Objectives
- 3) Training Materials
- 4) Training Methods
- 5) Participant Qualifications.

Cooperative Motivation

Cooperative members must be motivated to fulfill their rights and responsibilities. To maintain the continuity of the cooperative's business, members can purchase goods from the cooperative, participate in planned events, and save money through the cooperative. According to (Permana & Wardani, 2023) motivation is a person's desire to raise enthusiasm and help direct and maintain behavior in order to achieve goals or desires that are in accordance with the scope of work. Cooperative motivation is an internal drive and a person's willingness to actively participate in all activities carried out by the cooperative in order to meet their needs and achieve cooperative goals (Indis et al., 2023). So motivation is the desire to work together with cooperative organizations to achieve the goal of mutual prosperity, building solidarity and togetherness as well as improving the quality of cooperative members. According to (Indis et al., 2023) there are 5 motivation indicators:

- 1) Physical needs
- 2) Security needs
- 3) Social Needs
- 4) Need for Appreciation
- 5) The need for self-realization.

Students' Interest In Cooperatives

Interest in cooperatives, especially in their establishment, has now become a necessity and this must be done by millennial generation students, this is at least in line with the principles of cooperatives, namely open, democratic and fair if available. If the cooperative is willing, it must also suit the characteristics of the millennial generation so that they are interested in joining the cooperative (Novendra et al., 2023). According to Slameto (Yanti, R.R. 2020), interest is explained as a continuous tendency to pay attention to various activities accompanied by continuous attention with pleasure. Interest is a person's particular tendency towards an action or series of actions. So, the most important factor that determines interest is a person's confidence in starting and carrying out something. Therefore, interest can be used as a reasonable basic approach to understand the factors that determine a person's attractiveness to become a member of a cooperative. Generating members' interest in cooperatives can be done by helping them understand cooperative operations, recognizing the advantages of using cooperative services and running a business there, paying attention to cooperatives, and having the desire and awareness to participate in all cooperative activities. Cooperative members who already have a strong sense of ownership of their organization will play an active role in its progress, so that the cooperative becomes more developed. Indicators According to (Ayuni, U. 2022):

- 1) Individual awareness
- 2) Interest that arises within oneself
- 3) There is an external interest in the activity
- 4) Be happy with everything
- 5) Education.

The influence of cooperative education on students' interest in cooperatives The results of several researchers suggest that cooperative education has a positive effect on student interest. Previous research by (Sa'adah & Kamalia, 2023) showed that cooperative education had a positive or significant influence on the participation of student cooperative members at Surabaya State University during the Covid-19 pandemic. The research results show that the indicators in the cooperative education variable have an average value of 82%, which is included in the good or significant category.

H1: Does Cooperative Education have a positive effect on Student Interest?

The influence of basic training on students' interest in cooperatives

From research entitled The Effect of Training on the Competence of Cooperative Management in East Java Using Sijawara E-learning as an Intervening Variable. The results of data analysis according to (Aulia, T. D. 2021) Training has a significant effect on SIJAWARA E-Learning and SIJAWARA E-Learning has a significant effect on the Competency of Cooperative Management, so that Training has a significant indirect effect on the Competency of Cooperative Management through SIJAWARA E-Learning.

H2: Does basic education have a positive effect on student interest?

The influence of cooperative motivation on students' interest in cooperatives

The third hypothesis of this research was put forward by (Jaya, Y. et al., 2019) who found that cooperative knowledge and cooperative motivation have a positive and significant influence on the interest of student cooperative members. The results of the analysis at a significance level of 5% show that education and basic training as well as motivation to collaborate have a significant effect on interest in cooperatives, while confidence in cooperatives does not have a significant effect on interest in cooperatives.

H3: Does Motivation have a positive effect on Student Interest?

RESEARCH METHOD

The research used is a descriptive quantitative method. According to (Sugiyono, 2018:20) "Quantitative descriptive research analysis involves data analysis by describing or presenting the data collected as it is, without intending to draw broad conclusions or generalizations." The research population was 262 respondents. Determining the sample used the Slovin formula and the sample used was 159 respondents, with a sampling error rate of 0.05(5%) for a population of 141(N), the minimum sample was 104. The population of this research were students of the Management Study Program at Nusantara University PGRI Kediri. Purposive sampling technique was used to select samples in this research. This technique was chosen because it makes it easier for researchers to select samples that meet the same criteria as this research. Respondents' answers to this questionnaire used a 7 point Likert scale: with ratings of 1 (strongly disagree), 2 (disagree), 3 (somewhat disagree), 4 (neutral), 5 (somewhat agree), 6 (agree), 7 (strongly agree). To analyze demographic characteristics, SmartPLS Accounting Data Processing Software is used. Researchers used the SmartPLS data test with the R-Square Test and the T-Values Test.

RESULT

R-Square Test and T-Values Test

Causal relationships between latent variables, or factors that cannot be measured directly, are estimated using structural models, also known as inner models. Structural models are built based on basic theoretical ideas. Blindfolding and bootstrapping techniques are used to evaluate models in Smartpls. The authors used tests on the structural model to examine the relationships between latent constructs. The structural model must go through several tests, one of which is the

R Square test on the endogenous construction of Sekaran & Bougie in (Binus, 2021). The coefficient of determination for the endogenous construct is the R Square value. R square results table as follows:

Table 1. Square Test Results

	<i>R Square</i>
Students' Interest	0.785
Cooperative Motivation	0.661

Source: Processed data, 2023.

The R-Square evaluation model is used by researchers to assess how large a percentage of variations in exogenous variables can be explained by endogenous variables in the model. R-Square can be determined based on the value contained in the endogenous variable. In the R-Square the value is 0.75 which means good, the value 0.50 means moderate, and the value 0.25 means weak (Ghozali & Latan, 2020:75). If it is feasible, the model predictor will get better the bigger the size. The R-Square Test results above show that the Student Minal variable value is above 0.70. This means that the influence of the Cooperative Basic Education variable on student interest is 78.5% (strong influence) and the influence of cooperative motivation on student interest is 6.61%.

The alpha statistical value is 5%, and the t-statistic value used is 1.96. Therefore, the criteria for accepting or rejecting a hypothesis is if the t-statistic value is greater than 1.65 and the P value is less than 0.05.

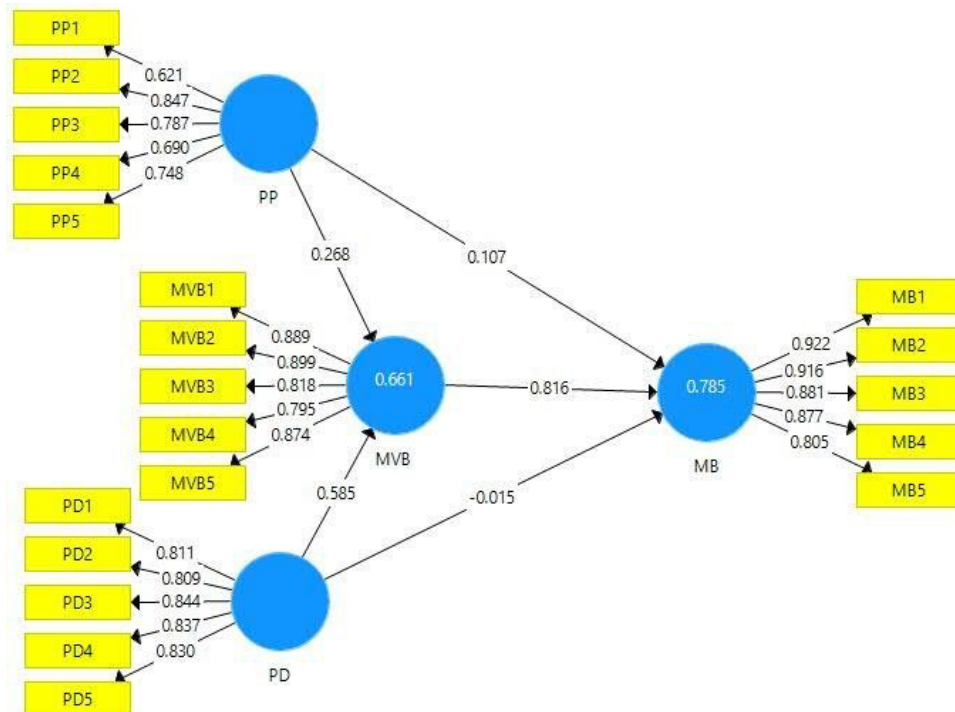
Table 2. T-Values Test Results

Hypothesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic	P Values	Results
X3 -> Y	0.816	0.816	0.048	16.923	0.0000	Significant
X2 -> Y	-0.015	-0.012	0.069	0.212	0.832	No Significant
X2 -> X3	0.585	0.581	0.071	8.18	0.0000	Significant
X1 -> Y	0.107	0.106	0.061	1.776	0.026	Significant
X1 -> X3	0.268	0.273	0.083	3.239	0.001	Significant

Source: Processed data, 2023.

Based on Table 2, it is known that the hypothesis for the Motivational Variable on Student Interest is accepted because it is statistical, the t value is more than 1.65 or the p value is less than 0.05. However, the Cooperative Education and Basic Training variables are not significant.

Model Structure Analysis



DISCUSSION

The research results show that student interest is significantly influenced by cooperative education, and there is a strong relationship between cooperative education and cooperative motivation variables. Cooperative education has a significant or positive effect on the participation of cooperative members at State University of Surabaya, because cooperative education is one of the seven cooperative principles that must be implemented to educate cooperative members about cooperatives. The influence of cooperative education on cooperative member participation was found in members who have knowledge and skills in cooperatives, namely those who have attended cooperative education and experienced the benefits of cooperatives (Sa'adah & Kamalia, 2023). This is in accordance with research findings (Pratama & Widiyanto, 2018). Previous research findings show that cooperative knowledge and cooperative motivation are positively correlated or have a significant effect on students' interest in cooperatives, even partially and simultaneously. The hypothesis that students' interest in cooperatives will increase in direct proportion to their level of cooperative knowledge is supported by the acceptance of H1. On the other hand, if students lack the ability to cooperate, student interest in cooperatives will decrease.

The research results show that Basic Training does not have a significant effect on Student Interest but Basic Training has a significant relationship with the Cooperation Motivation Variable. In line with previous research (Yanti, R. R. 2020), the results of the analysis with a significance level of 5% are that basic education and training and motivation to cooperate significantly influence interest in cooperatives, while perceptions about cooperatives do not significantly influence interest in cooperatives. The instruction and training provided will broaden one's theoretical understanding of cooperative action and exercise. If students are aware that collaborative efforts are not just sales, there are also additional assignment activities to be completed. The research results show that motivation to cooperate has a significant effect on students' interest in cooperatives. Thus, the higher a student's desire to become a leader in a cooperative organization, the greater the student's interest in joining the cooperative.

The results of this research show that motivation to cooperate has a significant effect on students' interest in cooperatives. Previous research (Rebifa, T. J. 2020) concluded that partially the cooperative motivation variable had a positive effect on the participation of Kopma UNY members from the Faculty of Economics class of 2015. In other words, the higher the student's desire to become a leader in a cooperative, the greater their interest. A previous study by (Fardiansyah, B. 2011) found that motivation to collaborate had a positive and significant impact on the desire to become a member of KUD Darma Tani, Boja District, Kendal Regency.

CONCLUSION

The following are the results of the research and also the results of the discussion that can be taken and used as conclusions in this research, namely as follows:

1. Students' interest in cooperatives in cooperative economic education is significantly influenced by cooperative education and cooperative motivation simultaneously.
2. Students' interest in cooperatives is not significantly influenced by basic education at the same time.

3. Students' interest in participating in cooperatives is significantly influenced by their level of motivation.

Based on previous research findings and debates, researchers provide the following recommendations to student cooperatives: The indication of the benefits of cooperatives in the cooperative knowledge variable has the lowest index value. Therefore, there is a need for further education to students about the benefits of cooperatives. To increase students' interest in joining a cooperative, this understanding can be obtained through classes or direct outreach carried out by the cooperative.

The purpose of this research is to evaluate the impact of cooperative education and incentives for cooperative cooperation based on students' collaboration interests. Two factors, specifically in the area of basic education and teaching and the desire to collaborate, have been shown to have a major influence on interest, according to research conducted on 262 students who participated in cooperative learning after they completed basic teaching and training. Meanwhile, students' interest in cooperatives is not significantly influenced by cooperative education.

This research has limitations, namely the limited number of respondent data collected, which does not rule out the possibility that there are still populations that are not included in the research being studied. The second possibility is that 103 other respondents who were not in the sample could be included in the respondents who met the sample criteria. It is hoped that future researchers can expand the population used and use other variables not examined in this study.

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