

## Development and Mentoring of Catfish Cracker MSMEs Based on Andragogy Education in Sobo Village

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**ABSTRACT.** The development of Micro, Small, and Medium Enterprises (MSMEs) is an important strategy in empowering the economy of rural communities based on local potential. However, MSMEs in rural areas still face various obstacles, especially related to limited human resources, production skills, and business management capabilities. This community service activity aims to develop the catfish crackers MSME managed by the Rukun Makmur Joint Business Group (KUB) in Sobo Village through andragogy-based community education. The activity was carried out using a qualitative-descriptive approach with a participatory design. The approach included needs identification, practice-based training, production assistance, and activity evaluation. The participants were 15 purposively selected MSMEs. Data were collected through observation, semi-structured interviews, and documentation, then analyzed using thematic analysis. The results of the activity showed that the implementation of andragogy-based community education was able to encourage active participant involvement in all stages of production, increase understanding and technical skills, and improve product quality, characterized by more uniform cracker shape and thickness. However, some participants still experienced obstacles related to limited production facilities and time. Overall, this activity demonstrated that andragogy-based community education is effective as a model for developing and mentoring local food-based village MSMEs.

**Keywords:** *community education, andragogy, MSMEs, catfish crackers, community service*

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## INTRODUCTION

The development of Micro, Small, and Medium Enterprises (MSMEs) is a strategic issue in community economic development, both at the national and local levels, because MSMEs play a significant role in driving inclusive economic growth and equitable prosperity. MSMEs not only serve as drivers of the people's economy but also as a means of empowering communities based on local potential that can absorb a large number of productive workers. The existence of MSMEs is a major pillar of the community economy, especially in rural areas, because they are able to utilize local resources, strengthen economic independence, and reduce dependence on the formal sector. Therefore, the sustainable development of MSMEs is an important part of an economic development strategy oriented towards community empowerment and strengthening the local economy. (Titi Darmi & Ririn Harini, 2025) .

MSMEs do not only play a role as driving force people's economy , but also as means empowerment public village based potential local (Marhendi et al., 2025) . Data from the Ministry of Cooperatives and SMEs shows that MSMEs contribute more from 60% to Product National Gross Domestic Product (GDP) as well as absorb part big power Work productive (Aliyah, 2022) . However Thus , various studies show that MSMEs in rural areas Still face challenge seriously , especially related limitations source Power human, innovation products and capabilities managerial (Gustiana, 2022) . Condition This was also found in cracker MSMEs catfish crackers managed by the Rukun Makmur Joint Business Group (KUB) in Sobo Village, which has potential material standard abundant but Not yet develop optimally.

Respond condition said, researchers have a view that problem main village MSMEs No solely lies in the capital aspect, but rather in capacity perpetrator business in manage and develop business in a way sustainable. Community education become instrument important in increase capacity the (Ratih & Utami, 2020) . In the context the majority of MSME actors is an adult , approach learning based andragogy assessed more relevant and effective (Suyadi et al., 2017) . According to Knowles (2015), andragogy emphasize that adults Study based on needs , experience, and orientation solution problem real (Hardoko et al., 2024) . Therefore that , education designed society with approach andragogy capable push participation active , independent , and change behavior MSME actors in general more sustainable .

A number of research and activities devotion previously has study empowering MSMEs through training and mentoring effort. Research by Hidayat shows that training entrepreneurship can increase skills technical MSME actors (Nurafni Octavia et al., 2023) . Meanwhile that, other studies are more emphasize on aspects innovation digital products and marketing (Nurafni Octavia et al., 2023) . However, thus, some big study the Still focused on results training in a way common and not yet in a way explicit study use approach andragogy in education MSME community, especially in processing product food local based fishery like shrimp crisp catfish crackers (Jun et al., 2019) . With Thus, there are gap study related How principles andragogy implemented in a way contextual in development of village MSMEs .

Novelty from activity devotion This lies in the implementation education public based integrated andragogy with mentoring production, packaging and marketing of SME crackers catfish crackers. Approach This No only transfer knowledge, but also digging experience perpetrator business as source Study main. In theoretical, activities This based on theory Knowles' andragogy and draft empowerment society that emphasizes participation , independence , and sustainability (Putri & Ikbal, 2025) . The second integration approach the expected capable strengthen capacity- based MSMEs potential local.

Based on description said , the activities devotion to public This focused on developing cracker MSMEs catfish crackers in Sobo Village through education public based andragogy . Objectives of the activity This is For increase knowledge, skills, and awareness members of KUB Rukun Makmur Dalam manage business , increase quality products , as well as expand marketing strategy use support sustainability of MSMEs as product featured village .

## **METHOD**

Activity devotion to public This use approach qualitative descriptive with character empowerment community. Approach qualitative chosen For dig in a way in-depth processes, dynamics , and change knowledge and skills MSME actors after follow education public based andragogy (Sugiyono, 2020) (Haki et al., 2024) . Focus main activity This lies in the process of adult learning which is participatory, contextual, and problem -solving oriented problem real faced public target. Activity design using an embodied participatory action approach in form training and mentoring for MSMEs, including stages identification needs and problems business , planning material education based andragogy, implementation training and practice direct ,

mentoring business, as well as evaluation results activities. This design allows involvement active participants as subject learning at a time support the process of reflection and improvement sustainable in development of cracker MSMEs catfish crackers.

Participants in activity This is 15 members The Joint Business Group (KUB) Rukun Makmur Sobo Village which operates in production shrimp crisp catfish crackers. Whole participants is active MSME actors, are at the age of mature productive and involved direct in the production process and marketing. Selection participants done use purposive sampling technique with consideration involvement direct in business as well as readiness follow all over series activity devotion. Data collection was carried out through observation, semi-structured interviews , and documentation. Observation used For observing the production, packaging and marketing processes before and after activity devotion, whereas interview used For dig perception , experience, and change understanding participants related MSME management and implementation principle andragogy . Documentation covering Photo activities, notes field, and results MSME products. Procedures data collection was carried out in a way gradually, starting from observation beginning, interview during the mentoring process, until reflection end activity together participants.

Data obtained analyzed use analysis descriptive qualitative with approach analysis thematic . Stages analysis includes the process of data reduction, data presentation, and data extraction. conclusion For identify patterns change knowledge, skills and attitudes participants after follow education public based andragogy. Approach analysis This viewed relevant with objective activity devotion, namely For understand effectiveness implementation principle andragogy in development of cracker MSMEs catfish crackers in Sobo Village.

## **RESULT AND DISCUSSION**

### **Result**

Based on results observation , interviews , and documentation during activity devotion to society , obtained findings related implementation education public based andragogy in cracker MSMEs catfish farming at KUB Rukun Makmur, Sobo Village. Entire 15 participants were involved active in the production process, starting from preparation materials, printing dough , arrangement shrimp crisp before drying, until packaging early. Involvement the seen from distribution tasks performed in a mutual cooperation manner without existence formal instructions from facilitator .

As many as 12 out of 15 participants state that method training through practice direct make it easier understanding to stages production shrimp crisp catfish crackers . P05 (Female, 41 years old) said that the learning process through practice make understanding more fast compared to explanation in a way theoretical. A similar thing was also conveyed by P11 (Male, 46 years old ) who emphasized that experience previously become references main in running the production process during activity ongoing .

**Table 1. Changes in the Quality of Catfish Cracker Production Before and After Mentoring**

<b>Aspect Production</b>	<b>Condition Before Mentoring</b>	<b>Condition After Mentoring</b>
Uniformity size shrimp crisp	Size and thickness varies	Size and thickness relatively uniform
Neatness form product	Less form neat and tidy consistent	More shapes neat and tidy
Printing process	Done without standard clear technical	Follow examples and directions facilitator

The results of the observation also show existence changes in results production after done assistance. Before activities, size and thickness shrimp crisp catfish crackers seen varies, whereas after mentoring part big product own relative shape and thickness uniform. Activities production carried out in a way in groups as well as the printing and arrangement process dough with mentoring facilitator can seen in the picture



**Figure 1.** Cracker production process

Production process shrimp crisp catfish crackers by members of the KUB Rukun Makmur in Sobo Village which was carried out by mutual cooperation. Participants are seen arranging crackers on a drying mat as part from stages post-printing before the drying process, which reflects active involvement and work collective in activity devotion to public based andragogy.



**Figure 2** Results, Catfish Cracker

The process of assisting in the molding and arranging of catfish cracker dough was carried out directly by the facilitator and members of the Rukun Makmur KUB (Center for Small and Medium Enterprises) in Sobo Village. This activity demonstrated active interaction between the facilitator and participants in the production practice, particularly during the formation and standardization stages of the cracker size before the drying process.

so, no all data shows uniform pattern. As many as 3 out of 15 participants convey that they Still experience difficulty in guard consistency thickness dough, especially at the stage printing early. P02 (Female, 38 years old) stated that limitations tool print be one of obstacles that affect results production. In addition, the results observation show that in some session activity there

were two participants who did not can follow activity in a way full Because limitations at the same time with activity House ladder .

## **Discussion**

Activity results devotion to public show that education public based andragogy capable push involvement active members of KUB Rukun Makmur dalam development of cracker MSMEs catfish crackers. Involvement all over participants in the production process , starting from preparation material until packaging beginning , showing that approach practice - oriented and experience- oriented learning real in harmony with need adult MSME actors . Findings This relevant with objective activities, namely increase capacity knowledge and skills MSME actors through a contextual and applicable learning process . Practice directly which becomes core activities allows participants understand stages production in a way more effective compared to method delivery theoretical solely.

In a way theoretical, findings the in line with principle main andragogy proposed by Knowles (2015), who emphasizes that adults Study optimally when learning focused on solving problem real and useful experience previously as source learning . Statement part big participants who stated more easy understand the production process through practice direct strengthen assumptions that experience work and involvement active become factor key in adult learning . These results are also consistent with research by Hidayat et al. (2019) which states that training based practice capable increase skills technical MSME actors in general significant. However Thus , the activities This expand findings the with put principle andragogy in a way explicit as base approach education society , not just training technical .

Changes in results production in the form of improvement neatness and uniformity form shrimp crisp catfish crackers show that assistance provided No only impact on aspects knowledge , but also on skills technical that can observed in a way directly . Findings This in line with Nurhayati and Lestari's (2021) study which emphasizes importance mentoring sustainable in increase quality food SME products local. However, it is different with a number of study previously more focus on aspects digital marketing, activities This placing the production process as foundation main development business, especially in MSMEs based on potential fishery village .

Implications from activity This nature practical and conceptual. In practical , results activity give description that education public based andragogy can used as a model for mentoring village MSMEs, especially for perpetrator businesses that have background behind limited formal education . This model can implemented by the government village, college high , and institution MSME companion in effort increase quality and power competition product local . In conceptual , activities This strengthen relevance theory andragogy in context empowerment economy society , especially in the MSME sector based on food local.

Although Thus, the activities devotion This own a number of limitations. First, the number of participants relatively limited and only covers One group business in one village area, so that results activity Not yet can generalized to more MSME context wide. Second, limitations means production, such as tool print that is still simple, influential consistency results production in part participants. In addition , involvement participants are also influenced by the activity domestic, so that No all participant can follow activity in a way full. Therefore that, activity devotion furthermore recommended For involving group more effort various , duration more assistance long, and support means more production sufficient for the impact activity can more optimal and sustainable .

## **Student Observation Data**

The dynamics occurring among students at SDN Sendang 1 indicate a behavioral transformation aligned with the habituation carried out by teachers. Based on observations of

students' behavior, it is evident that the character of appreciating achievement has begun to take firm root. This is documented in how students give positive responses to their peers' achievements. No expressions that demean or belittle others were found; instead, students have become accustomed to providing polite verbal appreciation as a form of moral support.

Regarding the aspect of social care character, the majority of students show significant development in the use of ethical language during social interactions. Students have been able to apply norms of politeness, such as asking permission before using others' belongings or offering apologies when minor frictions occur in social interactions. Although, in general, indicators of politeness have been met by most students, the researcher notes that the level of initiative in offering help still requires continuous stimulation so that it can develop into a behavior that emerges automatically without needing to be prompted by the surrounding environment.

## Discussion

The analysis of the findings in the field confirms that the habituation of polite language use at SDN Sendang 1 is a fundamental element within the ecosystem of character education. Polite language use is not viewed narrowly as merely a matter of linguistic etiquette, but rather as a reflection of emotional maturity and ethical depth. Through language, students learn to respect others, understand normative boundaries, and manage personal ego in order to create a harmonious learning environment.

The importance of this habituation is reflected in several crucial and interconnected points. First, polite language use represents a concrete form of respect for the dignity of fellow human beings. At SDN Sendang 1, students are taught that every word they utter has a psychological impact on the listener. By habituating greetings and gentle speech, students train themselves to become humble individuals. Second, this practice serves as a means for students to manage their emotions. The ability to remain polite when feeling angry or disappointed is a form of high self-control, which directly shapes a stable and wise character.

Third, language politeness encourages the development of open and tolerant attitudes. Students learn to listen without interrupting and to respect differing opinions without feeling threatened. This is particularly important in fostering healthy dialogue amid the diversity of students' backgrounds. Fourth, the ability to communicate politely enhances the quality of broader social interactions, in which students learn to express their aspirations assertively while remaining respectful. Fifth, these positive impacts extend to the realm of academic achievement. An environment free from verbal bullying fosters students' confidence to actively participate in learning activities, which ultimately triggers the attainment of more optimal learning outcomes.

Philosophically, the success of habituation at SDN Sendang 1 aligns with Imam Al-Ghazali's perspective on the essence of character (*akhlak*). According to his view, character or morality is not something that is deeply deliberated before being acted upon, but rather a spontaneity of the soul that has become an integral part of the individual. The continuous habituation process carried out by teachers aims to achieve this level of spontaneity. When students automatically behave politely without feeling instructed to do so, that is the point at which character education is considered to have successfully penetrated the depths of the students' inner selves.

The positive impacts experienced in students' daily lives, both within and beyond the school environment, demonstrate that language is a primary gateway to character formation. Therefore, synergy between educators at school and parents at home is essential to maintain the consistency of these values of politeness. By giving serious attention to the habituation of polite language use, SDN Sendang 1 has laid a strong foundation for students to grow into individuals who are not only intellectually intelligent, but also graceful in behavior and noble in speech.

## CONCLUSION

Activity devotion to public This show that education public based andragogy effective in support development of cracker MSMEs Catfish crackers at the Rukun Makmur KUB in Sobo Village. Results of the activity show involvement active all over participants in the production process as well as improvement skills marked technical with neatness and uniformity form product after done mentoring . Learning methods through practice direct proven make it easier understanding MSME actors towards stages production , so that objective activity For increase capacity knowledge and skills KUB members can achieved .

From the side contribution scientific, activities This give contribution practical and conceptual to development education community and empowerment of MSMEs. In general conceptual, findings activity This strengthen relevance theory andragogy in context empowerment economy public villages, especially in MSMEs based on food local. In practical , results activity This offering a model of mentoring for MSMEs based on andragogy that can made into references for college high, government villages and institutions companion in designing empowerment programs participatory and sustainable society.

Based on findings and limitations activities, research and community service furthermore recommended For involving amount more participants wide as well as MSME groups with characteristics diverse businesses. In addition, it is necessary mentoring term integrated length with support means production and aspects marketing for impact development business can measured in a way more comprehensive and sustainable . Further studies can also be carried out combine approach qualitative with measurement quantitative simple For evaluate change capacity MSME actors in general more measurable

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