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The Role of the Regional Technical Implementation Unit in Enhancing the Motivation of Entrepreneurship Facilitators in South Kalimantan

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A R T I C L E I N F O

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A B S T R A C T

This study aims to determine the role of the Cooperative and Small Business Training Center, a regional technical implementation unit in South Kalimantan Province, in enhancing the motivation of entrepreneurship facilitators, the constraints it faces, and the efforts to overcome them. A descriptive qualitative approach was used, with interviews and documentation involving five purposively selected informants. Analysis followed the Miles and Huberman interactive model. Results show that the Training Center's role operates at three job levels: program and training preparation, guidance and supervision, and direct facilitation. The main constraint is the difficulty of bringing all facilitators together. Efforts include fulfilling remuneration, competency certification, domicile-based recruitment, online meetings, and study visits.

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INTRODUCTION

The introduction section is here; you can provide the logical and phenomenological reasoning of conducting your research. It is **also mandatory that you put a clear explanation of your paper's contribution to knowledge enrichment.** It could present in the description of a niche sample (capturing unique samples), theory enrichment, or exciting results (novelty-if available). A short and straight to the point introduction is critically essential in this paper.

Entrepreneurship is regarded as an important part of the economy at both the national and regional levels. Pressure from unemployment and the uneven distribution of job opportunities has prompted the government to look for ways for the labor force, from school graduates to university graduates, to create jobs for themselves and for others. An entrepreneur is understood as an attitude of creating something new and valuable, not only for oneself but also for others (Alma, 2011).

This policy direction is set out, among other documents, in Presidential Regulation Number 2 of 2022 on the Development of National Entrepreneurship for 2021–2024, which is intended as a guideline for ministries/agencies, regional governments, and stakeholders in developing entrepreneurship (Pemerintah Indonesia, 2022). At the regional level, training and facilitation for cooperatives and small businesses are supported, among other sources, by the non-physical special allocation fund for capacity building (Menteri Koperasi dan Usaha Kecil dan Menengah, 2022). In South Kalimantan Province, coordinators and facilitators are appointed through a decree of the agency in charge of cooperatives and small and medium enterprises (Dinas Koperasi, Usaha Kecil dan Menengah Provinsi Kalimantan Selatan, 2024) and are guided by the Cooperative and Small Business Training Center (hereafter the Training Center), a regional technical implementation unit.

The quality of facilitation is closely related to the facilitators themselves. Sartika et al. (2019) link the presence of facilitators to the quality of micro, small, and medium enterprises (MSMEs), and Permana et al. (2025) describe entrepreneurship facilitation to improve the business feasibility of MSMEs in Banjarbaru City. From the perspective of business actors, Kunaka and Moos (2019) found that mentoring outcomes, namely skills transfer, knowledge transfer, entrepreneurial resilience, and business outcomes, are interrelated. Because facilitators act as friends, mentors, and curators for entrepreneurs, their enthusiasm and resilience in facing field challenges need to be sustained.

Similar literature on the motivation of government field workers largely comes from studies of agricultural extension workers. Siregar and Saridewi (2010) reported a strong relationship between motivation and performance among extension workers in Subang Regency ($r = 0.75$). Noer et al. (2020) tested training, compensation, and motivation in relation to extension workers' performance in Ponorogo Regency. Harahap et al. (2022) tested competence, organizational commitment, and motivation, while Arifianto et al. (2017) included extension workers' characteristics, working conditions, and motivation. Syafruddin et al. (2013) examined extension workers' performance from personal and situational factors. Studies abroad move in a similar direction: Amadu and McNamara (2019) assessed performance incentives for extension workers in

Uganda, and Regassa et al. (2021) reported high turnover and low motivation among extension workers in remote areas of Ethiopia.

Most of these studies treat motivation as a variable measured at the level of individual extension workers. In the literature searched for this study, studies tracing how a regional government institution carries out its role to enhance the motivation of entrepreneurship facilitators, including the constraints and efforts that accompany it, were not widely found. This study provides an empirical description of the role of a regional technical implementation unit at three job levels, namely the section, the coordinator, and the facilitators. This study aims to determine the role of the Cooperative and Small Business Training Center in enhancing the motivation of entrepreneurship facilitators in South Kalimantan Province, the constraints the Training Center faces in carrying out that role, and the efforts it has made to overcome those constraints.

THEORETICAL REVIEW

Role theory

Soekanto (2002) views a role as the dynamic aspect of a position: a person performs a role when he or she exercises the rights and obligations attached to that position. Biddle (1986) reviewed developments in role theory, which treats behavior as part of the roles attached to particular social positions. In this article, role theory is used to read the division of tasks of the Training Center at three job levels: the education and training section, the coordinator, and the facilitators.

Human resource management

Hasibuan (2009) defines management as the science and art of regulating the use of human resources and other resources effectively and efficiently to achieve certain goals. The functions of human resource management are inherent in the management functions, namely planning, organizing, directing, and controlling (Hasibuan, 2009). These four functions are used in the Discussion to group the Training Center's activities toward the facilitators.

Work motivation

Peterson and Plowman (as cited in Hasibuan, 2009) describe motivation as providing a driving force that creates work enthusiasm so that a person is willing to cooperate, work effectively, and be integrated to achieve satisfaction. The desire to work is linked to four factors, namely the desire to live, the desire for a position, the desire for power, and the desire for recognition. Hasibuan (2009) distinguishes positive motivation, namely giving rewards to employees who perform above the standard, from negative motivation, namely giving punishment to employees who do not meet the standard. Mitchell (1982, as cited in Winardi, 2001) emphasizes motivation as the degree of a person's desire and effort to carry out a task well.

Self-determination theory adds that motivation is not only a matter of how much, but also of what kind. The theory states that the satisfaction of basic psychological needs for competence, autonomy, and relatedness is associated with more autonomous motivation (Deci & Ryan, 2008; Ryan & Deci, 2000). The

needs for competence and relatedness are relevant for reading the Training Center's activities in the form of training and coordination meetings.

Motivation of government field workers

Studies of the motivation of government field workers generally come from agricultural extension workers. Siregar and Saridewi (2010) found that most extension workers in Subang Regency work because of the need for achievement (57.14%), followed by the need for affiliation (20.41%) and the need for position (4.08%). Noer et al. (2020), Harahap et al. (2022), and Arifianto et al. (2017) place motivation, together with training, compensation, competence, organizational commitment, or working conditions, as variables associated with extension workers' performance. Syafruddin et al. (2013) separate the determinants of extension workers' performance into personal and situational factors, and studies of extension workers' performance in various regions were also conducted by Suhanda et al. (2008) and Hernanda et al. (2015).

Two international studies highlight the role of rewards. Amadu and McNamara (2019) show that extension workers in rural Uganda respond positively to performance incentive schemes based on information and communication technology. Regassa et al. (2021) found that opportunities for further education are the strongest instrument for attracting and retaining extension workers in remote areas of Ethiopia, with an effect greater than doubling the salary, and that extension workers also want basic facilities, housing, and transportation.

Training and facilitation

In terms of training and facilitation, Sartika et al. (2019) examined the training function at an integrated business service center for cooperatives and MSMEs in Cianjur Regency. Kunaka and Moos (2019) grouped mentoring outcomes into skills transfer, knowledge transfer, entrepreneurial resilience, and business outcomes based on a survey of 209 entrepreneurs and small business owners in South Africa. Zulwisli et al. (2022) link motivation and work achievement to the advancement of MSMEs. These three studies provide the background for reading why the motivation of facilitators deserves institutional attention.

This body of work shows that facilitators perform a function similar to that of mentors, namely transferring skills and knowledge to business actors. That function works well if the facilitators themselves have competence and enthusiasm, so the question of how an institution sustains both becomes relevant to this study.

Conceptual framework

This study is qualitative and does not test hypotheses. The conceptual framework is presented as a concept map (Figure 1) that links the Training Center's role at three job levels with the motivation of facilitators, as well as the constraints and efforts that accompany the process. The four theoretical frameworks are used with the following division of tasks: role theory to map the tasks at each job level, human resource management functions to group the

Training Center's activities, the concepts of positive and negative motivation and Peterson and Plowman's motivation factors to read the efforts to overcome constraints, and self-determination theory to read activities that touch on competence and relatedness among facilitators.

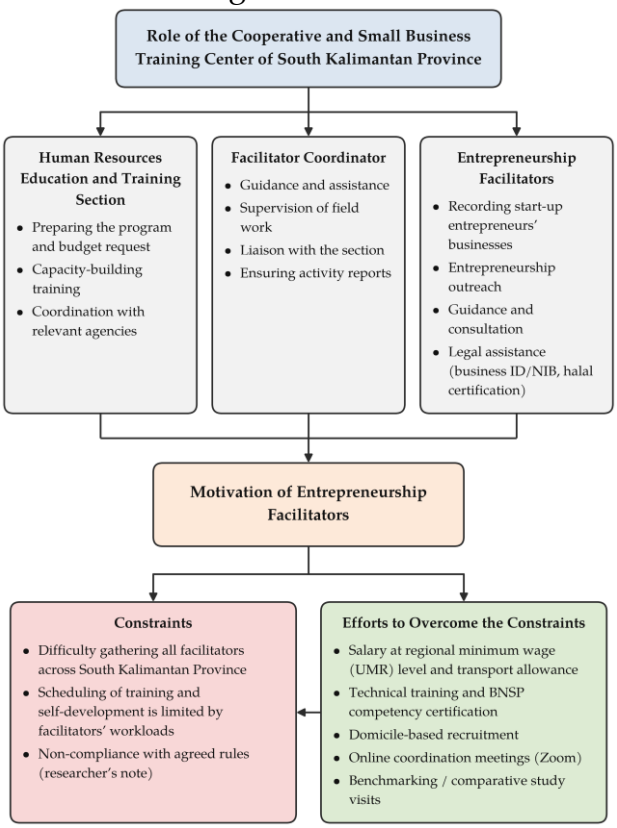


Figure 1. Conceptual map of the study (compiled by the authors)

METHODOLOGY

Informants were determined purposively, that is, with particular considerations in line with the focus of the problem (Sugiyono, 2013). There were five informants: the Head of the Human Resources Education and Training Section for Small Businesses (I-1, also the key informant), the Facilitator Coordinator (I-2), and three entrepreneurship facilitators (I-3 to I-5). Informants' identities are anonymized with codes. Primary data were obtained through direct interviews, while secondary data came from literature, books, and documents managed by the facilitators (Sugiyono, 2013).

The interview schedule for the five informants is presented in Table 1. The Head of Section and the Coordinator were interviewed twice because the discussion of constraints and efforts took place at separate meetings.

Table 1. Informants and interview schedule

Code	Position	Interview focus	Date
I-1	Head of the Human Resources Education and Training Section for Small Businesses (key informant)	Efforts to enhance motivation; efforts to overcome constraints	19 Mar and 4 Apr 2026
I-2	Facilitator Coordinator	Task assignment and guidance; constraints	24 Mar and 3 Apr 2026
I-3	Entrepreneurship facilitator	Obligations as a facilitator	26 Mar 2026
I-4	Entrepreneurship facilitator	Outreach strategy	27 Mar 2026
I-5	Entrepreneurship facilitator	Guidance and consultation strategy	28 Mar 2026

Interviews were the main technique and were guided by eight open-ended questions covering efforts to enhance motivation, task assignment to increase capacity, the facilitators' obligations, outreach and guidance strategies, constraints, and efforts to overcome them. Documentation in the form of photographs and written records at the Training Center was used to support the credibility of the interview results (Sugiyono, 2013).

Data analysis followed the interactive model of Miles and Huberman (1994), which consists of data collection, data reduction, data display, and conclusion drawing and verification. These activities were carried out continuously until the data were saturated, that is, until no new data or information were obtained. Findings were grouped into three themes in line with the research objectives, namely roles, constraints, and efforts, and are presented together with informant quotations.

RESULTS

Institutional context and recruitment of facilitators

The Cooperative and Small Business Training Center of South Kalimantan Province is a regional technical implementation unit under the agency in charge of cooperatives and small and medium enterprises at the provincial level. Its facilitators have authority and responsibility over 13 regencies/cities in South Kalimantan. The Training Center states that it seeks to bring together productive facilitators so that they collaborate and share knowledge, experience, networks, and insights, and help colleagues whose businesses are still lagging.

The agency that oversees the Training Center has a vision of realizing productive cooperatives and competitive MSMEs. Its mission includes improving the professionalism of civil servants, improving the quality of human resources and the institutional capacity of cooperatives and SMEs, encouraging the growth of new entrepreneurs and the improvement of skills, and expanding digital marketing networks. The Human Resources Education and Training Section designs training programs according to MSME needs, for example

managerial, technical, digital marketing, and financial training, and recruits facilitators.

The requirements for prospective facilitators include Indonesian citizenship with an identity card (KTP), a bachelor's (S1) degree relevant to entrepreneurship facilitation, a curriculum vitae, and a cooperative or entrepreneurship training certificate. An age limit of 18 to 30 years and a health certificate are mentioned as possibly applicable. Selection is carried out through administrative selection, a written test, an interview test, and the determination of results announced through the Training Center's official portal. The interview test is used, among other purposes, to explore the candidate facilitators' motivation, experience, communication skills, and personality.

The Training Center's role in enhancing facilitators' motivation

On the section's side, the preparation of capacity-building training programs is intended to strengthen MSME human resources so that they can innovate, use technology, handle legality, and improve product quality, both through the Training Center and through the National Professional Certification Agency (BNSP).

The Training Center's role runs at three job levels (Table 2). The Head of Section (I-1) stated that the facilitators' role needs to be accompanied by capacity building and by the facilitators' own knowledge, because "the success of entrepreneurship facilitation is largely determined by the work competence of the facilitators" (interview, 19 November 2025; quotations from informants are translated by the authors). According to the Head of Section, the facilitators have also been provided with a room for activity coordination and with training as provisioning.

Table 2. The Training Center's role by job level

Job level	**Roles described**	**Informant**
Human Resources Education and Training Section	(1) Prepares the program and the budget request for the current year to the ministry and the regional government so that training and recruitment of facilitators can be carried out on schedule, including salary and transport costs, both inter-regional and local. (2) Prepares capacity-building training programs, because not all facilitators are experienced in the technical aspects of guidance and in preparing business legality documents; training is provided through the Training Center and BNSP. (3) Coordinates with relevant agencies after recruitment is completed.	I-1 (19 Mar 2026)

Job level	Roles described	Informant
Facilitator Coordinator	Provides continuous guidance; regulates and supervises team work in the field; provides assistance and organization; acts as the liaison between section officials and facilitators; ensures good-quality activity reports for program evaluation.	I-2 (24 Mar 2026)
Entrepreneurship Facilitators	Coordinate and record the activities of start-up entrepreneurs; promote entrepreneurship to the unemployed; build an online business information center; provide guidance and consultation; guide the processing of the NIB and halal certificates, and introduce organizations related to business continuity, such as local cooperatives and private companies.	I-3, I-4, I-5 (26–28 Mar 2026)

The Coordinator (I-2) explained that the coordinator provides an overview of the facilitation program, guides, organizes, and supervises the facilitators periodically, and provides assistance, organization, and guidance so that facilitators are effective and professional in fostering prospective entrepreneurs and start-up entrepreneurs (interview, 24 March 2026). The coordinator also acts as a liaison so that the facilitators' aspirations and needs reach the section officials, and ensures that activity reports are of good quality for program evaluation. In the guidance role, the coordinator builds the facilitators' capacity as mentors, curators, and digital catalysts for MSME actors through training in business skills, management, marketing, and finance, and organizes and supervises team work in the field so that activities are orderly, fair, transparent, and accountable.

At the facilitator level, I-3 stated that identifying training needs requires expertise, strategy, and procedures as a foundation, as well as recording the condition of entrepreneurial activities before, during, and after training to determine prospective participants, both prospective entrepreneurs and start-up entrepreneurs (interview, 26 March 2026). I-4 emphasized that "the main capital for outreach is having face-to-face communication skills, but one must also have skills in digitalization", for example to build an information center through WhatsApp groups or Zoom and for consultation on digital marketing, financial management, and product development (interview, 27 March 2026). I-5 described legal guidance for entrepreneurship, namely material on the rights and obligations of business actors, as well as step-by-step assistance in obtaining the business identification number (NIB) through the Online Single Submission (OSS) application and halal certification. According to I-5, this legal guidance helps build the foundation of a business, avoid legal problems, protect reputation, increase business partners' trust, and ease access to capital (interview, 28 March 2026).

In the researchers' conclusion from the interview with I-4, the Training Center's role in training facilitators to interview entrepreneurs aims to ensure that entrepreneurs receive appropriate support in planning, marketing, finance, and access to capital. The conclusion from the interview with I-5 states that legal and legality facilitation is expected to run effectively and benefit business actors.

Routine guidance activities

The Training Center has a routine schedule of guidance for the facilitators (Table 3). The coordination meeting is held once a month in the first week with section officials, the coordinator in charge, and all facilitators, for the purposes of monitoring and evaluation, mapping training needs, and finalizing the training to be held in the current month. Training can be held at the Training Center or in a regency/city willing to host it. Every year the Training Center also schedules competency development training with BNSP resource persons so that the workforce's qualifications meet the applicable standards.

Table 3. Routine schedule of guidance for facilitators

Activity	**Description**	**Informant**
Monthly coordination meeting	Every first week; attended by section officials, the coordinator in charge, and all facilitators; covers monitoring and evaluation, mapping of training needs, and finalization of the current month's training.	I-1 (19 Mar 2026)
Training	Held at the Training Center or in a regency/city willing to host it.	I-1 (19 Mar 2026)
Annual competency development training	Scheduled every year with BNSP resource persons so that the workforce has qualifications that meet the applicable standards.	I-1 (19 Mar 2026)

Constraints faced by the Training Center

According to the interviews, the main constraint is the difficulty of bringing together all facilitators across South Kalimantan Province for optimal facilitation. The Coordinator (I-2) called it the "root of the problem" in enhancing motivation, namely the difficulty of gathering all facilitators to continue the facilitation work program optimally (interview, 3 April 2026).

Another constraint raised by I-2 is the scheduling of training and self-development, because some facilitators are busy with the businesses they mentor. Competency-based training is usually inserted between entrepreneurship training schedules, so there is no dedicated schedule for such training. In the researchers' conclusion from this interview, there is also non-compliance by some facilitators with the agreed rules due to broken communication, which is the Training Center's task to guide and evaluate.

Facilitators' expectations

In the interviews, the facilitators asked the coordinator to be better able to manage the facilitators so that they can play an active role in the programs being carried out. The Coordinator, on the other hand, stated that scheduling program meetings is still difficult because the facilitators are busy with the businesses they mentor. These two statements show that the scheduling constraint is felt from both directions, by the facilitators and by the coordinator.

Efforts to overcome the constraints

The Training Center's efforts to overcome these constraints, as conveyed by I-1, are summarized in Table 4. According to I-1, meetings via Zoom were chosen because they save travel costs and time and are an effective solution for flexible online meetings and learning, and study visits are considered necessary for facilitators as an effective way to improve the quality of human resources and institutional performance (interview, 4 April 2026). The results of the study visits are used as a benchmark of the capacity of the facilitators and as the basis for planning the next budget year.

Table 4. The Training Center's efforts to overcome the constraints

Effort	Description	Informant
Fulfilment of monthly entitlements	Salary at the level of the provincial regional minimum wage (UMR) and an additional honorarium in the form of local and out-of-region transport costs.	I-1 (19 Mar 2026)
Training and competency testing	Technical entrepreneurship training and competency testing with BNSP certificates as legality for carrying out facilitation.	I-1 (19 Mar 2026)
Domicile-based recruitment	Potential young people in each region are given the opportunity to take part in the selection; those who pass must serve in that region with salary and facilities from the Training Center.	I-1 (19 Mar 2026)
Online coordination meetings	Zoom at every scheduled coordination activity, considered to save travel costs and time.	I-1 (4 Apr 2026)
Study visits	Considered an effective way to improve the quality of human resources and institutional performance; the Training Center mentions a benchmarking or study visit program outside the province every year.	I-1 (4 Apr 2026)

Summary of findings

In brief, the informants described three things. First, the Training Center's role is divided by job level and each touches different activities, from budgeting

and training, to guidance and supervision, to direct facilitation of entrepreneurs. Second, the constraint most emphasized is the difficulty of bringing together all facilitators, followed by the absence of a dedicated schedule for competency-based training. Third, the efforts made are varied, ranging from fulfilling monthly entitlements, certification, and recruitment arrangements to the use of online meetings and study visits. In the researchers' conclusion, the Training Center acts as a facilitator that motivates and directs entrepreneurs to have motivation, courage, and the ability to compete, and for this reason the motivation of its facilitators needs to be sustained.

DISCUSSION

Division of roles and management functions

The findings show that the Training Center does not treat enhancing motivation as a separate program, but works on it through the division of tasks at three job levels. This pattern is in line with Soekanto's (2002) view that a role is the exercise of the rights and obligations attached to a position, and with Biddle's (1986) review, which treats behavior as part of the roles attached to social positions. The section handles the program and budget, the coordinator handles guidance and supervision, and the facilitators handle field work.

This division can also be read through the four functions of human resource management (Hasibuan, 2009). The preparation of the program and budget request relates to planning, the arrangement of the facilitator team and the linking of levels to organizing, assistance and guidance to directing, and supervision, reporting, and monthly monitoring and evaluation to controlling. This grouping is the authors' interpretation of the informants' accounts; the informants did not use these terms.

The mission of the agency overseeing the Training Center includes improving the quality of human resources and the institutional capacity of cooperatives and SMEs and encouraging new entrepreneurs. The Training Center's efforts toward facilitators are thus part of a broader institutional direction, although the informants did not directly link motivation activities to this mission.

Competence and training as a path to motivation

The Head of Section emphasized that the success of facilitation is determined by the facilitators' competence, and the Training Center responds through training, coordination meetings, and competency testing. In the framework of self-determination theory, such support touches on the need for competence, which Ryan and Deci (2000) link to more autonomous motivation. The Training Center's view that well-equipped facilitators will be more prepared and more enthusiastic is also in line with Mitchell's (1982, as cited in Winardi, 2001) idea that motivation relates to the desire and effort to carry out a task well.

The same direction appears in other studies. Regassa et al. (2021) found that opportunities for further education are the strongest instrument for attracting and retaining extension workers in remote areas, even greater than doubling salary. Noer et al. (2020) tested training together with compensation and

motivation as variables of extension workers' performance, a combination that also appears in the Training Center's efforts. However, those studies measured preferences or effects quantitatively, whereas the data of this study are the accounts of five informants. This parallel therefore shows only direction, not magnitude, and the effect of the Training Center's efforts on motivation cannot be concluded from these data.

Rewards, recognition, and facilitators' needs

A salary at the regional minimum wage and a transport honorarium can be read as a form of positive motivation (Hasibuan, 2009) and relate to the desire to live in Peterson and Plowman's account (as cited in Hasibuan, 2009). BNSP certificates as legality for facilitation relate to the desire for a position and recognition. All of these take the form of rewards and support, not sanctions. The informants did not mention sanctions as a way the Training Center motivates facilitators, but the researchers' note on non-compliance shows that guidance and evaluation are still needed.

There is a difference from Amadu and McNamara (2019), who assessed incentives linked to performance. Here the informants mentioned only a standard salary and a transport honorarium, without linking them to performance achievements. This difference suggests that the Training Center positions rewards as a monthly entitlement, not as a tool to drive performance.

The monthly coordination meetings and study visits open space for togetherness and learning among facilitators, which within Siregar and Saridewi's (2010) framework can be linked to the need for affiliation, while certification and training can be linked to the need for achievement. These two needs are the ones most often found among extension workers in Subang. The Training Center's statement that facilitators are gathered to collaborate and share knowledge supports this reading, but the needs of facilitators in South Kalimantan were not measured in this study.

Selection and recruitment as the starting point of maintaining motivation

The interview test in the selection of facilitators is intended, among other things, to explore the candidates' motivation, experience, communication skills, and personality. This shows that motivation is already considered at the selection stage, not only after the facilitators begin work. Domicile-based recruitment, which requires successful participants to serve in their own region, can be read as a continuation of that consideration, because facilitators are placed in areas they know. This reading is the authors' interpretation; the informants did not explain the reasons for this policy.

Constraints of regional spread and scheduling

The constraint of gathering facilitators appears to relate to a dispersed work structure. Facilitators are responsible for 13 regencies/cities and at the same time are busy with the businesses they mentor, so the Training Center's demands, such as meetings and training, compete with the demands of business actors. In the framework of Syafruddin et al. (2013), regional spread and busyness are situational factors, while competence is a personal factor. This grouping is the

authors' interpretation. Arifianto et al. (2017) and Harahap et al. (2022) also place motivation together with working conditions or competence, so the Training Center's layered approach (rewards, training, and work arrangements) is in line with how the literature views the determinants of performance.

Regassa et al. (2021) reported low extension worker motivation and high turnover in remote areas, and that extension workers want transportation and basic facilities. The Training Center's transport honorarium and domicile-based recruitment touch on this issue, but the informants did not mention facilitator turnover as a reason for these policies. Online meetings via Zoom directly address the constraint of gathering facilitators because they save travel costs and time. The accounts of I-1 and I-2 about competency training also need careful reading. I-1 mentioned an annual training agenda with BNSP resource persons, while I-2 said there is no scheduling of competency-based training. The two accounts can be read together: an annual agenda exists, but scheduling that accommodates the facilitators' busyness has not been formed. This reading needs to be confirmed in further research.

Technology appears at two levels. The Training Center uses online meetings for coordination, and facilitators are expected to master digital communication (I-4). Amadu and McNamara (2019) position information technology as a means of tracking performance and giving incentives to extension workers dispersed over wide areas. At the Training Center, as far as the informants conveyed, technology is used to save the cost and time of coordination, not to monitor performance or link rewards to achievement.

Facilitator motivation and the quality of facilitation

Facilitators' motivation matters because their work produces real benefits for entrepreneurs. Kunaka and Moos (2019) grouped mentoring outcomes into skills transfer, knowledge transfer, entrepreneurial resilience, and business outcomes. The facilitators' tasks in this study, namely recording businesses, guidance and consultation, and assistance with the NIB and halal certification, relate to some of these outcomes. The same context appears in entrepreneurship facilitation in Banjarbaru City (Permana et al., 2025) and in the study of the training function at an integrated business service center (Sartika et al., 2019). Thus, the Training Center's efforts to maintain facilitators' motivation can be understood as part of efforts to maintain the quality of facilitation, although that relationship was not tested here.

The study visit efforts also contain a feedback mechanism, because their results become a benchmark of the facilitators' capacity and the basis for planning the next budget year. This mechanism links the controlling function to the next planning. Overall, the Training Center's efforts are layered, covering rewards, competence, recruitment arrangements, technology, and learning, and do not rely on a single instrument.

Facilitators' expectations of the coordinator

The facilitators' request that the coordinator be better able to manage them shows role expectations of the coordinator position. In role theory, behavior is

understood as related to the expectations attached to a position (Biddle, 1986), so this request can be read as the facilitators' expectation that the coordinator carry out the role of mentor and liaison more actively. On the other hand, the coordinator considers such management difficult because of the facilitators' busyness. Both parties seem to want better coordination, but the obstacle lies in time and regional spread, not in differing goals.

This reading is limited. Only three facilitators were interviewed, and the request is not broken down by which facilitator conveyed it or what form of management is meant. This finding should be used as an indication of direction for further research, not as a conclusion about the coordinator's performance.

Implications for managing facilitators

The two suggestions formulated from the interview results address directly the constraints found. Setting the monthly meeting schedule well in advance can help facilitators arrange their time amid the busyness of the businesses they mentor, while the coordinator's attention to each facilitator's abilities relates to the need for competence in self-determination theory (Ryan & Deci, 2000). A more predictable schedule can also give facilitators room to manage their own work, which in the same theory is linked to autonomy (Deci & Ryan, 2008). Both relationships are the authors' interpretation and have not been tested.

The finding of Regassa et al. (2021) that learning opportunities are highly valued by extension workers suggests that training and certification at the Training Center can be seen as a reward, not only an obligation. For similar institutions, this implies that training schedules adjusted to facilitators' busyness deserve consideration as part of efforts to maintain motivation, in addition to financial rewards. This conclusion remains limited to the context of five informants and one institution.

Contribution and limits of the findings

Compared with the literature that mostly measures motivation as a variable at the level of individual extension workers (Arifianto et al., 2017; Harahap et al., 2022; Noer et al., 2020; Siregar & Saridewi, 2010), this study adds a picture from the institutional side: what each job level does, what obstacles are felt, and what steps are taken. This picture can serve as a starting point for formulating variables to be measured later, for example the fulfilment of rewards, opportunities for training and certification, and the frequency and form of coordination.

The limits also need to be stated. The data come from one institution and five informants, only three of whom were facilitators, so the views of other facilitators in the 13 regencies/cities are not captured. The findings also cannot be generalized to other institutions, and the account of motivation rests on informants' perceptions, not on measurement. With these limits, the discussion above should be read as interpretation that still needs testing, not as evidence of a causal relationship.

CONCLUSIONS AND RECOMMENDATIONS

The Cooperative and Small Business Training Center of South Kalimantan Province carries out its role in enhancing the motivation of entrepreneurship

facilitators through three job levels. The Human Resources Education and Training Section prepares the program and budget request, prepares capacity-building training, and coordinates with relevant agencies after recruitment. The coordinator provides guidance, supervision, assistance, liaison, and ensures activity reports. The facilitators carry out identification and recording, outreach, guidance, consultation, and business legality assistance.

The main constraint faced is the difficulty of bringing together all facilitators across South Kalimantan, compounded by the absence of dedicated scheduling for competency-based training. The Training Center's efforts include providing a salary at the regional minimum wage and a transport honorarium, BNSP training and competency testing, domicile-based recruitment, online coordination meetings, and study visits.

The study produces three suggestions. First, in line with the facilitators' request, the coordinator needs to be better able to manage the facilitators so that they play an active role in the programs being carried out. Second, monthly meetings need to be set well in advance so that discipline is maintained and the coordinator team can prepare the meetings well. Third, the coordinator needs to pay attention to each facilitator's abilities so that they are able to carry out the programs that are running as well as those that are planned.

FURTHER STUDY

This study has limits that stem from its design. The data were obtained from five informants at one institution, and only three of them were facilitators. Motivation was not measured directly, so the findings describe the roles, constraints, and efforts according to the informants' accounts, not changes in the level of motivation.

Further research could increase the number of facilitators as informants, compare several provinces, or measure facilitators' motivation with measurable instruments, as done in quantitative studies of extension workers (Noer et al., 2020; Siregar & Saridewi, 2010), to test the relationship among institutional efforts, motivation, and the quality of facilitation.

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