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# Business and Management Training Using the Hybrid Method for the Management of the Merah Putih Cooperative in Denpasar City

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ABSTRACT

The Merah Putih Cooperative was a government program establishing village/sub-district cooperatives across Indonesia to strengthen the community economy. This training was motivated by the limited knowledge, understanding, and experience of some Merah Putih Cooperative administrators in business and management. Based on initial conditions, most Merah Putih Cooperatives in Denpasar City had been established, but not all of them were yet able to carry out operational activities optimally. The activity aimed to improve administrators' knowledge of business and management and to introduce the use of digital technology in the learning process. The activity used a hybrid method that combined online learning via Zoom Meeting and the Padlet LMS with offline learning at the Denpasar City Cooperative and MSME Office. The activity was attended by Merah Putih Cooperative administrators in Denpasar City and was evaluated using a descriptive design by comparing pre-test and post-test results, assignment scores, attendance rate, and timeliness of assignment submission. The evaluation results showed an improvement in participants' understanding of business and management material after the training. In addition, the assignment results showed that participants were able to apply part of the material in preparing cooperative business plans. The implementation of the activity also showed participants' participation in online and offline learning, although the consistency of attendance and the timeliness of assignment submission still needed to be improved. Thus, the hybrid method could be an alternative in implementing capacity building programs for cooperative administrators through a combination of material delivery, independent learning, and practice.

Keywords: Business and Management, Hybrid Method, Merah Putih Cooperative, Training.

## 1. Introduction

Merah Putih Village/Sub-district Cooperatives are a government program initiated by President Prabowo Subianto to strengthen the community economy through the establishment of cooperatives at the village and sub-district levels across Indonesia. The program upholds the principles of mutual cooperation (*gotong royong*) and kinship, aiming to increase community economic independence, strengthen food security, shorten distribution chains, and improve community welfare. The establishment of these cooperatives is part of the national economic development agenda involving the central government, local governments, and the community (Presidential Instruction Number 9 of 2025 on the Acceleration of the Establishment of Village/Sub-district Merah Putih Cooperatives). Based on the Implementation Guidelines of the Minister of Cooperatives of the Republic of Indonesia Number 1 of 2025 on the Establishment of Village/Sub-district Merah Putih Cooperatives, there are seven business fields directed for development, namely basic necessities outlets, affordable medicine outlets/village pharmacies, village clinic outlets, cooperative office outlets, savings and loan units, warehousing and logistics, and other business activities.

The development of these business fields requires adequate organizational governance, managerial skills, and human resources so that cooperatives can operate professionally and sustainably. The Denpasar City Government also implemented the Merah Putih Cooperative establishment program in its area. Based on 2026 data from the Institutional and Cooperative Empowerment Division of the Denpasar City Cooperative and MSME Office, there were 43 Merah Putih Cooperatives recorded in Denpasar City (Denpasar City Cooperative and MSME Office, 2026). Nevertheless, establishing cooperatives in urban areas faces its own challenges, particularly related to administrators' readiness to manage the organization and carry out business activities.

The initial identification showed four main problems, namely: (1) administrators' limited knowledge of the legal basis, operational guidelines, and technical instructions for cooperative management; (2) administrators' limited knowledge and skills in business and management; (3) administrators' lack of experience in running and managing businesses; and (4) difficulties in gathering members and obtaining initial capital through members' principal and mandatory savings. These problems show that the institutional establishment of cooperatives needs to be followed by human resource capacity building. Administrators are required not only to understand institutional aspects but also to have skills in business planning, financial management, administration, marketing, and decision making.

Therefore, strengthening business and management knowledge and skills is an important need so that Merah Putih Cooperatives can carry out operational activities in line with the purposes of their establishment. A number of previous community service activities have shown that training and mentoring can be used to improve business management capacity. Financial administration and marketing training was able to strengthen the competitiveness of micro business actors (Bahtera et al., 2021), while bookkeeping training helped business actors shift from informal recording to more standardized reporting (Junaedi et al., 2021; Nopianti et al., 2021). Business management training for joint business groups also strengthened participants' bookkeeping and managerial skills (Septika et al., 2021), while production management training supported improved hygiene and product packaging practices (Yusuf et al., 2021). In addition, digital marketing training helped business actors expand distribution channels through marketplaces (Halim et al., 2021; Karunia et al., 2021), and digital marketing mentoring supported the development of village-owned enterprises affected by the pandemic (Padil et al., 2021).

In terms of implementation methods, hybrid and blended learning approaches have also been applied in various community capacity building activities. A six-month regional development project combined virtual lectures with an offline implementation team, thereby expanding the reach of the activity while maintaining direct interaction (Subagyo et al., 2022). A blended learning model also integrated the stages of planning, implementation, and evaluation to reduce participants' knowledge gaps (Heryanto et al., 2021). During the pandemic, knowledge transfer through digital media was still combined with direct mentoring (Purba et al., 2021), so that business actors gained access to knowledge and software that had previously been difficult to reach (Rahman & Utami, 2022). A staged entrepreneurial learning model also supported the operational sustainability of students' startup businesses (Haryanto et al., 2021).

Nevertheless, the implementation of training still faces a number of obstacles. Participants' limited time and administrative capacity can hinder the absorption of training materials that are too lengthy (Purba et al., 2021). In addition, distance learning is considered able to support the transfer of theoretical knowledge, but the long-term application of skills still requires monitoring and field mentoring (Asiah et al., 2021; Ratnawati et al., 2021). Based on previous research, training and mentoring activities have been widely applied to micro business groups, village-owned enterprises, educational organizations, and community groups. However, studies on the application of business and management training using a hybrid approach for administrators of Merah Putih Cooperatives formed through a government initiative, particularly in urban settings, remain limited. Yet, the characteristics of appointed cooperative administrators, with diverse work backgrounds and business experience, require a learning approach that is both flexible and applicable.

As an effort to address this gap, this community service activity implemented hybrid training through Zoom Meeting, Padlet as a Learning Management System (LMS), and face-to-face sessions for Merah Putih Cooperative administrators in Denpasar City. The activity was evaluated by comparing pre-test and post-test scores, assignment scores, attendance rate, and participants' timeliness. Thus, this activity aims to improve the

business and management knowledge and skills of Merah Putih Cooperative administrators in Denpasar City, while also improving their ability to utilize digital learning technology.

## 2. Literature Review

### 2.1. Village/Sub-district Merah Putih Cooperatives

Cooperative management requires human resources with competence in organizational, administrative, managerial, and business development aspects. Managers' competence is an important factor because the sustainability of a cooperative depends not only on the availability of capital and the type of business, but also on administrators' ability to carry out the functions of planning, organizing, implementing, and supervising. Research by Suratman et al. (2025) on human resource competence in cooperatives showed that managers' competence and motivation play a role in supporting improved cooperative performance. Similarly, Suyanto (2012) emphasized the importance of human resource management practices and the improvement of administrators' quality through education and training to support the management of cooperative capital. These findings show that developing managers' capacity through training activities is one effort to strengthen cooperatives' managerial and operational capabilities.

In practice, cooperative management requires not only the individual competence of administrators but also a clear organizational management system. This management includes the division of duties and responsibilities, coordination between units, administrative management, financial control, and supervision of business activities. Good governance is needed so that cooperative activities run in accordance with organizational objectives and members' interests. Therefore, administrator capacity building needs to cover an understanding of institutional aspects as well as the ability to manage the operational activities and business units of the cooperative.

One learning approach that can be applied in training activities is hybrid learning, namely the combination of face-to-face learning with technology-based or online learning. Graham (2006) explained that hybrid learning integrates two learning approaches, namely conventional learning and technology-mediated learning. Combining these two approaches provides flexibility in delivering material while maintaining direct interaction between participants and facilitators. Hrastinski (2019) also explained that hybrid learning or blended learning combines face-to-face interaction and online learning in an integrated manner. In the context of developing cooperative managers' capacity, this approach can be used to deliver conceptual material through digital media and to strengthen understanding through discussion, mentoring, and direct practice.

In addition to the learning approach, participant characteristics also need to be considered in designing training activities. Cooperative managers, as adult learners, have diverse experiences, knowledge, and learning needs. Knowles (1984) through the concept of andragogy, explained that adult learning needs to consider participants' independence, prior experience, readiness to learn, problem-solving orientation, and intrinsic motivation. This approach emphasizes that training materials should relate to participants' real needs and be applicable in daily activities. Therefore, training for cooperative managers needs to prioritize participatory learning through discussions, case studies, simulations, and practice relevant to cooperative management problems.

The success of training also needs to be evaluated to determine whether learning objectives have been achieved. One model that can be used is the Kirkpatrick evaluation model, which covers four levels, namely reaction, learning, behavior, and results (Kirkpatrick, 1994). The reaction level measures participants' responses and satisfaction with the training, while learning assesses improvements in knowledge, skills, or attitudes after taking part in the activity. The behavior level identifies the application of learning outcomes in work activities, while results assesses the contribution of training to the achievement of organizational goals. This model provides an evaluation framework that is oriented not only toward participant satisfaction but also considers learning outcomes and their application in the work environment. Thus, the evaluation of cooperative manager training can be directed at identifying changes in participants' knowledge and skills as well as opportunities for their application in cooperative management.

### 2.2. Business and Management

Business is an activity carried out to produce and distribute goods or services to meet the needs of society. Conducting business requires the ability to identify consumer needs, determine appropriate product or service types, and manage available resources effectively and efficiently (Ebert & Griffin, 2015). For cooperatives, understanding business is crucial because cooperative activities are not only related to member organizations but also to the management of business units. Cooperatives must be able to determine the type of business that best suits the characteristics of the community and the potential of the region. Selecting the right business can increase the cooperative's chances of success and provide greater benefits to both members and the community (Hendar, 2010).

Robbins and Coulter (2018) state that management is the process of planning, organizing, implementing, and controlling resources to achieve predetermined goals. In cooperative management, management functions are necessary to ensure that all organizational and business activities can be carried out in a focused manner. Applying management principles in cooperatives can assist administrators in developing business plans, assigning tasks and responsibilities, managing resources, and evaluating implemented activities. Strong managerial skills are also necessary to address various changes and challenges in business operations (Daft, 2017).

Business and management knowledge is a fundamental competency required by the management of the Merah Putih Cooperative. These skills are essential for the management to run the cooperative professionally, develop business activities, and improve organizational sustainability. Business and management training materials can include identifying community needs, developing business ideas, developing business models, calculating costs and prices, and preparing profit and loss projections and business feasibility (Osterwalder & Pigneur, 2010).

## 3. Methodology

This community service activity used a quantitative descriptive approach to describe the implementation of the Hybrid Business and Management Training and to evaluate the training results based on participant characteristics data, pre-test and post-test results, assignment scores, attendance, and timeliness of assignment submission. This approach was used to present the activity results in the form of average scores and percentages, so as to provide an overview of participants' level of understanding, engagement, and achievement during the training.

The participants were village/sub-district level Merah Putih Cooperative administrators in Denpasar City. A total of 42 administrators took part in an initial survey to identify demographic characteristics, work backgrounds, business and management knowledge, and experience in managing businesses. These data were used as a basis for identifying training needs and determining material suited to participants' conditions. Participants were selected based on their involvement as Merah Putih Cooperative administrators in Denpasar City. The participant selection technique involved all registered administrators.

The activity was implemented using a hybrid method, namely a combination of online and offline learning. Online learning was conducted via Zoom Meeting, while Padlet was used as the Learning Management System (LMS) to provide learning materials and collect participants' assignments. Offline learning was conducted face-to-face in the Pusaka Mahottama Room, Denpasar City Cooperative and MSME Office. The series of activities took place on August 1–26, 2026, in seven stages as follows.

1. Preparation: The preparation stage was carried out on August 1–16, 2026 through communication and coordination with the Head of the Denpasar City Cooperative and MSME Office and several village/sub-district level Merah Putih Cooperative administrators. The activities included preparing the Padlet LMS, developing training materials, preparing administration and learning facilities, and coordinating the implementation team.
2. Socialization: The socialization was conducted online via Zoom Meeting on August 20, 2026. This activity aimed to explain to participants the objectives, schedule, methods, materials, and implementation

mechanisms of the training, including instructions for using digital learning media and the mechanisms for online and offline learning.

3. Pre-test and independent learning: The pre-test was conducted on August 20–22, 2026 to identify participants' initial level of understanding before taking the training. After completing the pre-test, participants studied the material independently through the Padlet LMS in preparation for the training.
4. Online training: The online training was conducted on August 23, 2026 via Zoom Meeting on the basics of business and management. The material covered basic concepts of business and management as well as the knowledge needed to manage cooperative business activities.
5. Independent learning and assignment completion: After the online training, participants continued independent learning and completed assignments through the Padlet LMS. The assignments included identifying population characteristics in their respective regions, projecting the community's needs for basic necessities, LPG, and other services over a one-month period, compiling alternative business ideas, developing a business concept using the Business Model Canvas, calculating costs and prices, preparing a one-year profit and loss projection, and conducting a business feasibility analysis from the financial aspect.
6. Offline training: The face-to-face training was conducted on August 26, 2026 in the Pusaka Mahottama Room, Denpasar City Cooperative and MSME Office. This activity aimed to strengthen participants' understanding of the material learned online and independently, while also providing opportunities to discuss, receive direct explanations, and address challenges in completing assignments.
7. Post-test: The post-test was conducted online after participants completed the series of training activities and assignments. This evaluation aimed to measure participants' final understanding. The post-test results were then compared with the pre-test results to describe the change in participants' understanding after taking the training.

Evaluation data were collected using instruments in the form of a participant characteristics survey, a knowledge test, assignment assessment, and records of attendance and timeliness. The pre-test and post-test instruments were developed based on the basic business and management material delivered during the training. The scoring system used a score of 1 for a correct answer and 0 for an incorrect answer. The final score was calculated by comparing the number of correct answers with the total number of questions, then converted to a 0–100 scale.

The validity of the test instrument was examined through content validation by a subject matter expert. Meanwhile, instrument reliability was evaluated using a method and coefficient value if testing was conducted. Assignments were assessed based on the conformity of the work results with the training instructions, covering the identification of community needs, the compilation of alternative business ideas, the development of the Business Model Canvas, the calculation of costs and prices, the profit and loss projection, and the business feasibility analysis. The assessment used a rubric with a score range of 1-5, then converted to a 0–100 scale.

The results of the knowledge and assignment evaluations were interpreted based on assessment categories, namely score ranges for the poor, fair, good, and very good categories. Based on the evaluation results, the average pre-test score of 71.51 fell into the good category, while the average post-test score of 89.19 fell into the very good category. Attendance was calculated by comparing the number of participants' sessions attended with the total attendance opportunities available, then expressed as a percentage. The timeliness of assignment submission was calculated based on the number of assignments submitted by the deadline compared with the total number of assignments that participants were required to submit.

The data were analyzed using descriptive statistics through the calculation of frequencies, percentages, and average scores. Changes in participants' understanding were analyzed by comparing the average pre-test and post-test scores. The relative percentage increase was calculated as the difference between the post-test and pre-test scores divided by the pre-test score, then multiplied by 100%. The results of the assignment assessment, attendance, and timeliness were analyzed descriptively to describe participants' engagement and achievement during the implementation of the activity. The analysis results were then presented in the form of tables and descriptive explanations.

The implementation of the activity observed the ethical principles of community service. Before the activity was carried out, participants were given information about the objectives, stages, and mechanisms of the training as well as the use of data for activity evaluation and reporting. Participants' consent to take part was obtained through written consent. Participant data were used for the purposes of activity evaluation and scientific reporting while maintaining the confidentiality of personal information.

## 4. Results and Discussion

### 4.1. Results

The results of the initial survey of 42 Merah Putih Cooperative administrators in Denpasar City showed diverse respondent characteristics in terms of age, education level, gender, previous occupation, business and management knowledge, and experience in managing businesses. The identification of these characteristics was carried out to obtain an overview of administrators' backgrounds and readiness to carry out cooperative activities. Details of respondent characteristics were presented in Table 1.

**Table 1. Characteristics of Merah Putih Cooperative Administrators in Denpasar City**

| No. | Respondent Characteristics | Category | Total | % |
|---|---|---|---|---|
| 1. | Age | >25–35 years | 2 | 5% |
| | | >35–45 years | 8 | 19% |
| | | >45–55 years | 12 | 29% |
| | | >55–65 years | 20 | 48% |
| | | Total | 42 | 100% |
| 2. | Education | High School | 8 | 19% |
| | | Diploma | 11 | 26% |
| | | Bachelor's | 23 | 55% |
| | | Master's | 0 | 0% |
| | | Doctoral | 0 | 0% |
| | | Total | 42 | 100% |
| 3. | Gender | Male | 26 | 62% |
| | | Female | 16 | 38% |
| | | Total | 42 | 100% |
| 4. | Previous Occupation | Civil Servant | 18 | 43% |
| | | Military/Police | 0 | 0% |
| | | Private Sector Employee | 14 | 33% |
| | | Entrepreneur | 10 | 24% |
| | | Total | 42 | 100% |
| 5. | Business and Management Knowledge | Very Low | 23 | 55% |
| | | Low | 15 | 36% |
| | | Moderate | 4 | 10% |
| | | High | 0 | 0% |
| | | Very High | 0 | 0% |
| | | Total | 42 | 100% |
| 6. | Business Management Experience | None | 26 | 62% |
| | | 1–2 years | 8 | 19% |
| | | 2–5 years | 5 | 12% |
| | | >5 years | 3 | 7% |
| | | Total | 42 | 100% |

Source: Processed by the Author, 2026

Based on Table 1, most respondents were in the 55–65 age group (48%) and held a bachelor's degree (55%). Based on previous occupation, the majority of respondents were civil servants (43%). Although most respondents had a higher education background, their business and management knowledge was still relatively limited. A total of 23 respondents (55%) had business and management knowledge in the very low

category, while 26 respondents (62%) had no experience in managing businesses. This condition showed a gap between administrators' educational background and their practical readiness to carry out the business and management activities of the cooperative.

These limitations in knowledge and experience were one of the aspects that needed attention in developing the capacity of Merah Putih Cooperative administrators. Cooperative management requires not only an understanding of institutional matters but also skills in business planning, financial management, administration, marketing, and decision making. Therefore, business and management training was needed to strengthen administrators' capacity to carry out the operational activities of the cooperative.

### 4.1.1. Implementation of Training Activities

The stages of activity implementation are presented in detail as follows:

A. Preparation

The preparatory stage ran August 1-16, 2026. The team communicated and coordinated with the Head of the Denpasar City Cooperative and MSME Service and several administrators of the Merah Putih Village/Sub-district Cooperative. It then finalized the LMS, using the Padlet application as the learning medium and for collecting participant assignments. Figure 1 shows the Padlet LMS dashboard, which serves as the main access point where participants receive learning materials and submit their assignments. Next, the team prepared and sent letters related to the implementation of activities and held a coordination meeting of the implementation team. Finally, it created and prepared the printed training materials.

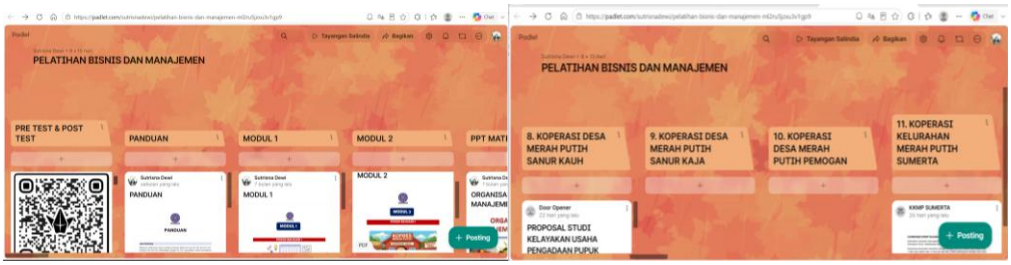



**Figure 1. Padlet LMS dashboard**
Source: Author's Documentation, 2026

B. Socialization

The socialization phase was held online via Zoom Meeting on August 20, 2026. It aimed to give participants information on the objectives, schedule, methods, materials, and implementation mechanisms of the Hybrid Business and Management Training. Participants also received guidance on using digital learning media and on the implementation mechanisms for both online and offline learning. Figure 2 shows the online socialization session conducted via Zoom Meeting.

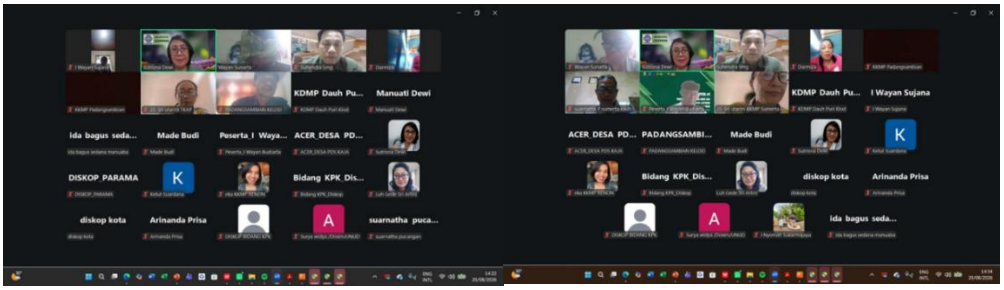



**Figure 2 . Online Socialization**
Source: Author's Documentation, 2026

Figure 2 showed the implementation of the socialization activity online via the Zoom Meeting platform, which involved a number of participants. The screen display showed participants joining the activity through their own devices, either with their cameras turned on or using their account identities without displaying video. This documentation illustrated the use of digital technology as a means of delivering information and communication between the implementation team and participants.

The online implementation of the socialization made it possible to deliver material and coordinate with Merah Putih Cooperative administrators without requiring all participants to be physically present at one location. This activity was also part of the application of a digital-based learning method that supported flexibility in participants' access to the series of activities.

C. Pre-Test and Independent Learning

The pre-test was conducted in the period 20–22 August 2026. The pre-test was used to determine the participants' initial level of knowledge before taking the training. After completing the pre-test, participants engaged in independent learning using materials provided through digital learning media. The independent learning aimed to provide participants with a basic understanding of business and management topics before attending the training sessions.

D. Online Training

The online training was held on August 23, 2026 via Zoom Meeting, on the topic of business and management basics. Participants received material on basic business and management concepts and the knowledge needed to manage cooperative business activities. This format gave participants a flexible learning process that uses digital technology. Figure 3 shows the online training session conducted via Zoom Meeting.

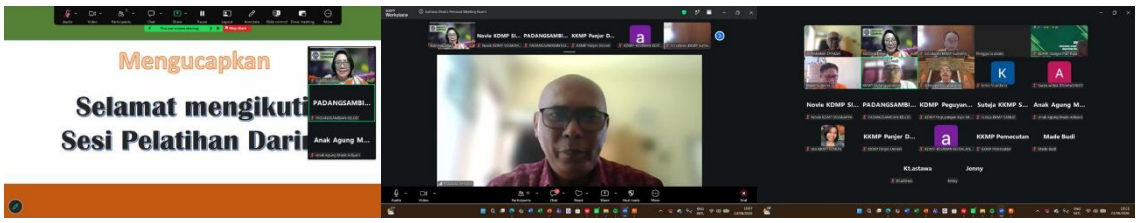



**Figure 3. Online Training**
Source: Author's Documentation, 2026

Figure 3 showed the implementation of the training session online via the Zoom Meeting platform. The activity began with the delivery of material through a presentation that displayed a greeting welcoming participants to the training session. In the next part, the resource person was seen delivering the material directly through video conference, while participants joined the activity through their own devices.

This documentation showed the use of video conferencing technology as an interactive learning medium that allowed the resource person and participants to communicate during the training process. The use of presentation media also supported the delivery of material so that it was more structured and easier for participants to follow. Thus, the implementation of the online training was one form of applying a digital learning method to improve access to and flexibility of the training process for Merah Putih Cooperative administrators.

E. Independent Learning and Assignment Completion

After completing the online training, participants undertook independent learning and completed assignments uploaded through the Padlet LMS. During this stage, participants were divided into working groups to facilitate collaborative learning and the application of business and management concepts. Each group was assigned to identify the characteristics of the population in its respective region and project the community's monthly needs for daily necessities, such as basic necessities, LPG, and other services.

Based on these findings, each group compiled a list of alternative business ideas accompanied by brief descriptions. Subsequently, each group developed a business concept for the most promising alternative using the Business Model Canvas. The assignments also required participants to calculate costs and selling prices, prepare one-year profit and loss projections, and conduct a financial feasibility analysis of the proposed business.

F. Offline Training

Offline training was held on August 26, 2026 in the Pusaka Mahottama Room, Denpasar City Cooperative and MSME Office. It strengthened participants' understanding of the material learned through online and independent learning. The face-to-face format also let participants discuss, receive direct explanations, and address challenges they met in completing assignments. Figure 4 shows the offline training session at the Pusaka Mahottama Room.




**Figure 4. Offline Training**
Source: Author's Documentation, 2026

G. Post Test

The post-test is administered after participants have completed a series of training activities and completed assignments. The post-test is administered online through the provided training system. The post-test aims to measure participants' knowledge levels after the training. Post-test results are then compared with pre-test results to determine changes or improvements in participants' knowledge.

**Table 2. Training results (pre-test, post-test, assignments, attendance at meetings, and timeliness in uploading assignments)**

| No. | Description | Average |
|---|---|---|
| 1. | Pre-test | 71.51 |
| 2. | Post-test | 89.19 |
| 3. | Assignments | 73.23 |
| 4. | Attendance | 81% |
| 5. | Timeliness | 69% |

Source: Processed by the Author, 2026

The Table 2 shows that the average pre-test score was 71.51 (good) and rose to 89.19 (very good) in the post-test, a 25 percent increase. This indicates that participants' knowledge increased by 25% after the business and management training. The average assignment score was 73.23, which indicates that participants completed the assignments with fairly good scores. The attendance rate was 81 percent, meaning that not all participants were present at every online and offline meeting, due to illness, traditional ceremonies, and work.

On timeliness, an average of 69 percent of assignments were submitted on time, while the remaining 31 percent were submitted past the specified time. The summary of the training results shows that participants' discipline in completing and submitting assignments still needs to be improved.

### 4.2. Discussion

The business and management training using the hybrid method for administrators of the Village/Sub-district Merah Putih Cooperative in Denpasar City showed an improvement in participants' knowledge after taking part in the series of activities. This improvement indicated that the combination of online learning, independent learning, and offline training could support participants' understanding of business and management material. These results were in line with the study by Sari and Irawan (2021) which reported that structured training could make a positive contribution to organizational resilience and financial independence. This finding was also in line with the hybrid learning design described by Subagyo et al. (2022), in which online learning could expand participants' reach, while offline activities enabled direct guidance and mentoring. Nevertheless, the improvement in knowledge in this activity could not yet be directly interpreted as an improvement in cooperative management ability. This needed attention because the initial survey results showed that around 90% of administrators had business and management knowledge in the very low or low category, while 62% had no experience in management (Table 1).

The interpretation of the improvement in learning outcomes also needed to consider several other possibilities. Directly comparing pre-test and post-test scores allowed for the influence of participants' familiarity with the questions given. In addition, the independent learning material studied between the two tests could also have contributed to the increase in scores, so the change could not be fully attributed to the implementation of the training sessions. The average pre-test score, which was already in the good category, also needed attention, considering that the initial survey results showed a relatively low level of business and management knowledge. This difference was possibly related to the scope and characteristics of the measurement instrument used. Thus, the increase in test scores was more appropriately interpreted as an indication of improved understanding of the training material, not as a comprehensive measure of improvement in participants' managerial competence.

In addition to the test-based evaluation, participants were given assignments to apply the material they had learned, covering the identification of community needs, the development of business ideas, the preparation of the Business Model Canvas, as well as cost calculation, pricing, profit and loss projections, and business feasibility analysis. The assignment assessment results showed that participants had been able to apply part of the training material in preparing cooperative business plans. However, assignment achievement was still lower than post-test results. This condition indicated that applying business and management concepts, particularly in cost calculation, pricing, and the preparation of financial projections, required deeper understanding and practice than mastering the material theoretically. This finding was in line with Asiah et al. (2021) who explained that delivering knowledge online could support the transfer of theoretical material, while mastering practical aspects required continuous support and mentoring. In addition, the assignments were completed in groups, so the assessment results could not yet describe each participant's level of mastery individually.

Participants' participation during the activity was also an important aspect in evaluating the implementation of the hybrid training. The attendance rate and the timeliness of assignment submission showed that participants' engagement was not yet fully optimal. Some participants were unable to attend all sessions due to health issues, traditional ceremonies, and work. This condition showed that time constraints and other responsibilities outside the training activities could affect the consistency of participants' participation. This was in line with Karunia et al. (2021) and Purba et al. (2021) who identified time constraints and administrative capacity as obstacles in implementing community training activities. Therefore, the implementation of subsequent training needed to consider schedule adjustments together with the cooperatives, taking into account participants' traditional ceremonies and work responsibilities.

Overall, the hybrid method could be one alternative for implementing capacity building activities for Merah Putih Cooperative administrators. The combination of online learning, independent learning, and offline training gave participants the opportunity to obtain material while also taking part in practical activities. However, the results of this activity more closely described an improvement in understanding of

the training material than a direct change in cooperative management ability. Therefore, follow-up activities in the form of mentoring and business management practice were still needed so that the knowledge gained could be applied in the operational activities and business development of the cooperative.

This study had several limitations. First, the evaluation used a descriptive design with one group of participants without a comparison group, so the improvement in learning outcomes could not yet be fully attributed to the training. Second, the post-test was conducted online, so the conditions under which each participant took the test might not have been fully uniform. Third, the evaluation only measured short-term learning outcomes and did not cover the measurement of managerial skills or participants' ability to use digital learning technology specifically. Thus, future research was recommended to use a comparison group and to conduct follow-up evaluations of cooperative development after the training, for example through membership, capital from members' savings, and business operations. Future research could also examine the contribution of post-training mentoring to the sustainability of activity results, as discussed in the studies by Asiah et al. (2021) and Padil et al. (2021).

This activity also gave the implementation team experience in designing and implementing a community service program that integrated online and offline learning. For Universitas Udayana, this activity was one form of implementing community service in support of improving cooperative administrators' capacity and developing community independence. Meanwhile, for cooperative administrators, this activity provided an opportunity to gain knowledge of business and management and to become familiar with the use of digital technology in the learning process.

## 5. CONCLUSION

The Community Service activity in the form of Business and Management Training Using the Hybrid Method for Merah Putih Cooperative Administrators in Denpasar City showed an improvement in participants' knowledge of business and management. This was shown by the increase in the average score from 71.51 in the pre-test to 89.19 in the post-test, an increase of 17.68 points (approximately 24.72%). In addition, the assignment assessment results showed an average of 73.23, with a participant attendance rate of 81% and a timeliness of assignment submission of 69%. These results indicated that the combination of online learning, independent learning, and offline training could support improved participants' understanding of business and management material. However, this activity did not yet measure improvements in managerial skills or the ability to use digital technology specifically.

Based on these results, the hybrid method could be considered as one alternative in capacity building programs for cooperative administrators. The Denpasar City Cooperative and MSME Office could use the results of this activity as material for consideration in designing more sustainable cooperative development programs, through practical training, mentoring in business plan preparation, and evaluation of the application of material in the cooperative's operational activities. Follow-up activities also needed to be directed at strengthening business management and cooperative administration capabilities so that the knowledge gained could be applied more optimally.

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