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IMPLEMENTATION OF COMMUNITY EDUCATION EMPLOYEE PERFORMANCE AT SUGU COLLECTIVE RESTAURANT

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Abstract

This study was motivated by the importance of improving the performance of employees in the service sector through a community education approach that emphasizes participation, learning needs, and relevance to the work context. Sugu Collective Restaurant, as a culinary business unit, needs to strengthen the professional competencies of its employees in order to improve service quality and business competitiveness. This study aims to analyze the implementation of community education principles in professional skills training and its impact on employee performance. The research method used a qualitative descriptive approach with observation, interview, and documentation techniques. The research subjects were management and employees who participated in the training. The results showed that the application of participatory, needs-based, contextual, and empowerment-oriented principles was able to improve employees' communication skills, customer service, teamwork, and job responsibility. Additionally, there was an increase in discipline and service quality, which impacted customer satisfaction. The conclusion of this study affirms that the implementation of community education principles in professional training is effective in strengthening employee performance and supporting sustainable organizational development.

Keywords: Community Education, Training, Professional Skills, Performance, Employees

Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya peningkatan kinerja karyawan sektor jasa melalui pendekatan pendidikan masyarakat yang menekankan partisipasi, kebutuhan belajar, dan relevansi dengan konteks kerja. Restoran Sugu Collective sebagai unit usaha kuliner membutuhkan penguatan kompetensi profesional karyawan agar mampu meningkatkan kualitas layanan dan daya saing usaha. Penelitian ini bertujuan untuk menganalisis implementasi prinsip pendidikan masyarakat dalam pelatihan keterampilan profesional serta dampaknya terhadap kinerja karyawan. Metode penelitian menggunakan pendekatan deskriptif kualitatif dengan teknik observasi, wawancara, dan dokumentasi. Subjek penelitian adalah manajemen dan karyawan yang mengikuti pelatihan. Hasil penelitian menunjukkan bahwa penerapan prinsip partisipatif, berbasis kebutuhan, kontekstual, dan berorientasi pada pemberdayaan mampu meningkatkan keterampilan komunikasi, pelayanan pelanggan, kerja tim, dan tanggung jawab kerja karyawan. Selain itu, terjadi peningkatan disiplin dan kualitas pelayanan yang berdampak pada kepuasan pelanggan. Kesimpulan penelitian ini menegaskan bahwa implementasi prinsip pendidikan masyarakat dalam pelatihan profesional efektif dalam memperkuat kinerja karyawan serta mendukung pengembangan organisasi secara berkelanjutan.

Kata Kunci: Pendidikan Masyarakat, Pelatihan, Keterampilan Profesional, Kinerja, Karyawan

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INTRODUCTION

The development of the service sector in Indonesia has shown a significant upward trend in recent years, particularly in the culinary industry as part of the creative economy. According to Wibowo (2025), restaurants are no longer viewed merely as providers of food and beverages but as spaces for social interaction, representations of identity, and providers of service experiences. In an increasingly competitive environment, service quality is a key determinant in building customer loyalty and ensuring business sustainability (Rezita et al., 2025). Therefore, employee performance as the frontline of service plays a strategic role in shaping the organization's image and competitiveness.

Employee performance in the restaurant sector is not only measured by quantitative aspects, such as service speed or sales target achievement, but also encompasses the quality of interactions, interpersonal communication, teamwork, adherence to standard operating procedures (SOPs), and the ability to handle customer complaints (Prastiwi, 2025). The complexity of these demands requires organizations to have a workforce that is professional, adaptable, and focused on providing excellent service. However, the reality on the ground shows that employee training in the service sector is still often conducted in an instructional and top-down manner, focusing on the transfer of technical skills without integrating participatory and empowerment-based approaches.

From a human resource development perspective, training is a strategic tool for enhancing competencies and work productivity (Rijal et al., 2025). However, the effectiveness of training is largely determined by the approach used. One-way, context-deficient training tends to result in superficial and unsustainable learning. Conversely, training based on participants' real needs, work experiences, and active participation has the potential to create more significant changes in work behavior (Murtopo & Afrizal, 2026). It is at this point that the principles of community education are highly relevant for integration into professional skills training.

Community education as an academic discipline emphasizes participatory, contextual, and empowerment-oriented learning processes (Susanto et al., 2025). Principles such as learning needs, experience as a source of learning, dialogic and reflective approaches, and lifelong learning form the foundation for designing educational programs for adults (Pramudia, 2025). This concept aligns with andragogy theory, which views adult learners as active participants who possess experience, specific needs, and internal motivation to learn (Wahyuni & Pertiwi, 2026). Thus, employees as adult learners require a training approach that values their experience and actively involves them in the learning process.

Furthermore, public education is not only oriented toward enhancing individual capacity but also toward social transformation and strengthening collectivity. In an organizational context, this approach can be interpreted as an effort to build a participatory work culture, team solidarity, and collective awareness of organizational goals (Sukmana et al., 2025). Training is

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not merely an administrative agenda but serves as a space for reflection and the cultivation of professional values. This is crucial, given that employee performance is influenced not only by technical skills but also by attitude, motivation, and commitment to the organization (Nugroho & Gunawan, 2026).

Sugu Collective Restaurant, as a culinary business unit that embraces a collective concept, faces challenges in maintaining consistent service quality amid operational dynamics. The diversity of employees' educational backgrounds and work experiences, a dynamic work pace, and high levels of customer interaction demand continuous capacity building. The challenges that arise are not only related to technical service skills but also involve effective communication, emotional management, team coordination, and the ability to solve problems quickly and accurately. These conditions indicate that purely technical training is insufficient to meet the organization's needs.

Implementing the principles of community education in professional training within the restaurant setting serves as a strategic alternative approach. Through participatory needs assessment, employees are involved in identifying the challenges they face in their daily work practices. The process of dialogue and reflection facilitates the exchange of experiences among employees, making learning more contextual and meaningful. Furthermore, this empowerment-based approach fosters a sense of belonging to the organization, which ultimately leads to increased motivation and a greater sense of responsibility in the workplace (Nurhaliza & Randy, 2026).

Theoretically, the relationship between participatory-based training and performance improvement can be explained through a human capital approach that emphasizes that investment in competency development will enhance individual and organizational productivity (Indriyani & Akbar, 2026). However, community education adds the dimensions of social awareness and transformation to this process. Employees are not merely the objects of training but become active agents in building the quality of work. The integration of these two perspectives enriches the approach to human resource development in the service sector.

Previous studies have generally examined employee training from the perspectives of management or organizational psychology, focusing on the effectiveness of training in terms of productivity and job satisfaction. However, studies that specifically integrate the principles of community education into the context of professional training in the restaurant sector remain relatively limited. This gap opens up research opportunities to explore how the principles of participation, empowerment, and contextuality are implemented in training, as well as their impact on enhancing employee performance.

The urgency of this research is further underscored when considered in relation to the need for human resource development within the framework of national development. The service sector, including the culinary industry, is a significant employer. Improving the quality of the workforce through appropriate educational approaches is part of the strategy to enhance economic competitiveness. Thus, research on the implementation of community education principles in professional training is not only relevant at the organizational level but also has broader implications in the context of human resource development.

Based on the above discussion, it can be affirmed that there is a conceptual and empirical need to conduct an in-depth examination of the implementation of community education principles in professional skills training at Sugu Collective Restaurant. This study aims to analyze the implementation process, forms of employee participation, and their impact on performance enhancement. The research findings are expected to provide a theoretical contribution to the development of applied community education studies in industrial settings, as well as practical insights for business managers in designing participatory, contextual, and empowerment-oriented training models.

Thus, this study positions community education as a strategic approach in human resource development within the service sector. The integration of the principles of participation, empowerment, and experiential learning into professional training is believed to be capable of sustainably enhancing employee performance, fostering a collaborative work culture, and supporting organizational sustainability amid the increasingly dynamic competition in the culinary industry.

METHOD

This study employs a qualitative approach with a case study design to gain an in-depth understanding of the implementation of community education principles in professional skills training and their impact on enhancing employee performance at Sugu Collective Restaurant. A qualitative approach was chosen because this study focuses on processes, meanings, and the subjects' experiences within the organization's natural context. The case study design allows the researcher to explore phenomena holistically and contextually (Sahra et al., 2025), enabling a comprehensive analysis of training dynamics and changes in employee performance.

The research was conducted at Sugu Collective Restaurant, with research subjects consisting of management and employees directly involved in the professional skills training program. Informants were selected using purposive sampling based on the following criteria: involvement in the training process, at least three months of work experience, and willingness to provide information openly. These selection criteria were intended to ensure that the data collected was relevant to the research focus and reflected the real-life experiences of the training participants.

Data collection was conducted through in-depth interviews, participatory observation, and a review of documentation. In-depth interviews were used to explore employees' perceptions, experiences, and the changes they felt after participating in the training. Participatory observation was conducted to directly observe the training process and the application of skills in daily service practices. Meanwhile, documentation was used to examine training materials, attendance records, and standard operating procedures (SOPs) that serve as guidelines for employees' work. The use of these various techniques aimed to yield rich and in-depth data.

Data analysis was conducted interactively through the stages of data reduction, data presentation, and drawing conclusions. The collected data were categorized based on the research focus and then presented in the form of systematic narrative descriptions (Nurrisa & Hermina, 2025). Conclusions are drawn reflectively by linking empirical findings to the theoretical framework of community education and human resource development. To ensure data validity, this study employs source and method triangulation, informant member checks, and referential adequacy through comparison with relevant literature. The entire research

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process was conducted in accordance with research ethics, including informant consent and data confidentiality.

RESULTS AND DISCUSSION

The research results indicate that the implementation of community education principles in professional skills training at Sugu Collective Restaurant is carried out through three main stages: participatory planning, experience-based training implementation, and reflective evaluation. These three stages demonstrate the integration of the values of participation, empowerment, and contextuality in the employees' learning process.

During the planning stage, management did not unilaterally determine the training content but instead identified needs through group discussions and open dialogue with employees. This process allowed employees to voice the challenges they faced in service delivery, such as difficulties in handling customers with diverse personalities, interdepartmental coordination during peak hours, and managing emotions in high-pressure work situations. Employee involvement in identifying learning needs demonstrates the application of participatory principles, which are a key characteristic of community-based education. Interview results revealed that employees felt more valued and had the space to voice their aspirations, fostering a sense of ownership toward the training program that was designed.

During the implementation phase, training was not conducted in a one-way lecture format, but rather used group discussions, service simulations (role-playing), case studies based on real-life experiences, and group reflection. These methods reflect an andragogical approach that treats employees' work experience as the primary source of learning. In simulation sessions, for example, employees practice how to greet customers, handle complaints, and coordinate with coworkers. This process not only enhances technical skills but also builds self-confidence and interpersonal communication skills. Observations indicate an increase in employees' active participation during training, marked by dynamic discussions and the sharing of experiences among team members.

The principle of contextuality is also evident in the training materials, which are tailored to the restaurant's real-world situations. The materials are not generic but are designed based on the characteristics of Sugu Collective's customers and work culture. This approach makes learning more relevant and easier to apply in daily work practices. Employees stated that the training felt "closely aligned with the realities of work" and was not merely theoretical. This reinforces the view that adult learning is most effective when it is oriented toward solving real-world problems (problem-centered learning).

The evaluation phase is conducted through joint reflection between management and employees. The evaluation not only measures understanding of the material but also discusses changes in work behavior that have occurred following the training. This reflection process demonstrates the application of the principle of critical awareness, in which employees are encouraged to evaluate their work practices independently. Some employees reported that they had become more aware of the importance of polite communication and effective coordination in maintaining service quality.

The impact of implementing training based on community education principles is evident in several aspects of performance. First, there has been an improvement in the quality of customer

service. Observations show that employees are more responsive, communicative, and able to explain the menu with greater confidence. Customer complaints can be handled with a more empathetic and solution-oriented approach. Second, there has been an improvement in teamwork. Employees demonstrate better coordination across departments, especially during peak operating hours. Third, work discipline has improved, as evidenced by punctuality and adherence to standard operating procedures.

These findings indicate that a participatory and experience-based training approach has an impact on enhancing employee performance. From a human capital theory perspective, competency enhancement through training impacts work productivity (Silalahi et al., 2025). However, this study shows that it is not only the improvement of technical skills that plays a role, but also the growth of collective awareness and a sense of responsibility as part of a team. It is this dimension of empowerment that distinguishes community-based training from conventional training.

Furthermore, the implementation of empowerment principles fosters the emergence of employees' intrinsic motivation. Employees no longer view training as an obligation but as a necessity for self-improvement. This is reflected in the initiatives of several employees to propose improvements to service procedures following the training. This shift in attitude indicates a transformation at the affective level, which serves as a key indicator in adult education.

In the context of a collective organization such as Sugu Collective, performance enhancement is not only individual but also collective. Training based on dialogue and reflection creates a space for interaction that strengthens relationships among employees. The collaborative work culture becomes stronger because each member feels they have a meaningful role and contribution. Thus, training serves as an instrument for shaping a participatory organizational culture (Raya et al., 2025).

Nevertheless, this study also identified several challenges in implementing the training. The restaurant's limited operating hours necessitate adjusting the training schedule to fit work hours. Additionally, differences in employees' educational levels and work experience require adaptive facilitation strategies to ensure all participants can engage optimally. These challenges highlight that implementing community education principles within an industrial context demands flexibility and strong managerial commitment.

Overall, the results of this study reinforce the argument that community education has broad relevance for human resource development in the service sector (Nurilya et al., 2025). The integration of the principles of participation, empowerment, and contextuality into professional training has proven effective in enhancing employees' skills, attitudes, and work awareness. Thus, training serves not only as a means of enhancing technical competencies but also as a transformative process that sustainably strengthens both individual and collective performance (Kamala et al., 2025).

These findings also offer a conceptual contribution by demonstrating that community education approaches can be effectively applied within business organizational settings. Training designed based on real needs, involving active participant engagement, and encouraging critical reflection has proven to be more meaningful than instructional training models. Therefore, the

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implementation model applied at Sugu Collective Restaurant can serve as a reference for developing empowerment-based professional training in other service sectors.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of community education principles in professional skills training at Sugu Collective Restaurant was carried out through participatory planning, experience-based implementation, and reflective evaluation that actively involved employees. The principles of participation, contextuality, and empowerment are proven to be integrated into every stage of training, so that learning is not only oriented toward improving technical skills but also toward fostering a professional attitude, collective awareness, and a sense of responsibility at work. The impact of this implementation is evident in improved customer service quality, strengthened teamwork, enhanced discipline, and the growth of employees' intrinsic motivation. Thus, the community education approach in professional training is effective in strengthening both individual and collective performance, while simultaneously building a participatory work culture that supports organizational sustainability.

Based on the research findings, it is recommended that the management of Sugu Collective Restaurant sustain and further develop this community education-based training model by strengthening the post-training evaluation and mentoring systems. The organization also needs to allocate specific, planned time to ensure that the training process is not disrupted by operational dynamics. For managers of other service sector businesses, participatory and empowerment-based approaches can serve as strategic alternatives in designing more contextual and effective training programs. Furthermore, future research is recommended to develop a broader research design for example, using quantitative or mixed-methods approaches to more systematically measure the impact of implementing community education principles on more specific and measurable performance indicators.

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