

Service Quality Evaluation and Farmer Satisfaction in Agribusiness Entrepreneurship Training Programs

Service Quality
Evaluation and
Farmer Satisfaction

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3975

Submitted:
JULY 2025

Accepted:
OCTOBER 2025

ABSTRACT

This study evaluates service quality and farmer satisfaction in agribusiness-oriented entrepreneurship training programs for corn farmers. The research focuses on identifying gaps between farmers' expectations and perceptions of training services across five SERVQUAL dimensions: tangibles, reliability, responsiveness, assurance, and empathy. A survey was conducted with 100 corn farmers who had participated in entrepreneurship training programs in Majalengka Regency, Indonesia. Data were analyzed using a modified SERVQUAL instrument integrated with Importance-Performance Analysis (IPA) and the Customer Satisfaction Index (CSI) to assess service performance and determine priority areas for improvement. The results indicate that, overall, farmers report a high level of satisfaction with the training programs, as reflected by a CSI value of 85.99 percent. However, the IPA results reveal that responsiveness of trainers and the adequacy of physical facilities remain key areas requiring improvement, as these dimensions exhibit relatively lower performance compared to their perceived importance. In contrast, assurance and empathy demonstrate strong performance and should be maintained to support training effectiveness. This study contributes to agribusiness management literature by providing an evaluative framework for assessing entrepreneurship training quality and participant satisfaction in smallholder farming contexts. Practically, the findings offer managerial and policy insights for training providers and agricultural extension agencies in designing more responsive, well-supported, and sustainable entrepreneurship training programs for corn farmers.

Keywords: service quality, farmer satisfaction, entrepreneurship training, agribusiness management, corn farmers

ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi kualitas layanan dan tingkat kepuasan petani jagung terhadap program pelatihan kewirausahaan berbasis agribisnis. Fokus penelitian diarahkan pada identifikasi kesenjangan antara harapan dan persepsi petani terhadap layanan pelatihan berdasarkan lima dimensi SERVQUAL, yaitu bukti fisik (tangibles), keandalan (reliability), daya tanggap (responsiveness), jaminan (assurance), dan empati (empathy). Penelitian dilakukan terhadap 100 petani jagung yang telah mengikuti program pelatihan kewirausahaan di Kabupaten Majalengka, Indonesia. Analisis data menggunakan instrumen SERVQUAL yang dimodifikasi dan dipadukan dengan Importance-Performance Analysis (IPA) serta Customer Satisfaction Index (CSI) untuk menilai kinerja layanan dan menentukan prioritas perbaikan. Hasil penelitian menunjukkan bahwa secara umum petani merasa sangat puas terhadap program pelatihan kewirausahaan, yang tercermin dari nilai CSI sebesar 85,99 persen. Namun demikian, hasil analisis IPA mengungkapkan bahwa dimensi daya tanggap fasilitator dan kecukupan sarana fisik pelatihan masih menunjukkan kinerja yang relatif lebih rendah dibandingkan tingkat kepentingannya, sehingga memerlukan perhatian dan peningkatan lebih lanjut. Sebaliknya, dimensi jaminan dan empati menunjukkan kinerja yang baik dan perlu dipertahankan untuk mendukung efektivitas

JIMKES

Jurnal Ilmiah Manajemen
Kesatuan
Vol. 13 No. 5, 2025
pp. 3975 - 3990
IBI Kesatuan
ISSN 2337 - 7860
E-ISSN 2721 - 169X
DOI: 10.37641/jimkes.v13i5.4391

pelatihan. Penelitian ini berkontribusi pada literatur manajemen agribisnis dengan menyediakan kerangka evaluatif untuk menilai kualitas pelatihan kewirausahaan dan kepuasan peserta pada konteks usaha tani skala kecil. Secara praktis, temuan penelitian memberikan implikasi manajerial dan kebijakan bagi penyelenggara pelatihan dan lembaga penyuluhan pertanian dalam merancang program pelatihan kewirausahaan yang lebih responsif, terfasilitasi dengan baik, dan berkelanjutan bagi petani jagung.

Kata kunci: kualitas layanan, kepuasan petani, pelatihan kewirausahaan, manajemen agribisnis, petani jagung

INTRODUCTION

Corn farming is very important for Indonesia because it provides food security and supports the national economy (Munawir, 2014; Lestari *et al.*, 2022), while also increasing farmers' income through the sale of agricultural products (Riyanto & Yuliana, 2024). Corn is a relatively easy crop to cultivate, requires less water than rice, and can be marketed to meet domestic demand, supply the feed industry, and for export. Challenges to managing productive and sustainable farming enterprises include inadequate managerial skills, weak market orientation, and difficulties in adopting innovation. These challenges make it difficult for farmers to respond to market demands, increase efficiency, and utilize modern technologies.

The difficulties farmers face in adapting to market demand generally arise from several fundamental factors, including: information factors (limited access to market information & information gaps), production capacity factors (limited production scale & inadequate technology and inputs), institutional factors (lack of integration with the supply chain & absence of contracts or purchase guarantees) and inadequate technology and inputs (reliance on old cultivation practices & high risk perception). Lack of access to market information (Dewi, 2011) often leaves farmers unaware of price trends, consumer preferences, and the quality standards required by modern markets. Other factors such as information gaps, also make it difficult for farmers to adapt, especially given the rapid changes in demand, which can shift within a short period of time. Farmers also face challenges in adapting to market demand due to their generally limited production capacity, as many small-scale farmers are unable to adjust production volumes to meet increasing demand. In addition, farmers' access to agricultural technology is limited (Mendofa *et al.*, 2024), meaning that not all farmers have access to superior seeds, quality fertilizers, and agricultural machinery to support their farming activities.

Furthermore, institutional support is often lacking, particularly in terms of integration with the agricultural supply chain. Farmers who are not members of farmer groups, cooperatives, or other distribution networks tend to lose bargaining power in accessing market information. The absence of contracts or purchase guarantees (Mustaghfiroh & Widiastuti, 2022) further exacerbates farmers' difficulties in obtaining investment or loans for their farming activities. Finally, risk factors and farmer behavior also pose fundamental challenges. Farmers' reliance on traditional practices and their high perception of crop failure risk discourage them from adopting new varieties.

Entrepreneurship training programs previously undertaken by farmers were introduced to address the challenges of managing productive and sustainable farming businesses, particularly in relation to managerial skills, market orientation, and business innovation. These programs are generally designed to enhance farmers' ability to adapt production to market demand. However, the effectiveness of these programs is often constrained by poor quality of service, irrelevant training material, unresponsive infrastructure, and limited facilities, which do not fully meet farmers' expectations.

The quality of training services, as noted Tahitu (2013), can be assessed based on farmers' needs, the reliability of material delivery, and the responsiveness of extension workers, all of which ultimately enhance farmers' knowledge and skills. This quality is generally measured through farmers' perceptions of dimensions such as *tangible*, *reliability*,

responsiveness, assurance, and empathy. A training program will be considered effective if the process is engaging, satisfactory, and able to build self-confidence, which is reflected in changes in farmers' attitudes and behavior in managing their farming enterprises.

Training materials that are irrelevant to farmers' realities, such as agricultural technology training unsuited to subsistence land conditions or theories content that does not address farmers' operational needs, make it difficult for farmers to apply the knowledge gained in their agricultural enterprises. Supporting factors in corn farming include competent extension workers, relevant training materials, adequate visit frequency, and effective communication (Khairunnisa *et al.*, 2021).

Furthermore, limited supporting facilities, such training venues and access to teaching materials, restrict effective learning experiences for farmers. As a result, the quality of interactions and access to information decline, while opportunities to develop new skills relevant to the agricultural sector become limited. Inadequate facilities also reduce motivation and learning effectiveness, making it more difficult for farmers to adopt better agricultural technologies and practices.

The obstacles outlined above demonstrate that the success of entrepreneurship training depends not only on program implementation but also on the relevance of the material, the quality of interactions, and the availability of adequate support facilities. Such programs are intended to address farmers' needs, and this issue is important to investigate because farmer satisfaction with the training directly influences knowledge adoption and the sustainability of their farming enterprises.

Several previous studies have demonstrated that the SERVQUAL approach is effective systematically identify gaps between farmers' expectations and perceptions of service quality. However, its application in the context of entrepreneurship training programs for corn farmers remains limited, leading to the absence of a comprehensive satisfaction model that could serve as a reference for training providers.

This study aims to evaluate service quality and measure corn farmers' satisfaction with entrepreneurship training programs, while also identifying the most influential service attributes. A survey method was employed using a modified SERVQUAL questionnaire, with data analyzed through *Importance–Performance Analysis* (IPA) and *Customer Satisfaction Index* (CSI) to determine improvement priorities and overall satisfaction levels. The findings are expected to provide practical insights for training providers and policymakers, as well as contribute to the academic literature on service quality and participant satisfaction in the agribusiness sector.

This study contributes to the literature by extending service quality evaluation into the specific context of agribusiness-oriented entrepreneurship training for corn farmers, an area that remains underexplored in empirical research. While prior studies have predominantly assessed general agricultural extension services, this research explicitly positions entrepreneurship training as a strategic mechanism for strengthening farmers' managerial capacity and business sustainability. By integrating the SERVQUAL framework with *Importance–Performance Analysis* (IPA) and the *Customer Satisfaction Index* (CSI), the study goes beyond measuring overall satisfaction to identify critical service attributes that require priority improvement. This integrated evaluative approach provides evidence-based insights that are directly applicable to training providers and policymakers in designing more responsive and effective entrepreneurship training programs. Consequently, the findings enrich the agribusiness management literature by offering a practical yet systematic framework for assessing training service quality and participant satisfaction in smallholder farming contexts.

This study is explicitly designed as an evaluative investigation of service quality and participant satisfaction in entrepreneurship training programs for corn farmers, rather than as an analysis of causal relationships among variables. Accordingly, the research objective focuses on assessing farmers' perceptions and expectations of training services and identifying priority areas for improvement, not on testing cause–effect mechanisms. The use of SERVQUAL, *Importance–Performance Analysis* (IPA), and the *Customer Satisfaction Index* (CSI) is therefore methodologically aligned with this evaluative

purpose, as these tools are intended to diagnose service quality gaps, map performance priorities, and summarize overall satisfaction levels. Consistent with this scope, the conclusions drawn in this study are limited to evaluative and managerial interpretations, emphasizing areas of service enhancement and program design implications, without making causal claims regarding the effects of service quality on farmer behavior or performance.

LITERATURE REVIEW

Service Quality and Satisfaction in Agricultural Education and Training

SERVQUAL is a model introduced by Parasuraman *et al.*, (1985) to theoretically measure service quality, particularly by analyzing the gap between expectations and perception. Parasuraman *et al.*, (1988) further developed this model by emphasizing five key dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy. Based on the anticipation–disconfirmation paradigm, this instrument has become a standard framework for evaluating service quality across various industries. The SERVQUAL model also provides a diagnostic approach to identify discrepancies between consumers’ expectations and their perceptions of the services received, there by highlighting the areas that require improvement.

SERVQUAL has also been widely adapted to evaluate the quality of education and training services. Previous studies indicate that dimensions such as instructor responsiveness and material relevance are often key determinants of participant satisfaction. Research conducted by Banishment *et al.*, (2013) shows that applying SERVQUAL in non-commercial contexts generally requires modification of items to ensure contextual validity.

Similarly, the application of SERVQUAL to agricultural services (Jamshidi *et al.*, 2016), revealed a pattern of service quality gaps consistent with findings in other sectors, particularly in the dimensions of responsiveness and tangibles (e.g., inadequate agricultural facilities). The study also highlighted the importance of evaluating agribusiness service centers and designing service improvements that directly influence technology adoption and farmer satisfaction. These findings indicates that SERVQUAL can be effectively applied to assess farmer entrepreneurship training programs. The quality of training services not only affects farmer satisfaction but also plays a crucial role in the success of innovation adoption and the the long-term sustainability of farming businesses.

Importance–Performance Analysis (IPA), Customer Satisfaction Index (CSI), dan its Relevance in Service Evaluation

SERVQUAL has been widely applied as a diagnostic tool to measure service quality by identifying gaps between expectations and perceptions across its five dimensions (Parasuraman *et al.*, 1988). This model offers a methodical framework for assessing whether training programs satisfy the needs of participants. Measuring service gaps by themselves, however, might not be enough to establish improvement objectives. By visually mapping service attributes according to their importance and actual performance, Importance–Performance Analysis (IPA) provides a complementary method to overcome this limitation. This enables training organizers to determine which attributes should be maintained and which ones urgently need improvement (Siniscalchi *et al.*, 2008). Additionally, the Customer Satisfaction Index (CSI) offers a quantitative standard for evaluating the efficacy of training initiatives by providing an overall assessment of participant satisfaction. In order to support technology adoption and the sustainability of farming businesses, it is essential to identify service gaps, set improvement priorities, and assess overall satisfaction levels. This is made possible by the integration of SERVQUAL, IPA, and CSI, which allows for a more thorough evaluation of entrepreneurship training programs for farmers.

On the other hand, Customer Satisfaction Index (CSI) provides a concise and easily understood aggregate measure of participant satisfaction for stakeholders. The CSI is

calculated by adapting the principles of the consumer satisfaction index to evaluate user experiences with specific services. In the context of agribusiness, the CSI has been applied to assess farmer satisfaction with various programs and technical support. For example, Yazdanpanah *et al.*, (2013) employed CSI to measure of farmer satisfaction with crop insurance schemes.

The combination of IPA and CSI has been widely applied in studies on services, education, and agriculture, as together they provide comprehensive insights: CSI reflects the overall level of satisfaction, while the IPA indicates critical areas requiring improvement. In the agribusiness context, previous research found that IPA supports the development of priority-based improvement strategies, whereas CSI effectively evaluates farmer satisfaction with programs and technical support. Nevertheless, the integrated application of SERVQUAL, IPA, and CSI to assess entrepreneurship training, particularly for corn farmers, remains very limited. This study therefore offers both novel academic contributions and practical implications.

METHODS

The study was conducted among corn farmers who had participated in entrepreneurship training programs in Majalengka Regency. The population comprised all farmers who had actively taken part in agricultural training programs at least one year earlier. The unit of analysis was the farmers who received the training services. The sample was selected using a purposive sampling technique, targeting farmers who had fully participated in the training at least once. The sample size was determined based on population size and the minimum requirement for multivariate analysis, namely five to ten times the number of indicators in the questionnaire. (Hair *et al.*, 2019) Based on these considerations, one hundred (100) respondents were deemed sufficient to ensure the validity and credibility of the research findings. The respondent profile was classified according to gender, age, education level, land area, farming experience, and level of training participation. These demographic variables were analyzed descriptively to enrich the interpretation and to explore potential differences in satisfaction across groups.

Data were collected using a structured questionnaire survey administered to farmers after farmers completed a series of entrepreneurship trainings programs. The SERVQUAL model (Parasuraman *et al.*, 1988) and Customer Satisfaction Index (Fornell *et al.*, 1996) were adapted to suit the specific context of corn farmers.

To ensure that respondents clearly understood each question, data collection was conducted face-to-face with the assistance of trained enumerators. In addition, brief interviews were carried out to obtain qualitative insights into participants' experiences during the training. Prior to the main survey, a pilot test involving 20 respondents was conducted to assess the clarity of the instrument and revise any questions that were difficult to understand (Joung *et al.*, 2011; Stehr-Green *et al.*, 2003).

The study employed a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to measure the variables. Two groups of variables were assessed: service quality (SERVQUAL) and farmer satisfaction. According to Parasuraman *et al.*, (1988) and Zeithaml *et al.*, (1990), the service quality variables consist of: tangible (physical training facilities, learning media, teaching materials), reliability (consistency of material delivery, adherence to schedule, facilitator reliability), responsiveness (the organizer's readiness to answer questions or address complaints), assurance (competence, trustworthiness and credibility of the instructor) and empathy (individual attention and concern for farmers' needs). Farmer satisfaction variables, based on Fornell *et al.*, (1996) and Yazdanpanah *et al.*, (2013), include overall satisfaction with the training experience, perceptions of the benefits of training in enhancing business capacity, and the intention to participate in similar programs in the future.

The data obtained from the questionnaire were originally ordinal in nature, as they were measured using a Likert scale. Therefore, before further analysis, the data were first transformed into interval data using the Successive Interval (MSI) method. The data processing steps were as follows: 1) Calculating the frequency of responses for each

questionnaire item; 2) Determining the proportion of responses in each category by dividing the frequency by the total number of respondents; 3) Calculating the cumulative proportion for each category to obtain the cumulative distribution of responses; 4) Converting the cumulative proportion into a Z-score using the standard normal distribution table; 5) Calculating the interval scale value using the MSI formula, where the Z-Score is transformed into an interval scale. This interval value then replaces the original ordinal Likert score; 6) After the data is transformed into an interval scale, the Customer Satisfaction Index (CSI) was calculated, followed by Importance-Performance Analysis (IPA) to identify priorities for improvement.

Furthermore, the Customer Satisfaction Index (CSI) was used to measure the level of satisfaction, and Importance-Performance Analysis (IPA) was employed to identify priorities for service quality improvement.

RESULTS

Training Participants' Satisfaction Based on SERVQUAL Dimensions

Discussion of corn farmers' satisfaction with agricultural training is important because it provides insight into the extent to which the quality of training meets farmers' expectations. By applying the SERVQUAL dimension, the analysis not only identifies the aspects of training most influence farmer satisfaction but also highlights areas for improvement in training organizing. This information serves as a critical basis for training organizers to enhance program effectiveness, ensure the sustainability of farmer participation, and strengthen the impact of training on both entrepreneurial capacity and corn farming performance.

Training participant satisfaction with the SERVQUAL model can be measured in two ways: 1) participants complete a questionnaire containing items that assess their expectations and perceptions of each SERVQUAL dimension in the context of training (Qadri, 2015); and 2) a gap analysis is conducted to determine the differences between the average expectation and perception scores calculated for each dimension. The gap between farmers' perceptions and expectations, as presented in Table 1, indicate the level of satisfaction and provides valuable information for identifying areas in which training quality can be improved.

Table 1. Farmers' Perception of the Importance Level of Entrepreneurship Training Activities

	Attributes	Average score	Interpretation
Tangible			
1.	Facilities/training venue (X1.1)	3.95	Important
2.	Training equipment and materials (X1.2)	4.36	Very Important
3.	Neatness and appearance of the training personnel (X1.3)	4.10	Important
Reliability			
1.	Information delivered is in accordance with the training material (X1.4)	4.02	Important
2.	Information is presented concisely and clearly (X1.5)	4.21	Very Important
3.	Training material is relevant to farmers' needs (X1.6)	4.21	Very Important
4.	Hands-on practice during the training (X1.7)	4.30	Very Important
5.	Need for guidance/support during the training (X1.8)	4.23	Very Important
6.	Training material can have a positive impact on farming activities (X1.9)	4.17	Important
Responsiveness			
1.	Ability of the trainer to address farmers' problems (X1.10)	3.86	Important
2.	Speed and accuracy in solving farmers' problems (X1.11)	4.30	Very Important
Assurance			
1.	Trainer's knowledge about the problems faced by farmers (X1.12)	4.25	Very Important
2.	Providing guidance and support in solving farmers' problems (X1.13)	4.28	Very Important
3.	Trainer's Competence and Friendliness (X1.4)	4.47	Very Important
Empathy			
1.	Trainer/mentor is easy to reach or contact (X1.15)	4.33	Very Important
2.	Giving special attention to farmers' problems (X1.16)	4.14	Important

Source: Data Processed by the Author (2024)

Overall, the descriptive results presented in Table 1 shows that all indicators across the five SERVQUAL dimensions were rated as important to very important by training participants (farmers). In the tangibles dimension, farmers particularly valued the physical aspects of the training, especially the availability of training equipment and supplies, which scored 4.36 (very important), indicating that the completeness of equipment is a top priority for participants. In comparison, the training venue /facilities scored 3.95 (important), suggesting that while the condition of the training venue is important, participants placed greater emphasis on the availability of adequate equipment.

Similarly, the reliability dimension was rated relatively high. Direct practical exercises during training received the highest score (4.30 – very important), followed by the need for assistance during training (4.23 – important). This demonstrates that farmers prioritize practical application over theoretical instruction. This finding aligns with previous research by Saidah *et al.*, (2021), which reported that although the majority of farmers (93.2%) were aware of the input usage standards per hectare of corn, only 6.8% consistently applied them. These results highlight the gap between farmer knowledge and actual farming practices. In other words, experience, limited resources, and immediate needs strongly influence farmers' input management decisions, often more than adherence to technical guidelines.

The responsiveness of the Facilitatorss was positively assessed by farmers. Indicator of speed and accuracy in addressing farmers' problems received a score of 4.30 (very important), showing that the Facilitators's ability to respond quickly and accurately was highly valued. Although farmers generally have a good knowledge of input usage standards, their actual input management practices remain suboptimal (Saidah *et al.*, 2021). According to Ajzen's (1991) Theory of Planned Behavior, this phenomenon illustrates a gap between knowledge and practice. Farmers' behavior is strongly influenced by external factors, such as the availability of technical support, access to production facilities, and resource constraints, which ultimately affect the consistency of their farming practices.

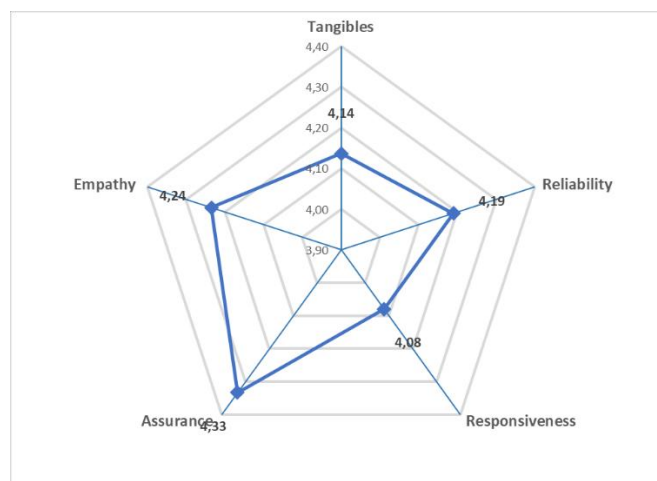
Knowledge alone is not sufficient to change farmer behavior (Feder *et al.*, 1985). In this context, timely and appropriate solutions to farmers' problems are essential, as delays that or inconsistencies in providing technical assistance directly affect the effectiveness of input management (Saidah *et al.*, 2021). The faster and more relevant interventions, the higher the likelihood that farmers will adopt standard input management practices, thereby reducing the gap between knowledge and practice. Within the framework of agricultural extension effectiveness, the indicators of speed and accuracy in addressing farmer issues play a decisive role. Without prompt and appropriate technical responses, farmers may struggle to apply recommended practices, ultimately lowering farming efficiency.

The assurance dimension achieved high scores, with almost all indicators rated as very important. This finding confirms that the competence and attitude of the trainer play a crucial role in shaping participants' satisfaction with the training program. Similar results were reported by Tarekegne *et al.*, (2024), who examined competency-based training for small-scale Corn farmers and found that farmers receiving high-competency training achieved higher yields per hectare compared to those trained with lower competency levels. Likewise, Wonde *et al.*, (2022) emphasized that the effectiveness of training is determined not only by the content, but also by the quality of delivery, access to resources, and the presence of immediately applicable practical elements. Furthermore, Cayabyab *et al.*, (2024) highlighted that training relevance strongly influences farmer satisfaction, with the highest satisfaction achieved when trainers provide up-to-date material, respond effectively to participants' questions, and maintain active interaction throughout the training process.

The empathy dimensions of empathy also highly rated by participants. The indicator Facilitators/mentor is easy to find or contact received a score of 4.33 (very important), indicating that the accessibility to trainers is a crucial aspect of training effectiveness. Similar findings were reported in Malawi, where Lee *et al.*, (2023) showed that access to

road infrastructure and physical distance significantly influenced farmers' ability to reach extension workers. A study in Rwanda also emphasized that farmers' accessibility to extension agents determined the extent of support they could receive (Kabirigi, 2022). Likewise, research conducted in the U.S. Corn Belt demonstrated that access to technical information and institutional support strongly shaped farmers' perceptions and adoption of innovations (Coon *et al.*, 2025). Meanwhile, the indicator special attention to farmers' problems received a score of 4.14 (important), suggesting that while trainers had shown concern for participants, the level of personalized guidance was still perceived as less than optimal.

To provide a clearer picture of the quality of services delivered by entrepreneurship training programs, the SERVQUAL framework was applied across its five main dimensions: tangible, reliability, responsiveness, assurance, and empathy. These dimensions were assessed based on farmers' perceptions and expectations. The average participant scores reflect how farmers assess the quality of the training, indicating whether it is satisfactory or requires improvement (Figure 1). Such descriptive mapping is essential for identifying key aspects that should be prioritized for enhancement in future training programs.



Source: Data Processed by the Author (2024)

Figure 1. Average Scores of Each SERVQUAL Dimension Indicator in the Corn Farmers' Entrepreneurship Training Program.

Figure 1 presents the average scores of each SERVQUAL dimension in the corn farmer entrepreneurship training program. Among the five dimensions, assurance obtained the highest score (4,33), indicating that farmers highly value the trainers' knowledge, competence, and credibility (Zhao *et al.*, 2016; Wonde *et al.*, 2022). Confidence and a sense of security provided by trainers emerge as key determinants of farmer satisfaction.

The empathy dimension followed with a score of 4,24, showing that personal attention, concern, and accessibility of trainers are considered important aspects. This finding is consistent with Hassan *et al.*, (2020), who emphasized that farmers appreciate personal interaction and the ease of obtaining support from extension workers. Such results reflect the importance of strong interpersonal relationship between trainers and farmers. Meanwhile, the reliability dimension scored 4,19, suggesting that training delivery was largely consistent with farmers' expectations. Providing material tailored to farmers' actual needs is perceived as valuable and has the potential to positive influence farming performance (Ahmad *et al.*, 2021).

The dimension of tangible (4.14), which reflects physical facilities and training equipment, obtained a relatively lower score compared to other dimensions. This highlights the need for improvements in facilities and infrastructure to maximize the learning experience Adequate facilities are important, as shown by the findings of Puspita *et al.*, (2023), who reported that sufficient infrastructure enables farmers to improve corn production and increase total income. Similarly, research Yekti *et al.*, (2020), emphasized

that the availability of facilities can be a crucial factor in building partnerships between farmers and agribusiness companies, where agreement on facilities often influence the success of collaboration in corn cultivation. Meanwhile, the responsiveness dimension (4,08) received lowest score. This indicates that the trainers' responsiveness in addressing farmer problems, although valued, still requires improvement to ensure more timely and relevant support. Overall, the results show that the corn farmer entrepreneurship training program has been effective, particularly in terms of assurance and empathy. However, further improvements are needed in tangible (facilities) and responsiveness (trainer alertness) to optimize the overall service quality of the program.

Table 2. Results of the Evaluation of Importance and Performance of SERVQUAL Dimensions

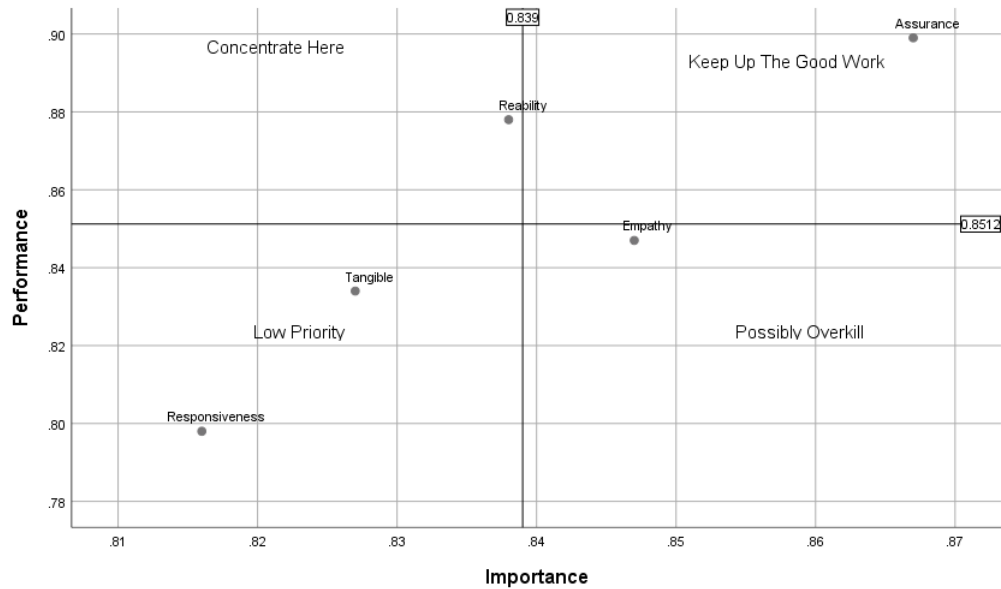
No	Attributes	Average Performance (\bar{X}_i)	Average Importance (\bar{Y}_i)	Level of Conformity (TK_i)
Tangible				
1	Facilities/training venue (X1.1)	3.95	4.08	103,29
2	Training equipment and materials (X1.2)	4.36	3.83	87,84
3	Neatness and appearance of the training personnel (X1.3)	4.10	4.59	111,95
Reliability				
1	Information delivered is in accordance with the training material (X1.4)	4.02	4.49	111,69
2	Information is presented concisely and clearly (X1.5)	4.21	4.57	206,78
3	Training material is relevant to farmers' needs (X1.6)	4.21	4.18	99,28
4	Hands-on practice during the training (X1.7)	4.30	4.10	95,34
5	Need for guidance/support during the training (X1.8)	4.23	4.46	105,43
6	Training material can have a positive impact on farming activities (X1.9)	4.17	4.54	108,87
Responsiveness				
1	Ability of the trainer to address farmers' problems (X1.10)	3.86	4.07	105,44
2	Speed and accuracy in solving farmers' problems (X1.11)	4.30	3.91	90,93
Assurance				
1	Trainer's knowledge about the problems faced by farmers (X1.12)	4.25	4.63	108,94
2	Providing guidance and support in solving farmers' problems (X1.13)	4.28	4.21	98,36
3	Trainer's Competence and Friendliness (X1.14)	4.47	4.64	103,80
Empathy				
1	Trainer/mentor is easy to reach or contact (X1.15)	4.33	4.43	102,30
2	Giving special attention to farmers' problems (X1.16)	4.14	4.04	97,58

Source: Data Processed by the Author (2024)

The evaluation results of the importance and performance of the SERVQUAL dimensions reveal a significant gap difference between participants' expectations and the quality of training services received (Table 2). The empathy dimension obtained the highest scores, indicating that participants place strong value on individual attention, personal concern, and easy access to the trainers. Conversely, the tangible dimension received a relatively low score, suggesting that improvements in physical facilities and supporting infrastructure are required to enhance the overall learning experience.

Participant satisfaction is also significantly shaped by other factors such as assurance, responsiveness, and dependability. The results show that farmers' perceptions of the quality of training are greatly influenced by the trainers' ability, responsiveness to participants' requirements, and assurance of knowledge and credibility.

Overall, the findings suggest that both personal interactions (soft aspects) and facilities (hard aspects) jointly determine the effectiveness of entrepreneurship training programs. Thus, simultaneous improvements in interpersonal engagement and supporting infrastructure are crucial to optimizing farmers' learning experience and ensuring that training outcomes better align with their expectations.

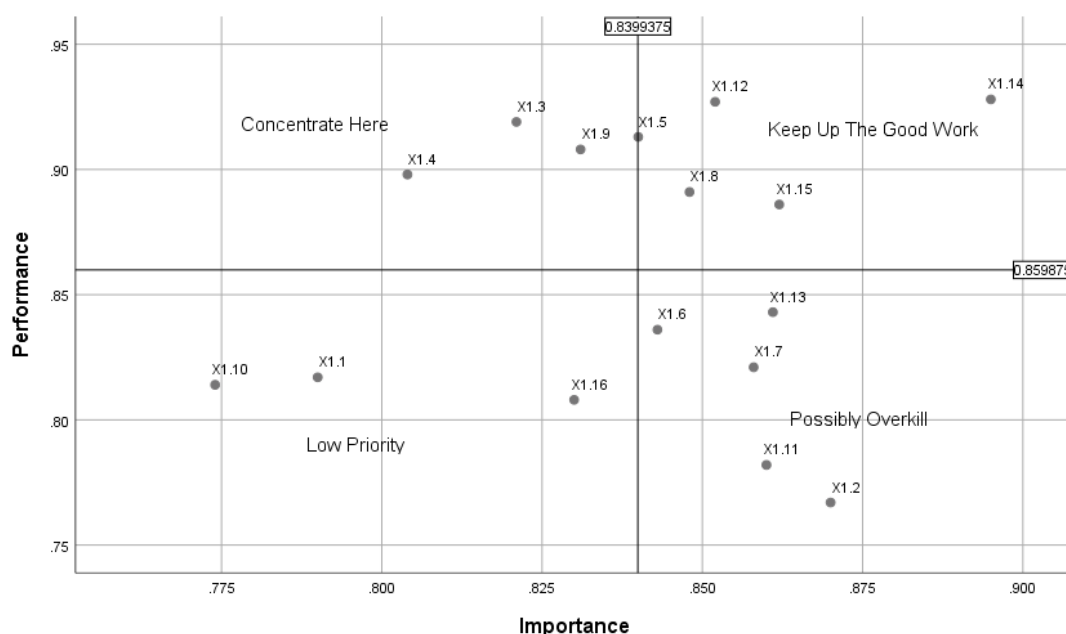


Source: Data Processed by the Author (2024)

Figure 2. Cartesian Map Based on the Five SERVQUAL Indicators

Cartesian Map (Figure 2) based on five SERVQUAL indicators depicting the relative importance and performance of each service dimension in training. In the top priority quadrant, the empathy dimension indicates that personal attention, caring, and easy access to the Facilitators are the most important elements that need to be maintained and improved. To maximize the learning experience, training equipment and physical facilities must be updated, this is important to pay attention to because the empathy dimension *tangible* is in the low priority quadrant. However, the trust, responsiveness, and assurance factors are in the performance-defending quadrant, indicating that the Facilitators's performance in terms of accuracy, speed, and ability is relatively satisfactory to participants. This Cartesian map maintains the already effective elements that support participant satisfaction and learning while providing strategic guidance for focusing on service improvements.

Diagram Cartesian (Figure 3) for attribute priority analysis presents a visualization of the position of each service attribute based on two main axes: importance and perceived performance. Although attributes in the high priority quadrant indicate elements that are very important to participants, their performance is still low. Improvements must be made immediately. In the low or excessive priority quadrant, attributes indicate aspects that are relatively less important or whose performance exceeds expectations, so that resources can be allocated more efficiently. On the other hand, attributes in the maintain performance quadrant indicate that their performance is in line with expectations and needs to be maintained. Thus, this diagram makes it easier for decision-makers to create focused and efficient strategies to improve service quality based on participant perceptions.



Source: Data Processed by the Author (2024)

Figure 3. Diagram for Attribute Priority Analysis

Farmer Satisfaction Evaluation through the Customer Satisfaction Index (CSI)

Evaluation of farmer satisfaction through *Customer Satisfaction Index* (CSI) shows that the overall satisfaction level is at 85.99% or falls into the category “*Very Satisfied*”. This figure indicates that most farmers' expectations and needs regarding various service aspects—such as the competence of the trainers, the relevance of the material, training facilities, ease of access, and personal attention—have been met well. Practically, this score indicates that the training program is effective in providing a satisfying learning experience, although there is still room for improvement in several attributes with lower scores, such as physical facilities (*tangible* the CSI results provide strategic guidance for maintaining aspects that are already satisfactory and focusing on improving service attributes that are still lacking, so that farmer satisfaction can increase overall.

Table 3. Evaluation of Farmers' Satisfaction Levels with Training Attributes

Attribute	Average Value	Interpretation
Tangible		
1. Facilities/training venue (X1.1)	79,01	Satisfied
2. Training equipment and materials (X1.2)	86,95	Very Satisfied
3. Neatness and appearance of the training personnel (X1.3)	82,13	Very Satisfied
Reliability		
1. Information delivered is in accordance with the training material (X1.4)	80,43	Very Satisfied
2. Information is presented concisely and clearly (X1.5)	83,97	Very Satisfied
3. Training material is relevant to farmers' needs (X1.6)	84,26	Very Satisfied
4. Hands-on practice during the training (X1.7)	85,82	Very Satisfied
5. Need for guidance/support during the training (X1.8)	84,82	Very Satisfied
6. Training material can have a positive impact on farming activities (X1.9)	83,12	Very Satisfied
Responsiveness		
1. Ability of the trainer to address farmers' problems (X1.10)	77,45	Satisfied
2. Speed and accuracy in solving farmers' problems (X1.11)	85,96	Very Satisfied
Assurance		
1. Trainer's knowledge about the problems faced by farmers (X1.12)	85,25	Very Satisfied
2. Providing guidance and support in solving farmers' problems (X1.13)	86,10	Very Satisfied
3. Trainer's Competence and Friendliness (X1.14)	89,50	Very Satisfied
Empathy		
1. Trainer/mentor is easy to reach or contact (X1.15)	86,24	Very Satisfied
2. Giving special attention to farmers' problems (X1.16)	82,98	Very Satisfied

The results of the evaluation of farmer satisfaction based on the five dimensions of SERVQUAL on Table 3 shows a generally high level of satisfaction. In the dimension *Tangible* Specifically, in the facilities, materials, and presentation categories, the physical aspects and readiness of the training materials were adequate. Farmers felt that the training facilities and infrastructure supported the learning process, making the learning experience more comfortable and professional. High scores on the dimensions *Reliability* The study confirmed that the material provided was relevant to farmers' needs, clear, and applicable to field practice. This demonstrates the training organizer's consistency in providing relevant and useful information. The Facilitatorss' ability to solve farmers' problems was highly appreciated in the dimensions of *Responsiveness*. Although there was a slight difference in the time it took for farmers to resolve their problems, overall, farmers felt heard and supported, which ultimately increased farmers' confidence in the training. The highest score was *Assurance* (competence and trust) confirms that farmers perceive the Facilitatorss as competent, knowledgeable, and friendly. These aspects are important for building credibility and a sense of security for farmers during the training. The positive relationship between farmers and the training organizers is evident in the scores. Empathy high. This indicates that farmers perceived individual attention from the trainers, including ease of access and understanding of their issues. A high score on each aspect (CSI) indicates that the training was well-received and met farmers' expectations. The results indicate that the service was satisfactory, but physical facilities could still be improved to enhance the learning experience.

Table 4. Corn Farmers' Satisfaction Index Based on CSI Analysis

No	Training Aspects (Attributes)	MIS	MSS	WF	WS
Tangible					
1	Facilities/training venue (X1.1)	3.95	4.08	5.88	24.01
2	Training equipment and materials (X1.2)	4.36	3.83	6.49	24.88
3	Neatness and appearance of the training personnel (X1.3)	4.10	4.59	6.10	28.01
Reliability					
1	Information delivered is in accordance with the training material (X1.4)	4.02	4.49	5.98	26.87
2	Information is presented concisely and clearly (X1.5)	4.21	4.57	6.27	28.63
3	Training material is relevant to farmers' needs (X1.6)	4.21	4.18	6.27	26.21
4	Hands-on practice during the training (X1.7)	4.30	4.10	6.41	26.28
5	Need for guidance/support during the training (X1.8)	4.23	4.46	6.30	28.08
6	Training material can have a positive impact on farming activities (X1.9)	4.17	4.54	6.20	28.13
Responsiveness					
1	Ability of the trainer to address farmers' problems (X1.10)	3.86	4.07	5.75	23.39
2	Speed and accuracy in solving farmers' problems (X1.11)	4.30	3.91	6.39	25.01
Assurance					
1	Trainer's knowledge about the problems faced by farmers (X1.12)	4.25	4.63	6.32	29.30
2	Providing guidance and support in solving farmers' problems (X1.13)	4.28	4.21	6.37	26.86
3	Trainer's Competence and Friendliness (X1.14)	4.47	4.64	6.65	30.87
Empathy					
1	Trainer/mentor is easy to reach or contact (X1.15)	4.33	4.43	6.45	28.54
2	Giving special attention to farmers' problems (X1.16)	4.14	4.04	6.16	24.89
Total		<i>Weight Average Total</i>			429.97
CSI					85,99%

Results of farmer satisfaction evaluation through the approach *Customer Satisfaction Index* the CSI (Competitive Intensity Index) showed an index value of 85.99%, which is categorized as very satisfied. This value reflects that, in general, aspects of the training provided have met or even exceeded farmers' expectations. High scores for security, credibility, knowledge, and friendliness of the instructors significantly contributed to client satisfaction. Participants expressed confidence in the quality of the instructors and the materials provided. Clear training materials tailored to farmers' needs significantly contributed to farmer satisfaction. This indicates that the training provided was effective in meeting educational and practical objectives. High scores for accessibility and personal attention, particularly ease of contact with the instructors, indicate that personal interaction and attention to participants are important factors in the training experience. The relatively lower score for physical facilities indicates that supporting facilities and infrastructure for the training still need to be improved to provide a more comfortable and optimal learning experience.

DISCUSSION

The results of the study showed that farmers were included in the category of being very satisfied with the training program, with a satisfaction level of 85.99% based on *Customer Satisfaction Index* (CSI). The results indicate that the training has generally performed well in meeting farmers' needs and expectations, particularly in terms of safety, which includes the competence, friendliness, and knowledge of the trainers. These results align with previous research that emphasized that the credibility of the trainers and the relevance of the training materials are key factors in influencing farmer satisfaction and knowledge adoption (Kassem *et al.*, 2021; Liu *et al.*, 2018).

However, the score is relatively lower on the aspect *tangible*, especially those related to physical facilities and training venues, indicate that infrastructure still has limitations in creating an ideal learning environment. This is in line with research. Özcatalbas *et al.* (2017), which states that a lack of training facilities can hinder the effectiveness of agricultural extension and discourage farmers from actively participating. Therefore, to maximize the benefits of training, improving facilities and infrastructure is crucial.

Another important consequence is the disparity in knowledge and practices among farmers. Although most participants understand input usage standards, field practices often differ due to resource constraints and a lack of ongoing technical support. This is consistent with research. Kelemu *et al.* (2020) This shows that farmers place more emphasis on practical application and direct problem-solving than on theory alone. Therefore, the speed, accuracy, and responsiveness of the instructor in addressing farmer problems, as reflected in the responsiveness dimension, are key aspects in bridging this gap.

Furthermore, high scores on the empathy dimension—particularly regarding ease of communication with the instructor and special attention to farmers' concerns—demonstrate the importance of ongoing support after the training. These research findings align with Ragasa *et al.* (2016), shows that ongoing extension support and close relationships between trainers and farmers can increase the adoption of better cultivation practices.

Overall, the findings of this study suggest that although the training program has built farmer confidence and satisfaction, further interventions should focus on (1) improving physical training facilities, (2) providing ongoing technical support after the training, and (3) integrating more applicable contextual practices to bridge the gap between knowledge and practice. In addition to improving farmer satisfaction, these adjustments will encourage the long-term adoption of sustainable agricultural practices, particularly in Corn production systems.

The relatively lower performance of the responsiveness and tangible dimensions can be explained by structural and contextual constraints commonly faced in agricultural training programs for smallholder farmers. Limited facilitator availability, high

participant-to-trainer ratios, and time-bound training schedules may reduce trainers' ability to respond promptly and individually to farmers' operational problems. Similarly, constraints in physical facilities and training infrastructure often reflect budget limitations and the peripheral location of training sites, which restrict access to adequate learning media and practical demonstration tools. From a human capital development perspective, these limitations may weaken the translation of knowledge into skills, as effective training requires not only content delivery but also timely feedback, hands-on practice, and supportive learning environments. Consistent with training effectiveness theory, the findings suggest that while cognitive understanding may be achieved, insufficient responsiveness and inadequate facilities can hinder experiential learning, which is critical for entrepreneurial capability development. Furthermore, within the innovation adoption framework, delayed technical support and suboptimal learning infrastructure may increase farmers' perceived risk and reduce their confidence to implement new practices. In terms of policy implications, training providers and agricultural extension agencies should prioritize improving facilitator responsiveness through post-training mentoring schemes, mobile-based advisory support, and reduced trainer workloads, while policymakers should allocate targeted funding for upgrading training facilities and demonstration resources. Strengthening these aspects is essential to enhance training effectiveness, accelerate innovation adoption, and ensure that entrepreneurship training programs contribute more effectively to the sustainability of agribusiness activities among smallholder farmers.

This study can be positioned within the field of agribusiness and management research by emphasizing its managerial implications and contribution to the design of entrepreneurship training programs. From a managerial perspective, the findings provide actionable insights for training organizers and extension managers regarding which service attributes should be prioritized to enhance program effectiveness, particularly in terms of facilitator responsiveness, training infrastructure, and participant engagement. The results also contribute to the development of entrepreneurship training design by demonstrating that training effectiveness is not determined solely by content relevance, but also by service delivery quality and learning support systems that enable skill application in real farming contexts. In terms of academic relevance, this study enriches the agribusiness management literature by extending service quality evaluation frameworks into entrepreneurship-oriented agricultural training, thereby bridging research on service management, human capital development, and agribusiness capacity building. By situating training programs as managerial interventions rather than purely technical activities, the study offers a management-focused perspective that complements existing extension and agribusiness research.

CONCLUSION

According to findings, the corn farmer entrepreneurship training program was effective and generated a high level of participant satisfaction. Farmers placed the greatest value on the competence, friendliness, knowledge, and responsiveness of the instructors, as these qualities directly addressed their practical needs. Nevertheless, weaknesses were identified in training facilities and supporting infrastructure, which require improvement to enhance the overall learning experience and facilitate the more effective application of knowledge and skills in the field.

Beyond information transfer, entrepreneurship training for corn farmers must prioritize ongoing technical assistance and the application of useful, locally tailored techniques in order to have a long-lasting effect. Such a strategy not only boosts farmer satisfaction but also encourages significant adjustments to farming methods. Long-term, this tactic helps to sustainably raise farmer well-being and productivity. Thus, it is recommended that training organizations and legislators improve their physical infrastructure, increase the number of post-training mentors, and create more contextualized curricula that reflect the actual circumstances faced by farmers. These

enhancements will make it more likely that training results will be successfully embraced and converted into real advantages for farming communities.

Acknowledgement

The authors would like to express their sincere gratitude to the Research and Community Empowerment Agency (DRPM) of Padjadjaran University and the Faculty of Agriculture for providing research funding that made this research. Special appreciation is extended to the research team, Master's and Bachelor's students, respondents, and practitioners whose valuable support and cooperation greatly contributed to enriching the analysis and discussion presented in this article.

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