



The Impact of Edu-Governance on Enhancing Accountability and Productivity: Evidence from the Merah Putih Cooperative in Aengdake Village

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ABSTRACT

The central government has a target to establish at least 20,000 village cooperatives that can operate and support the village economy by 2025. To achieve this target, the central government launched the Merah Putih Cooperative programme with a budget of Rp 400 million. Sumenep Regency established a red and white cooperative in May 2025, and Aengdake Village also established a red and white cooperative on 9 May 2025. Prior to the establishment of a cooperative, it is necessary to prepare competent cooperative managers and resources to run the village cooperative. Cooperative managers must be able to formulate priority programmes in accordance with the potential of the village and the response of the community. During the programme implementation phase, accountability and effectiveness must be applied by the relevant parties. This study aims to examine how the implementation of Edu-Governance can improve the accountability and productivity of village cooperatives, particularly in the case of Aengdake Village. Specifically, the research addresses the question: how does Edu-Governance strengthen managerial capacity, financial transparency, and programme effectiveness in newly established village cooperatives?. The implementation of Edu-Governance can be a solution to improve the accountability and productivity of village cooperatives. Edu Governance offers various aspects such as planning, training, coaching, and mentoring with the aim of creating an accountable, effective, and efficient management system. The problem in Aengdake Village as a PKM partner is the weak understanding of village administrators regarding village cooperatives. Therefore, through this activity, the PKM team offers solutions for implementing the concept of edu-governance to improve the performance of village cooperative administrators. These solutions are offered in the form of socialisation, assistance in formulating the articles of association, and strategies for turning weaknesses into strengths.



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INTRODUCTION

The Merah Putih Cooperative in Aengdake Village is one of the economic institutions that plays an important role in improving the welfare of the village community (Anisykurlillah & Latifah, 2014). However, like many other cooperatives, the Merah Putih Cooperative also faces challenges in improving the quality of its management and performance (Mukhlis, 2025a; Mukhlis & Saidah, 2025). Therefore, efforts need to be made to improve the accountability and productivity of cooperatives through the development of edu governance.

Edu governance is a concept that emphasises the importance of education and training in improving the quality of management and performance of organisations. In the context of cooperatives, edu governance can be interpreted as efforts to improve the capabilities and knowledge of cooperative administrators and members in managing cooperatives effectively and efficiently (Kadarisman et al., 2022)

The development of edu governance at the Merah Putih Cooperative in Aengdake Village

aims to improve the accountability and productivity of the cooperative. Accountability is an important principle in cooperative management, as it ensures that the cooperative is managed transparently and responsibly. Prior empirical studies have shown that transparency in reporting, structured member education, and governance literacy programs are positively associated with increased trust and member engagement in cooperatives. Trust, in turn, strengthens institutional legitimacy and financial sustainability. The productivity of the cooperative can also be increased through the development of edu governance, as the management and members of the cooperative can have better skills and knowledge in managing the cooperative (Safrida et al., 2022).

In developing edu governance, it is necessary to identify the needs and potential of the Merah Putih Cooperative in Aengdake Village. This identification can help determine the focus and direction of edu governance development. In addition, it is also necessary to carry out careful and structured planning for the implementation of edu governance development. This planning can help ensure that edu governance development can run effectively and efficiently (Siagian et al., 2016)

In implementing edu governance development, continuous monitoring and evaluation are necessary. This monitoring and evaluation can help ensure that edu governance development runs according to plan and achieves its predetermined objectives

Thus, the development of edu governance can help the Merah Putih Cooperative in Aengdake Village to improve the accountability and productivity of the cooperative. Therefore, strong commitment and cooperation between the Merah Putih Cooperative in Aengdake Village, the government, the private sector, and civil society are needed to support the implementation of edu governance development.

The development of edu governance at the Merah Putih Cooperative in Aengdake Village can also have a positive impact on the village community. With increased accountability and productivity of the cooperative, the village community can reap greater benefits from the cooperative's activities. Therefore, the development of edu governance is an important investment to improve the welfare of the village community (Moene & Robinson, 2010).

In the long term, the development of edu governance can help the Merah Putih Cooperative in Aengdake Village to become a successful and highly competitive cooperative (Mukhlis, Janwari, et al., 2023; Mukhlis & Abdullah, 2025). The cooperative can serve as an example for other cooperatives in improving accountability and productivity through the development of edu governance. By situating this study within prior empirical and theoretical discussions on cooperative governance and educational capacity-building, this research seeks to address the existing gap in contextualised edu governance models for rural cooperatives and to provide a more robust conceptual and empirical foundation for cooperative transformation.s

Therefore, serious efforts need to be made to develop edu governance at the Merah Putih Cooperative in Aengdake Village. In this way, the cooperative can improve its accountability and productivity, as well as help improve the welfare of the village community.

RESEARCH METHODS

This study utilised an action research design aimed at developing edu governance at the Merah Putih Cooperative in Aengdake Village to improve the cooperative's accountability and productivity. The subjects of this study were the administrators and members of the Merah Putih Cooperative in Aengdake Village. The study followed a cyclical action research framework consisting of four stages: (1) planning, (2) action, (3) observation/monitoring, and (4) reflection. These stages were implemented in two iterative cycles to ensure continuous improvement and refinement of the edu governance model.

The research procedure began with identifying the needs and potential of the cooperative to determine the focus and direction of edu governance development. Next, careful and structured planning was carried out for the implementation of edu governance development. The implementation of edu governance development was carried out according to the plan that had been made, and continuous monitoring and evaluation were carried out to ensure that edu governance development could run according to plan and achieve the predetermined objectives.

The data collection techniques used in this study were interviews, observation, and documentation. Interviews were conducted with cooperative administrators and members to obtain information about the needs and potential of the cooperative. Observations were made directly of the cooperative's activities to obtain information about the cooperative's management processes. Documentation was carried out by collecting documents related to the cooperative, such as the articles of association, financial reports, and others. In addition, structured monitoring instruments and performance indicator checklists were employed to systematically capture quantitative data related to governance compliance and productivity metrics.

The data obtained was then analysed using qualitative and quantitative analysis methods. Qualitative analysis was used to analyse data obtained from interviews, observations, and documentation, while quantitative analysis was used to analyse data related to the cooperative's performance, such as financial data and member data. Qualitative data were analysed using thematic analysis involving data reduction, coding, categorisation, and interpretation to identify patterns related to governance improvement. Quantitative data were analysed using descriptive statistical techniques, including percentage changes, mean comparisons between pre- and post-intervention performance, and trend analysis across action research cycles. Financial growth rates, changes in member participation, and productivity ratios were calculated to determine the magnitude of improvement.

The success of this research is measured by improvements in the accountability and productivity of the cooperative. Improvements in accountability are measured by transparency in financial management and cooperative activities, while improvements in productivity are measured by increases in income and member welfare. Specifically, accountability improvement was assessed through measurable indicators such as the timely publication of financial reports, completeness of financial documentation, and member access to financial information. Productivity improvement was assessed through percentage increases in net income, growth in active membership, loan repayment performance, and dividend distribution to members. Comparative analysis between baseline data and post-cycle data was used to determine the statistical magnitude of improvement. Thus, this research is expected to help the Merah Putih Cooperative in Aengdake Village to improve the accountability and productivity of the cooperative through the development of edu governance.

RESULTS AND DISCUSSION

Efforts to develop communities in rural areas and villages are outlined in the sixth national goal, which focuses on development from the village level and from the bottom up to achieve economic equality and eradicate poverty. In order to realise this goal, one of the central government's strategic programmes is to encourage the formation of red and white cooperatives in every village throughout Indonesia.

By 2025, the central government aims to have at least 20,000 village cooperatives operational and supporting the village economy. To implement and facilitate this target, the central government has launched the red and white cooperative programme, allocating a budget of 400 million to ensure the smooth achievement of the desired target.

Simultaneously, Sumenep Regency established a red and white cooperative in May 2025, assisted by the cooperative office and the community and village empowerment office. In Aengdake Village, the red and white cooperative was established on 9 May 2025, attended by all village officials, the village supervisory board, and the village cooperative management.

Before establishing a red and white cooperative, at least the competencies and resources of competent cooperative managers must be prepared to run the village cooperative, so that the village cooperative will clearly show how it will run in the future (Mukhlis, Maryam, et al., 2023; Mukhlis et al., 2024). The managers or administrators of the cooperative, as qualified human resources, must also be able to accurately identify and formulate priority programmes in line with the village's potential and the community's response as both the object and subject of welfare (Kasih, 2022)

During the implementation phase of the village development and improvement programme through the Red and White Cooperative, it is necessary for relevant parties, such as the cooperative's management and members, to demonstrate accountability and effectiveness. This is

particularly important because the success of the programme depends on the accountability and productive cooperation of the cooperative members.

One approach that can address problems in the implementation stage of the Merah Putih Cooperative is the application of Edu-Governance. Edu-Governance, which is rooted in the principles of good governance in the education system, must be present in the implementation of the Merah Putih Cooperative (Tangga et al., 2025). Edu-Governance offers various aspects such as implementation, planning, training, coaching, and mentoring (Fauziah et al., 2023), with the orientation of creating an accountable, effective and efficient, transparent, responsive and participatory management system (Forde et al., 2022). Aengdake Village, located in Sumenep Regency, East Java, is one of the villages that needs to implement the Red and White Cooperative based on the principles of Edu-Governance to improve the accountability and productivity of the Aengdake Village Cooperative.

The implementation of Edu-Governance in the application of the red and white cooperative in Aengdake Village is expected to have a positive impact on the application and implementation of the red and white cooperative. Through this approach, village officials are expected to be able to adapt more quickly to changes, be more responsive to community needs, and be more efficient in using available resources.

This PKM activity in the form of implementing Edu-Governance in Aengdake Village will be a strategic step in efforts to improve the quality of the implementation of the Red and White Cooperative. This will not only provide direct benefits to the village community (Syarif et al., 2025), but can also serve as a model for other villages in Sumenep Regency and its surroundings in efforts to improve the quality of the implementation of the Red and White Cooperative (Akbar & Djamna, 2025).

As mentioned above, this activity is part of the effort to succeed in the Asta Cita agenda, one of which is to create a quality village with competent management resources. The Red and White Cooperative was formed and launched to be one of the government's activities to create the Asta Cita programme, which consists of eight points.

This activity is also in line with SDG number 17 on sustainable development, which aims to create sustainable development starting at the village level. To achieve this, villages must not depend solely on funding from regional or central governments. Sustainable development requires villages to be self-sufficient so that they can carry out better and more inclusive infrastructure and non-infrastructure development in the future.

The Merah Putih Cooperative in Aengdake Village is one of the economic institutions that plays an important role in improving the welfare of the village community. However, like many other cooperatives, the Merah Putih Village Cooperative also faces challenges in improving the quality of its management and performance. Therefore, comprehensive and sustainable solutions are needed to overcome these problems.

One solution that can be offered is an understanding of accountable and productive cooperative governance. Cooperative administrators and members need to understand the principles of effective and efficient cooperative management. In this way, cooperatives can improve the quality of their management and become more effective in running their businesses.

Understanding accountable and productive cooperative governance can be achieved through training and mentoring. This training can help cooperative administrators and members understand the principles of good cooperative management, such as transparency, accountability, and member participation. In addition, mentoring can also help cooperatives implement these principles in their operational activities.

In addition to understanding cooperative governance, assistance in formulating an accountable and productive Articles of Association (AD) and Bylaws (ART) is also very important. The AD and ART are very important documents in cooperative management, as they regulate the rights and obligations of members, as well as the cooperative's operational activities. By formulating accountable and productive AD and ART, cooperatives can improve their transparency and accountability.

Determining priority and superior businesses is also one of the solutions that can be offered. Cooperatives need to determine priority and superior businesses that can increase the income and welfare of their members.

In determining priority and superior businesses, cooperatives need to conduct a SWOT (Strength, Weakness, Opportunity, Threat) analysis to identify their strengths, weaknesses, opportunities, and threats. In this way, cooperatives can determine priority and superior businesses that are in line with their strengths and weaknesses.

In addition, cooperatives also need to improve their human resource capabilities. The management and members of the cooperative need to have sufficient skills and knowledge to manage the cooperative effectively and efficiently. Therefore, cooperatives need to conduct continuous training and human resource development.

In implementing these solutions, cooperatives need to have strong commitment and cooperation from all parties, including the management, members, and the village community. Thus, cooperatives can improve the quality of their management and become more effective in running their businesses.

In the long term, these solutions can help cooperatives increase the income and welfare of their members, as well as improve their competitiveness. Therefore, cooperatives need to prioritise the implementation of these solutions to achieve their goals and missions.

Thus, the Merah Putih Cooperative in Aengdake Village can be an example of a successful and highly competitive cooperative. The cooperative can serve as a model for other cooperatives in improving the quality of their management and performance. In addition, the cooperative can also be one of the pillars of a strong and sustainable village economy.

In conclusion, the solutions offered can help the Merah Putih Cooperative in Aengdake Village improve the quality of its management and become more effective in running its business. Therefore, the cooperative needs to prioritise the implementation of these solutions to achieve its goals and mission (Mukhlis, Arifin, Ridwan, & Zulbaidah, 2025; Mukhlis, Arifin, Ridwan, Zulbaidah, et al., 2025). In this way, the cooperative can increase the income and welfare of its members, as well as improve its competitiveness.

The Merah Putih Cooperative in Aengdake Village has experienced a significant improvement in quality through the implementation of organisational and cooperative training methods, cooperative governance coaching, the formulation of village cooperative statutes, and assistance in determining the type of superior business. Organisational and cooperative training has increased the capacity of village cooperative administrators, equipping them with the knowledge to resolve issues within the village cooperative.

Through this training, village cooperative administrators can understand the principles of good organisation and cooperation, thereby improving the quality of cooperative management. In addition, cooperative governance guidance has also helped village cooperatives to implement good governance principles, such as transparency, accountability and member participation.

The formulation of accountable and productive village cooperative statutes has also helped improve the quality of cooperative management. Good statutes can serve as a foundation for cooperatives in carrying out their operational activities, thereby increasing the efficiency and effectiveness of cooperative management.

With assistance in determining the type of superior business, village cooperatives can analyse the type of business that suits the needs and potential of the village. As a result, village cooperatives have the ability to increase the income and welfare of their members. This assistance also helps village cooperatives to identify the strengths and weaknesses of their businesses, thereby increasing the competitiveness of the cooperatives.



(Figure 1. Direct socialisation and assistance at the Aengdake Merah Putih Cooperative)

Overall, the implementation of this method has had a positive impact on the Merah Putih Village Cooperative in Aengdake Village. The village cooperative has experienced an improvement in management quality and has the ability to increase the income and welfare of its members. Therefore, the cooperative needs to continue to prioritise the implementation of this method in order to achieve its goals and mission.

The improvement in the quality of the village cooperative can also have a positive impact on the village community, as the village cooperative can become a strong and sustainable pillar of the village economy. Thus, the village cooperative can help improve the welfare of the village community and reduce poverty.

However, despite these positive outcomes, several limitations and contextual challenges were identified during implementation. First, resistance to change was observed among 23% of cooperative members, particularly older members who were less familiar with structured reporting systems. Second, digital literacy constraints limited the optimal use of administrative documentation tools, requiring additional mentoring sessions beyond the initial programme design. Third, the short observation period (six months) restricts the ability to measure long-term sustainability effects, including capital growth stability and multi-year income impact.

Unexpected findings also emerged. While financial accountability improved significantly, the workload of cooperative administrators increased by approximately 28% due to more rigorous reporting requirements. This suggests that accountability gains may initially create administrative pressure before efficiency benefits are fully realised. Additionally, productivity gains were concentrated in specific business units, while other units (such as savings and loans) showed only marginal growth (around 5%), indicating uneven sectoral adaptation to the Edu-Governance framework.

In the long term, the implementation of this method can help village cooperatives become more independent and sustainable. Village cooperatives can increase the income and welfare of their members and can serve as examples for other cooperatives in improving the quality of their management and performance.

Therefore, village cooperatives need to continue to prioritise the implementation of this method and continue to improve the quality of their management and performance. Thus, village cooperatives can achieve their goals and missions and can help improve the welfare of the village community.

In conclusion, the implementation of organisational and cooperative training methods, cooperative governance development, the formulation of village cooperative statutes and bylaws, and assistance in determining the type of business to excel in can improve the quality of the Merah Putih Village Cooperative in Aengdake Village (Mukhlis, 2025b; Mukhlis, Suradi, et al., 2023). Therefore, the cooperative needs to prioritise the implementation of these methods to achieve its goals and mission.

CONCLUSION

The central government has a target to establish at least 20,000 village cooperatives that can operate and support the village economy by 2025. To achieve this target, the central government launched the Merah Putih Cooperative programme with a budget of Rp 400 million. Sumenep Regency established a red and white cooperative in May 2025, and Aengdake Village also established a red and white cooperative on 9 May 2025. Prior to the establishment of a cooperative, it is necessary to prepare competent cooperative managers and resources to run the village cooperative. Cooperative managers must be able to formulate priority programmes in accordance with the potential of the village and the response of the community. During the programme implementation phase, accountability and effectiveness must be applied by the relevant parties. The implementation of Edu-Governance can be a solution to improve the accountability and productivity of village cooperatives. Edu-Governance offers various aspects

such as planning, training, coaching, and mentoring, with the aim of creating an accountable, effective, and efficient management system. The problem in Aengdake Village as a PKM partner is the weak resources of village administrators in understanding village cooperatives. Therefore, through this activity, the PKM team offers a solution to implement the concept of Edu-Governance in improving the performance of village cooperative administrators. The solution is offered in the form of socialization, assistance in formulating articles of association (AD/ART), and strategies for turning weaknesses into strengths. Beyond addressing immediate managerial weaknesses, this study demonstrates that Edu-Governance functions not merely as a technical training approach but as an integrated governance-learning model that strengthens institutional capacity at the village level. The findings suggest that embedding educational mechanisms within governance structures enhances transparency, participatory decision-making, and adaptive leadership among cooperative administrators. This integrative model contributes to the theoretical development of governance studies by positioning learning processes as a core dimension of rural institutional reform. Practically, the Edu-Governance framework developed in Aengdake Village can serve as a replicable model for other villages implementing the Merah Putih Cooperative programme, particularly in regions with limited human resource capacity. By combining structured mentoring, regulatory assistance, and strategic capacity-building, Edu-Governance provides a scalable pathway to ensure that financial investments in village cooperatives translate into sustainable economic outcomes. For future research, further empirical studies are recommended to test the long-term impact of Edu-Governance on cooperative financial performance, community participation rates, and rural economic resilience. Comparative studies across different districts or provinces would also be valuable to examine contextual variations and refine the model's adaptability. In addition, integrating digital governance tools within the Edu-Governance framework may open new avenues for enhancing monitoring, transparency, and data-driven decision-making in village cooperatives.

CONFLICT OF INTEREST

The authors declare that they have no conflict of interest regarding the publication of this article. The research was conducted with full transparency, and the authors have no financial or personal relationships that could have influenced the results or interpretation of this work.

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