

Analysis of Community Empowerment Strategies in the Context of Increasing Vocational Skills in the Community Assistance Program for Village Development Facilitators in Wagir District, Malang Regency

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Abstract: The purpose of this study is to reveal about the Analysis of Community Empowerment Strategies in the Context of Increasing Vocational Skills in the Community Assistance Program for Village Development Facilitators in Wagir District, Malang Regency. The description of the specific objectives of this study is as follows: describes the community empowerment strategy in the village community assistance program, analyzes the role of village facilitators in improving vocational skills in the community assistance program. In accordance with the study in the field of Out-of-school Education which is oriented to the potential of the environment and local wisdom of the community as a vehicle for learning for the community.

The research method used is a qualitative approach with the type of case study research. The target of this research is the village community empowerment facilitator, both from the village government and non-governmental organizations in Wagir District, Malang Regency. Data collection was carried out in two stages, namely (1) individual collection with in-depth interviews, and (2) data collection by conducting focus group discussions (FGD) involving many research subjects from various stakeholders of non-formal education units. The community empowerment activities carried out by the facilitators at the Kembangkopi Hall are using the sustainable livelihoods approach (PPL) or the Sustainable Livelihood Approach (SLA). This approach uses a development base with five capital/assets, the assets are natural assets, human assets, social assets, physical assets, and financial assets.

The vocational skills provided by the Kembangkopi Hall facilitators to the community are in the form of: (1) technical capacity in managing agriculture and plantations such as coffee, sugar cane, corn, cassava, sweet potatoes, and other commodities, (2) innovative processing of post-harvest agricultural commodities into quality products. and has a bargaining value in the market, and (3) encouragement of diversification and alternative livelihoods for the community by utilizing existing assets in the area/village where they live..

Keywords: Analysis, Community Empowerment Strategy, Facilitator

1. INTRODUCTION

Poverty is one of the problems of the Indonesian nation as evidenced by the large number of people living below the poverty line. The complex problem of poverty requires the joint and coordinated intervention of all parties through

several sectoral and regional developments. However, because it tends to be partial and unsustainable, the resulting impact to reduce poverty is still not optimal.

Another problem that still needs attention from the government is the unemployment problem. It is not easy to overcome the problem of unemployment because the

government's task to build the quality of human resources (HR) for employment is currently full of challenges, and many are still pessimistic. One indicator is that the unemployment rate from year to year is still quite high. Prior to 2019, the government targets to reduce the poverty rate to around 5.10%.

Furthermore (Mudakir, 2012) explains that one of the factors causing the low competitiveness of human resources and high unemployment in our country is that the education and training system implemented in Indonesia is more supply driven oriented, resulting in gaps and mismatches. (mismatch) between supply from the government (supply) and public demand (demand) which has an impact on low productivity and unemployment. In order to overcome the problem of the relevance of education and training, a demand driven approach is needed, so that what is taught by students is a reflection of the real life values they face, it is hoped that it will be more oriented to life skills based-learning.

On the other hand, the ranks of government must uphold the principles of decentralization and democracy, which aim to provide opportunities to promote a democratic governance process. Efforts to organize a democratic government are carried out at the central to regional levels. This is in accordance with the obligations of the Central and Regional Governments in synchronizing planning documents in the form of Regional Long-Term Development Plans (RPJP/D) into Regional Medium-Term Development Plans (RPJMD) as five-year planning documents, and Regional Government Work Plans (RKPD) as annual plan.

The results of the study (Wulan Ayuningtyas Agustin Supriyadi S.N., 2017) Community empowerment is aimed at changing people's behavior so that they are empowered so that people can improve their quality of life and can feel well-being. In this case, the facilitator is the executor of community empowerment. The facilitator plays a role in assisting the beneficiary community in accepting the program and establishing cooperation with various parties relevant to the context of community empowerment.

Observing the problems experienced by the community, the role of village facilitators seeks to organize various trainings for non-governmental groups to tackle poverty and unemployment. However, from the number of trainings held, it still has not had a significant impact on the target audience. Therefore, to overcome the problem of training implementation, a strategy and optimization of community participation and other supporting elements are needed.

2. METHOD

This research uses a qualitative approach with the type of case study research. Qualitative research method is research that aims to understand social realization, namely, to describe and analyze the analysis of community empowerment strategies in the context of improving vocational skills in community assistance programs for village development facilitators through data collection both orally, in writing, and observations in the research location.

The target of this research is the village community empowerment facilitator, both from the village government

and non-governmental organizations in Wagir District, Malang Regency. Determination of informants or data sources is done by snowball sampling or snowball sampling starting from the discovery of key informants. With this snowball technique, it is hoped that informants will be able to provide information and opinions about the meaning of community empowerment strategies in the context of increasing vocational skills in community assistance programs for village development facilitators.

The data collection technique was carried out in two stages, namely (1) individual collection with in-depth interviews, and (2) data collection by conducting focus group discussions (FGD) involving many research subjects from various stakeholders as mentioned above. To strengthen the data that has been carried out through interviews and FGDs, observations are also made on the process in the digital transformation era in forming community-based learning in non-formal education units and document studies on the results of community empowerment activities.

Data analysis was carried out using interactive analysis techniques from the start of data collection to the end of research activities. The data analysis in question is data reduction/surgery/data sorting/data selection, data display/data title, data verification/data accuracy checking, and data inference/conclusion (Huberman, M.A. & Miles, 1994). This interactive analysis process is carried out simultaneously systematically for any information received from the subject and other supporting informants. At the same time, data validation/validity tests were also carried out by triangulation, both sources, libraries, adequacy of data collection time and confirmation to other sources.

3. RESULTS

1. Community Empowerment Strategy in the Village Community Assistance Program

The community empowerment activities carried out by the facilitators at the Kembangkopi Hall are using the Sustainable Livelihood Approach (SLA). This approach uses a development base with five capital/assets, the assets are natural assets, human assets, social assets, physical assets, and financial assets. The initial stage is to conduct a social analysis using Participatory Rural Appraisal (PRA) tools such as: village history, village tracing (transect), trend charts, daily charts, and venn diagrams. Social analysis activities are carried out in a participatory manner together with the community. Communities as development actors must have a role in the implementation of development - development carried out in their area. As actors, they must also have sufficient capacity to be able to know the conditions in their area, so the way to do that is to teach them about the real conditions in their area or village through participatory activities. Through these participatory activities, the community is directed towards the realization of consiusness.

From the social analysis activities carried out with the community, a strategic plan emerged that could be accommodated in the Village RPJM. The Kembangkopi Hall provides encouragement to the community to be able to grow and develop independently, without expecting help from any party. The facilitators want the community to grow strongly

with the understanding that is taught to the community slowly and gradually. The Kembangkopi Hall wants to show the community that in fact they can grow and develop with the spirit of cooperation. There is no need to expect the presence of investors from outside because they themselves can become investors for the development of the community and the region. This is evidenced by the return of the fern base, a tourist destination that was abandoned due to poor management and always hopes that investors will come. Now Alas Pakis is transformed into a place that serves local products for visitors who come there. Where the Alas Pakis Cafe and shop are not just places for coffee, but also a form of implementing a people's economic business and efforts to preserve the nature of the manager and the surrounding community where he is located. This is one of the successes of the Kembangkopi Pendopo facilitators under the auspices of the dial foundation which helps the community. The interesting thing is that the rebirth of the fern base occurred in the era of the covid-19 pandemic, where when other locations were affected by covid, in this location there were activities that continued to run until now. This concept is almost the same as what the dial foundation did in introducing the Pendopo Kembangkopi brand. Pendopo Kembangkopi is a storefront and place for learning that is packaged in the form of an educational stall for the wider community to study various things, such as education, social, cultural, economic, and environmental. Warung Pendopo Kembangkopi is a storefront for local products, where they provide various community products to be marketed to visitors. The products in the Kembangkopi Hall are the products of small-scale micro-enterprises of the community. Not only receiving products, the manager of the flower coffee hall also provides encouragement to improve the quality of production for small-scale micro-community businesses through business development services. If the quality of the community's products is good, the selling price will also increase.

2. The Role of Village Facilitators in Improving Vocational Skills in Community Assistance Programs

The facilitators in the working area of the Kembangkopi Pendopo provide more assistance to the community in the form of learning activities. The presence of the facilitators at this location acts as a driver and motivator for the community to develop for the better, both in the context of the economy, human resource capacity, and environmental management. Environmental degradation that continues to occur in the Kawi Mountains area has made the facilitators carry out educational efforts to the community related to efforts to conserve the Kawi Mountains area as a sustainable water catchment area.

As development actors, the community must be equipped with sufficient capacity, so that one day when the program/project is over and the facilitators start to leave the assisted location, they can continue the program according to their needs. The vocational skills provided by the facilitators to the community are in the form of: (1) technical capacity in managing agriculture and plantations such as coffee, sugar cane, corn, cassava, sweet potatoes, and other commodities, (2) innovation in processing post-harvest agricultural commodities into quality and high-quality products.

bargaining value in the market, and (3) encouragement of diversification and alternative livelihoods for the community by utilizing existing assets in the area/village where they live.

The facilitators provide knowledge transfer through activities carried out at the Kembangkopi Hall and in the community's location. Knowledge transfer activities are carried out through trainings, discussion activities, as well as informal and non-formal social interactions with the community.

4. DISCUSSION

1. Community Empowerment Strategy in the Village Community Assistance Program Community Empowerment Needs Real Steps in Handling it.

The steps taken in realizing community empowerment are: Creating a climate that allows the community to develop, by: (a) Awareness of the community and providing motivation to develop, (b) Involving the community to describe and plan their territory. Strengthen the existing potential by strengthening the community in the development community. Assistance for lower and middle groups through: (a) Strengthening access/accessibility empowerment by creating access from informal groups to formal groups. (b) Technical empowerment to increase the capacity of empowered groups (Andayani et al., 2017). A similar strategy was carried out by the facilitators at the Kembangkopi Hall, where they provided awareness and motivation to develop to the community, involved the community in describing the conditions and planning of their area, and strengthening community assets and potential that could be utilized in development activities.

According to Korten, there are 5 generations of empowerment strategies. First, the generation that prioritizes relief and welfare. That is a strategy that emphasizes independence to meet the needs of daily life or well-being. Second, the community development strategy, which prioritizes the community development process to meet the needs of health, food, education, infrastructure and so on. Third, is the generation of sustainable system development, which expects changes in the main policies related to development that are too exploitative and ignore the sustainability of development. Fourth, the generation develops a people movement, through community organizing, identifying problems and needs, mobilizing existing resources that can be utilized in development. Fifth, the generation of community empowerment or empowering people, namely the generation that fights for space that is more open to the ability and courage of the community and the recognition of the authorities for community initiatives (Mardi, 2018).

The strategic environment owned by the local community includes, among others, the production, economic, social and ecological environment. Through empowerment efforts, community members are encouraged to have the ability to utilize their resources optimally and to be fully involved in their production, economic, social and ecological mechanisms.

Community empowerment according to (Agustin, 2017) is aimed at changing people's behavior to be empowered so that people can improve their quality of life and can feel welfare. In this case, the facilitator is the executor of

community empowerment. The facilitator plays a role in assisting the beneficiary community in accepting the program and establishing cooperation with various parties relevant to the context of community empowerment.

2. The Role of Village Facilitators in Improving Vocational Skills in Community Assistance Programs

Mentoring is an activity to facilitate the community or clients to solve problems and increase the capacity of human resources. The mentoring process is very much included in community empowerment activities where in empowerment there is a change and improvement of ability in thought and behavior. "Providing people with the resources, opportunities, knowledge and skills to increase their capacity to determine their own future, and to participate in and affect the life of their community" (Ife, 2016). It can be interpreted that community empowerment is preparing the community in the form of resources, opportunities, knowledge and expertise to increase the capacity of the community in determining their future, as well as participating and influencing life in the community itself. Therefore, mentoring is part of empowerment.

The new paradigm in development according to (Chambers, 1995), namely the concept of community-centered development (people centered development), participatory, empowerment and sustainability. Empowerment that is carried out does not cause dependence but must create independence and sustainability (Sopandi, 2010). So that community development activities must be directed towards the creation of community independence and program sustainability with participatory and community-centered principles.

The role of village facilitators in community empowerment is not only at the mentoring stage that can help create programs, but also in implementing and evaluating programs (Suswanto et al., 2019). Village assistants have a strategic role to motivate, build awareness, ideas, and active community participation in the village to create an independent village or as development actors starting from planning, implementation and evaluation carried out in a participatory, transparent, and accountable manner (Susanti, 2017). Village facilitators or assistants are tasked with finding, developing potential and capacity, and assisting reformers to carry out community empowerment as a social transformation process carried out by village communities as agents of renewal (Ghozali, 2015).

The development process and its impacts need to involve all parties in a participatory and collaborative manner between the village community, village government and village assistants. This is because the role of village assistants has multiple functions in community development, namely as agents of change, stakeholders, actors, facilitators, mediators, sources of information, counselors and partners for the community and village government to realize institutional development, increase economic welfare and independence. (Suswanto et al., 2019).

5. CONCLUSION

The community empowerment strategy in the village community assistance program carried out by the facilitators at the Kembangkopi Hall aims to foster community

participation in village development so that sustainable activities can be realized. The community is encouraged to be able to know and understand their condition holistically through a sustainable livelihoods approach (PPL) or a Sustainable Livelihood Approach (SLA) which can then contribute to the preparation of a development strategy plan based on actual conditions at the community level. The community is also encouraged to be able to improve the quality of their business production through business development services, both in the agricultural sector and micro small-scale businesses. Pendopo Kembangkopi has the belief that the context of branding is in its quality. If the quality is good, then the price will follow to be good too. That way, the community will get a fair price for the products they produce from their home-based businesses on a micro-small scale.

The facilitators in the working area of the Kembangkopi Pendopo provide more assistance to the community in the form of learning activities. The presence of the facilitators at this location acts as a driver and motivator for the community so that they can develop for the better, both in the context of the economy, human resource capacity, and natural resource management. The facilitators provide knowledge transfer through trainings, discussion activities, as well as informal and non-formal social interactions with the surrounding village communities. The vocational skills provided by the facilitators to the community are in the form of: (1) technical capacity in managing agriculture and plantations such as coffee, sugar cane, corn, cassava, sweet potatoes, and other commodities, (2) innovation in processing post-harvest agricultural commodities into quality and high-quality products, bargaining value in the market, and (3) encouragement of diversification and alternative livelihoods for the community by utilizing existing assets in the area/village where they live.

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