

The Role of Facilitators in Community Empowerment Based on Learning Community to Improve Vocational Skills

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ABSTRACT

This study aims to analyze the role of facilitators in community-based learning community empowerment to improve vocational skills in Wagir District, Malang Regency. The results have been found that the role of the facilitator in empowering farmer groups is the main target in mentoring and learning activities to improve vocational skills in meeting the needs and welfare of the community, as well as having competence in planning and determining a quality life. This assistance has a very decisive role for the success of the community empowerment program by paying attention to the importance of public or community participation, this is in accordance with the principle of empowerment. For companions, they view the community as an active system and have potential. So that assistance is an effort to provide convenience and can solve problems faced by the community and this is a strategy that will determine community empowerment programs. Community empowerment essentially awakens the potential that exists within individuals or groups by providing encouragement, providing awareness of the potential possessed by that person or group with the aim of empowering leading to a state of achievement or what it wants to produce towards community change that is efficient and has the ability to change and improve. socio-economic life of the people.

Keywords: *personality, motivation, digital learning transformation.*

1. INTRODUCTION

Community empowerment is a development for each individual and group for their own capacity to develop and be better. Empowerment is the emergence of individual awareness, of his existence, of the potential and power he has and the emergence of the urge to always try to increase his empowerment (Miradj & Sumarno, 2014). Empowering the community is an effort to empower the dignity of the layers of society who in their current condition are unable to escape the trap of poverty and underdevelopment, so it is an effort to empower and empower the community. Meanwhile, according to Kartasmita (Radjagukguk, 1994) "empowerment is an effort to develop that power by encouraging,

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 strengthening to increase the capacity of empowered groups (Andayani, Martono, & Muhamad, 2017).

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 welfare. 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.

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 production, economic, social and ecological mechanisms.

Empowerment is the process of obtaining power. As explained by (Sulistiyani 2004) etymologically empowerment comes from the basic word "daya" which means strength or ability. Starting from this understanding, empowerment is interpreted as a process to obtain power, strength or ability, and or the process of giving power, strength or ability from parties who have power to parties who are less or not yet empowered. Empowerment is a process of developing, becoming independent, self-supporting, strengthening the bargaining position of the lower class of society against oppressive forces in all fields and sectors of life. Empowerment implies a change in a person from inability to ability. 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 are changes and improvements in thinking and behavior abilities. "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". Therefore, 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.

2. METHOD

The approach used in this research is a qualitative approach with the type of case study research. This research process involves important efforts, such as asking questions and procedures to collect specific data from participants, analyzing data inductively starting from general themes, and interpreting meta data.

This research will be carried out in Wagir District, Malang Regency. 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 using a snowball or snowball sampling technique 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 techniques used to collect data in this study were: (1) interviews, (2) observations, and (3) documentation studies.

The next step in the data analysis technique is conclusion drawing and verifying. After the data from the findings in the field were reduced, the researcher drew conclusions and verified the results of the field findings combined from three

data collection techniques, namely: (1) interviews, (2) observations, and (3) documentation studies. According to Ulfatin (2013:203) content data analysis is an analytical process that changes the results of interviews, field notes, and various kinds of data information into systematic information. Analysis of content data is limited by counting textual elements, so that content is more reducing, namely researchers identify, organize, index, and retrieve data. This can be seen in Figure 1 below:

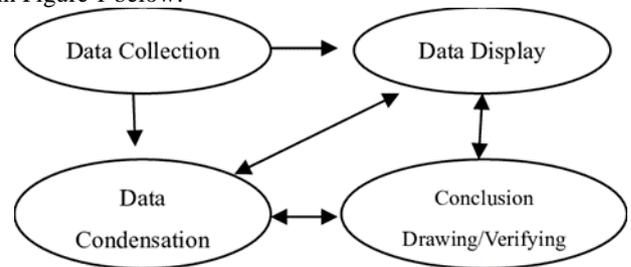


Figure 1. Research Design Model

Based on the data analysis above, the path that the researcher uses in this research is that the researcher first conducts data collection or data collection using observation, interview, and documentation techniques. Then the data that has been collected is recorded by the researcher, and coded to make it easier to classify the appropriate data based on its focus or called data reduction. After that, the reduced data is presented in the form of writing, tables, or flowcharts, to make it look intact or called conclusion drawing and verifying or drawing conclusions by checking the correctness of the data. Based on the results of the data presentation, the researcher presented the data and drew conclusions from the data obtained or called display data.

3. RESULTS AND DISCUSSION

Community empowerment requires 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,

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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.

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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. To increase the capacity of community facilitators, Pendopo Kembangkopi conducts training activities for facilitators in using a sustainable livelihood approach in conducting social analysis in the community. Documentation of training activities can be seen in Figure 2 below:



Figure 2. Millennial Farmer Community Learning Activities in Improving Vocational Skills

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 skills to increase the capacity of the community in determining their future, as well as participating and influencing life in the community itself.

The new paradigm in development according to (Chambers, 1995), namely the concept of people centered development (people centered development), participatory,

empowerment and sustainability (sustainable). The illustration of the paradigm can be seen in Figure 3 below:

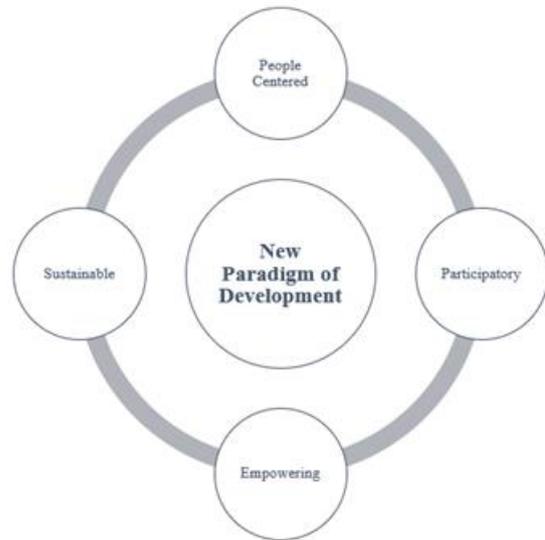


Figure 3. Development Paradigm (Chambers)

Empowerment carried out does not create 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-centred principles.

The role of village facilitators in community empowerment is not only at the mentoring stage which 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 (Widiyanto, 2021). 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 (Suswanto, 2019).

4. CONCLUSION

Community empowerment in the village community assistance program carried out by the facilitators 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 the 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 small and micro-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.

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) innovative processing of post-harvest agricultural commodities into quality and high-quality products. bargaining price in the market.

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