



# The Role of the Community Training Center in Increasing the Capacity of Village Human Resources through Village Community Empowerment Cadres (KPMD)

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## ABSTRACT

Regulation of the Minister of village development of the disadvantaged region and Transmigration number 18 of 2019 concerning Village Community Assistance states that one of the village assistants is a Community Empowerment Cadre (KPMD). The role of KPMD is vital in helping the smooth running of services in the community, facilitating planning, implementing, monitoring, controlling, evaluating, and preserving community empowerment programs or activities. KPMD are community leaders, traditional leaders, youth leaders, entrepreneurs, teachers, and others, who have good behavior and are role models in their environment and can mobilize and empower the community. This research is an evaluation study of the role of KPMD in increasing the human resource capacity of village communities. Respondents in this study consisted of primary respondents and user respondents. The main respondents were KPMD community training alumni. User respondents are community representatives represented by village officials, community leaders, and the community. The method was random sampling with 184 KPMD respondents selected from each village, as many as 2-4 KPMD cadres. The whole study target villages required are around 61 villages. Structured sampling is used to select villages, sub-district, regencies, and regional locations, based on a specific purpose: representing villages in the western part of Indonesia, central Indonesia, and eastern Indonesia. The method in this study uses a descriptive survey (normative survey methods). The goal to be achieved is to provide a detailed description of the population's background, conditions, and unique characteristics (KPMD respondent group). Quantitatively, the training results for KPMD positively impacted the capacity of Village HR by 94.8% (primary respondents) and 88.3% (user respondents).

**Keywords:** *Village Community Empowerment Cadres, Community Training Center.*

## 1. INTRODUCTION

The village is a legal community unit with territorial boundaries authorized to regulate and manage government affairs, local community interests, origin rights or traditional rights recognized and respected in the system of government of the Unitary State of the Republic of Indonesia [1]. This statement is under the mandate of law number 6 of 2014 concerning villages so that they need to be protected and empowered so that they are strong, advanced, independent and democratic to carry out governance and development towards a just, prosperous and prosperous society.

Through participatory development, the village, through the coordination of the village head, puts forward a pattern of cooperation, kinship and togetherness to realize mainstreaming and social justice. The entire community is expected to have a role in village development through efforts to develop self-reliance and welfare by increasing knowledge, attitudes, skills, behaviour, abilities, and awareness and utilizing available resources.

The Ministry of Villages, Development of Disadvantaged Regions and Transmigration (Kemendes PDTT) is a state agency or institution directly responsible to the President of the Republic of Indonesia with duties

and responsibilities towards villages and rural areas related to community development and empowerment. The tasks and functions of empowering village communities at the Ministry of Villages PDPT are carried out by support units through the Agency for Development of Human Resources and Empowerment of Village Communities, Disadvantaged Regions and Transmigration (BPSDM PMDDTT).

Several village community empowerment stakeholders who can increase the capacity of village human resources include; Professional Assistance Staff (TPP), Village Community Empowerment Cadres (KPMD), and third parties who have duties and functions in developing and empowering village communities. The participatory development process requires "native" community elements in each village. KPMD is an element that is expected to be the driving force, which has previously been selected by the village and determined by the village head.

Based on the Minister of Home Affairs Decree Number 050-145/2022, Indonesia has 74,961 villages spread across 34 Provinces and 416 Regencies [2]. If it is assumed that one village is 1 KPMD, there will be 74,961 people who can carry out community empowerment tasks. This personnel need to get capacity building first before engaging in community empowerment. The form of capacity building provided to KPMD can be through training, technical guidance, focus group discussions (FGD), and other forms of capacity building.

The Human Resources Training Center (PPSDM) is an Echelon II Work Unit (UKE II) under the coordination of the Agency for Human Resource Development and Empowerment of Village Communities, Disadvantaged Regions and Transmigration (BPSDM PMDDTT). Based on the Regulation of the Minister of Village Number 15 of 2020 concerning Organization and Procedures, PPSDM has a function in training programs related to the development of training institutions and personnel, the development of standardization and professional certification, and the development of training collaborations.

Preparing technical policies, planning, implementation of training, monitoring and evaluation, and reporting related to training programs are the duties of PPSDM. Human resource training programs at village loci, underdeveloped areas, and transmigration of one of the beneficiaries and the driving force is KPMD. The role of KPMD in community empowerment is one of the focuses of PPSDM Key Performance Indicators (KPI).

Duties and Functions of KPMD [3];

1. Mobilize and motivate the community to actively participate in development activities in their area;
2. Helping the community identify problems and convey needs in deliberations;

3. Develop community capacity in dealing with issues faced and developing potential effectively;
4. Encourage and convince decision makers to listen, consider and accommodate community needs; And
5. Assist community groups in obtaining access to various services needed.

Empowerment of the community through training ends at the end of the capacity building of sustainable human resources. Capacity building is developing individuals, groups, or organizations [4]. Capacity can be interpreted as the ability or capability of individuals, groups, or organizations from an initial condition to a specific requirement that is more improved. Furthermore, it was explained that capacity building includes management systems, policies, strategies, and regulations.

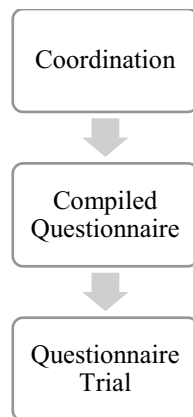
The 21st century is a knowledge age with an extraordinary acceleration of increasing knowledge with the support of digital technology [5]. This acceleration will reach rural communities in line with the current actual conditions. On an ongoing and definite basis, it needs to be anticipated with the right strategy through increasing village human resources in responding. Other forms of acceleration may emerge, such as economic acceleration through increasingly massive production and distribution processes that will impact the lives of rural communities.

The concept of a community training centre can be directed at how the community wants to develop according to the village's existing local potential or resources. One concept that has emerged is a vocational or vocational village to help people to have productive knowledge and skills [6]. The vocational village's primary objective is to harmonize community life through the education, economic, social, cultural and environmental sectors through education, skills training, and entrepreneurship.

One sector that intersects with villages is the potential for tourism villages (Deswita). In 2023, there will be 3,430 pilot villages, 940 developing villages, 284 developed villages, and 23 independent villages [7]. Deswita can take the form of tourism, with the concept of the rural environment, local wisdom, and food security being essential parts to be presented to the public [8]. Community participation must be present to support this concept, and the whole community becomes an actor in transferring knowledge, experience, ethics, and behaviour towards the environment and visitors.

## 2. RESEARCH METHODS

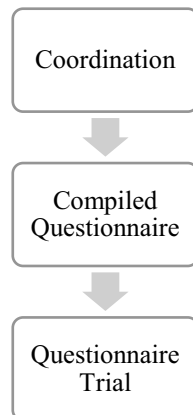
### 2.1. Preparation phase



**Figure 1** Preparation phase.

Coordination involves the PPSDM team and representatives from each training and empowerment centre within the village ministry. Then proceed with the preparation of instruments to evaluate the main performance indicators of KPMD using the google-form. After that, a trial of filling out the questionnaire was carried out with ten target respondents.

## 2.2. Data Collection Stage



**Figure 2** Data collection phase.

It consists of 2 respondents: the primary respondent and the user respondent. The primary respondents were KPMD community training alumni. User Respondents are representatives of the community represented by (1) Village Heads or Village Government staff, (2) Representatives of Community Leaders, and (3) Community Representatives.

Village locations were determined from 34 districts, including Hulu Sungai Selatan, Tabalong, Landak, Tanjung Jabung Barat, Banjar, Tanah Laut, Kotawaringin Barat, Bekasi, Tasikmalaya, Subang, Purwakarta, Sukabumi, Brebes, Banyumas, Tegal, Wonosobo, Purworejo, Banjarnegara, Jepara, Ngawi, Madiun, Gresik, Jombang, Malang, Tabanan, Badung, Buleleng, Klungkung, Jembrana, Karangasem, Eastern Seram, Ende, Sumbawa and Manokwari.

The selection of village locations, sub-district and regency locations, as well as regional locations, was carried out using structured sampling [9], selected based on a specific purpose, namely as a representative of villages in the western part of Indonesia, central Indonesia, and eastern part of Indonesia, also considered to represent underdeveloped villages to rural areas, and so on.

## 2.3. Stages of Analysis

The method in this study uses a descriptive survey, or what is known as the normative survey method, because it is based on the assumption that certain phenomena usually follow a general pattern or a particular pattern [10]. This is closely related to the aim of the study to describe the role of KPMD through community training centres in increasing the capacity of village human resources.

The results of the survey conducted in this study were grouped using a Likert Scale, which will be analyzed descriptively, where respondents' statements are measured into five scales of agreement, namely (5) very much agreed; (4) strongly agree; (3) agree (2); disagree (1); and strongly disagree (0) [11].

## 3. RESULTS AND DISCUSSION

### 3.1. Respondent Profile

Heryana (2015) states that the primary respondent is the leading actor whose information can be explored in detail, while the user respondent is a supporting respondent with additional relevant information and is still related to the primary respondent [12]. Usually, supporting respondents provide or complete information that user respondents do not offer.

#### 3.1.1. Key Respondents (KPMD)

The description of the KPMD profile is quite important because through this it can be seen the extent of the credibility of the experience of cadres in acting in society. The number of respondents was 77 people, and based on age and gender, the composition was obtained; 58% male and 42% female, with an age range of 21 years to 60 years. The average level of education is quite good, with 45.5% graduating from high school and 49.4% graduating from tertiary education.

KPMD spread in the community are individuals, not only in government posts or village institutions. Some professions attached to KPMD include; Civil Servants, private employees, entrepreneurs, farmers, and others. The entrepreneurial profession has a higher proportion than other KPMD professions, namely 20.8% of the respondents.

On average, KPMD respondents had sufficient experience in empowerment activities ranging from 2-5 years, as much as 88%. With enough experience, it is assumed that progress in community empowerment work in their respective villages has been carried out correctly.

### 3.1.2. Respondent Users

User respondents totalled 17 people from 17 villages from 12 districts in Indonesia, namely; West Tanjung Jabung, South Hulu Sungai, Porcupine, Garut, Jepara, Klaten, Batang, Purwokerto, Jombang, Karangasem, Klungkung, and North Lombok districts. Based on age and sex, the composition is obtained; 88% male and 22% female with an age range of 21 years to 60 years. The average level of education is quite good, with 70.6% graduating from high school and 17.6% graduating from tertiary education.

The user respondents were dominated by village government apparatus and village institutions (BUM Desa) as much as 65%, and the rest were entrepreneurs, farmers, civil servants, and others. Based on their activity/role, user respondents are divided into three compositions; 41.2% are village government officials/staff, 29.4% are community representatives, and 17.6% are representatives of community leaders. These personal conditions are assumed to be representative enough to assess KPMD's actions.

### 3.2. Types of KPMD Training

Based on experience in training, it was found that most of the KPMD respondents (70 people (91%) had attended various types of exercise. Seven people (9%) needed to learn what training they had participated in. The following is the spread of the training that KPMD attended;

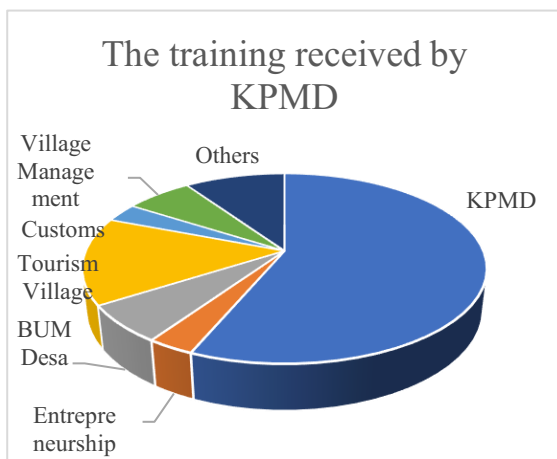


Figure 3 Spread of the training that KPMD attended.

The diagram above clearly shows that training on KPMD is the most numerous. This relates to the cultivation of the concept of self-image as a cadre in a

society whose existence needs to be acknowledged [13]. It is crucial that self-image is to form the best awareness, action, acceptance, and attitude in acting in society to become a KPMD.

The results of monitoring and evaluating PPSDM primary performance indicators (IKU) for 2021 obtained data on training needs in rural communities in several regions in Indonesia. Some of the training needed by the village community through the participation of the KPMD are as follows;

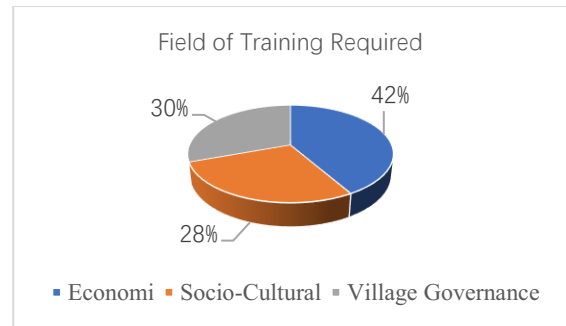


Figure 3 The training needed by the village community through the participation of the KPMD.

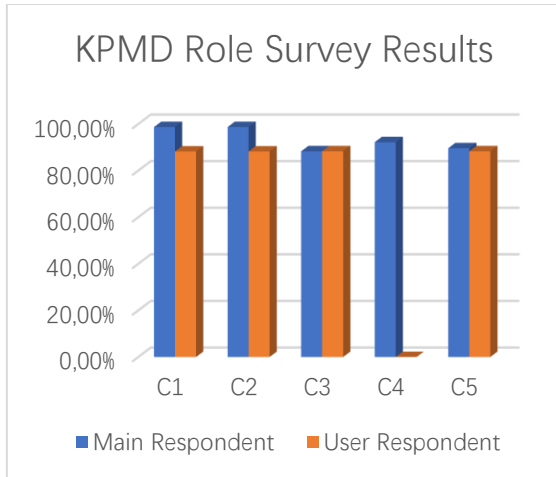
Entrepreneurship and management of village governance is a type of training that is much needed. Village governance is closely related to community service (public administration). Maulana and Priatna (2021) state that digitizing village data in village governance will support village development [14]. Compared to other types of training, the field of village management is relatively more general and more needed in every village.

The chart above shows that the need for community training centres in villages must be taken seriously by involving state agencies, NGOs, corporations, and other institutions with specific cooperation schemes. KPMD elements, especially those receiving training from PPSDM, must be applied to play a more active role.

### 3.3. The Role of KPMD in improving village human resources.

In general, the training provided by PPSDM to KPMD had a good impact. The survey results showed that 94.8% of KPMD had a role in improving village human resources after receiving training. Three main reasons are the causal factors, namely; (1) Most of the KPMD stated that the training they attended was beneficial; (2) KPMD cadres have relatively long experience in community activities; and (3) Most of the KPMDs have been supported by Village Head Decrees (SK) so that they feel cared for and have the freedom/confidence to take part in the community.

Following are the results of each component of the KPMD role survey results;



**Figure 4** The training needed by the village community through the participation of the KPMD.

**Information:**

- C1 Mobilizing and motivating the community to actively participate in village development activities
- C2 Helping the community identify problems and convey needs in village meetings.
- C3 Develop community capacity to deal with their problems and develop their potential.
- C4 Encourage and convince decision-makers to listen, consider and accommodate community needs through village policies.
- C5 Helping the community gain access to the various services they need

Village government support for KPMD in carrying out empowerment tasks in the community is quite good; 87% of KPMD stated that their work was appreciated. In user respondents, support for KPMD in the form of Village Decrees (SK) reached 64.7%, and the perception that KPMD had carried out their duties and functions was 58.8%.

The following are forms of village government support for KPMD;

**Table 4.** Forms of village government support for KPMD.

No.	Form of Support
1	Facilitate the development of independent and participatory villages
	<ul style="list-style-type: none"> <li>• Involving the KPMD in Village Deliberations/Village Development Planning Deliberations</li> <li>• Involve KPMD in preparing the Village Medium Term Development Plan</li> <li>• Responsive to community aspirations</li> </ul>
	Optimizing the Role of Cadres
2	Optimizing the Role of Cadres

	<ul style="list-style-type: none"> <li>• Activate KPMD activities</li> <li>• Making regulations/Decree for Appointment of KPMD</li> </ul>
	3
	Material and non-material support
	<ul style="list-style-type: none"> <li>• Activity funding</li> <li>• Motivate KPMD</li> <li>• Facilitation of facilities and infrastructure for KPMD activities</li> </ul>
	4
	Information support
	<ul style="list-style-type: none"> <li>• Providing information related to village empowerment</li> <li>• Provide access to the data needed</li> </ul>

94% of KPMD cadres who were alumni of the training organized by PPSDM stated that the training they had attended benefited them in carrying out their duties and functions as empowering village communities. Several reasons were expressed, such as: adding insight, being skilled at leading meetings, being adept at socializing, being trained at problem-solving, being actively involved in village meetings, adding insight into the management and development of entrepreneurship, tourism villages and BUMDes, as well as increasing self-capacity and self-motivation.

Community Training Centers initiated by KPMD need support from stakeholders related to Community and Village Empowerment Services in each region, the village government, and the PMDDTT BPSDM HR Training Center. Community empowerment collaboration will increase the effectiveness of participatory village development, development initiated, planned and implemented by village communities both independently and in groups.

**3.4. Village HR Training Needs Analysis**

Any training program held in rural areas by PPSDM and other stakeholders such as NGOs, CSR, and other parties needs to pay attention to training needs to achieve the goals and are right on target. The involvement of volunteers, in this case, the KPMD, is urgent because the cadres are native villagers who better understand the characteristics and needs of the community.

Participatory Rural Appraisal (PRA) is a training methodology that can be used for KPMD to become village analysts, managers and agents of institutional change [15]. In general, the stages of PRA are as follows;

**3.4.1. Design training**

Training design by the community training centre needs to ascertain practical problems in the village. The next step is to emphasize problem-solving and decision-making by conducting discussions to obtain alternative solutions. Discussing issues needs to be allocated time to share experiences between training participants. Finally, the design was brainstormed by members of the

community training centre, including the KPMD and other stakeholders, to get input and agree on it.

### 3.4.2. Training process

Implementation of the training is a core stage that must be carried out following the agreed plan. In this process, the expertise of training facilitators, especially KPMD, is needed to control the training to fit the flow. To start the activity, we can do a small test to see the participants' reactions regarding their understanding of the training topics. Next involves the trainees through presentations, focused discussions, assignments, etc. In each activity, KPMD must be able to monitor and evaluate; even at the end of the training, it must consolidate all participants to get the right experience according to the original purpose.

### 3.4.3. Development Implications

After the training, thinking about a sustainable development process through KPMD assistance and village institutions is necessary. KPMD, in this position, can collaborate with other volunteers, especially the community who have received capacity-building training through local initiation and participation. Development implications are closely related to the intervention of policymakers,

### 3.4.4. Constraints and problems

Training for village communities is a series of long and active processes. All resources, including the involvement of KPMD, are a form of investment that is quite large. Active participation in each training activity must be emphasized to avoid breaking up the training stages. First, at the analysis stage before and after the workout developing and conducting periodic evaluations. Other problems, such as the lack of interactive learning skills, low volunteerism and decision-making attitudes, need to be anticipated.

## 4. CONCLUSIONS AND RECOMMENDATIONS

### 4.1. Conclusion

- a. The role of the Community Training Center is needed to develop various types and forms of training in villages throughout Indonesia.
- b. KPMD needs to be given capacity building and facilitation by all community empowerment stakeholders, both government and private.
- c. Increasing the capacity of Village HR needs to be pursued at the stages of the appropriate training methodology

### 4.2. Recommendation

- a. It is necessary to strengthen the KPMD, especially in aspects of Component 4, which is about encouraging and convincing decision-makers to listen, consider and accommodate community needs through village policies.
- b. The Need for Human Resource Training Centers in Disadvantaged Regions and Transmigration Villages - The Ministry of Villages, Development of Disadvantaged Regions and Transmigration, supported by Community Training Centers/Central Centers in each region, has an updated alumni database. This will be very useful for carrying out similar studies/surveys as well as other needs with other community empowerment stakeholders in organizing training programs for village communities.

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