

THE ROLE OF THE COMMUNITY LEARNING ACTIVITY CENTER (PKBM) IN THE DEVELOPMENT OF FRUIT AND ORNAMENTAL PLANT FARMERS THROUGH TRAINING

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Abstract

The background of this research is that in 2019 agriculture becomes one of the commodities which is expected to continue to increase in order to be able to export to various countries, but farmers in Parongpong still have many obstacles, one of which is constraints related to production results with the lack of marketing networks for the products they produce. The research objective is to find out how the role of PKBM in the development of fruit and ornamental plant farmers through training. The theory used in this research is PKBM theory and training theory. Researchers used interview and observation techniques with qualitative descriptive methods with qualitative approaches to obtain information from informants. The sample in this study was a PKBM manager, one tutor, and three randomly selected trainees (farmers). The result of the research is that the PKBM Suka Baru is carrying out its role through one of the programs, namely training for farmers of ornamental plants and fruit that are around the PKBM Suka Baru. As for the results of the training received by farmers while participating in training, it should continue to be evaluated and monitored so that farmers can continue to control their development. The conclusion is that the Suka Baru PKBM has carried out the PKBM role as it should through a development training program for fruit and ornamental plant farmers. This role was seen from the Suka Baru PKBM activities trying to improve the welfare of the lives of the people belonging to the poor and underdeveloped categories. The role of PKBM is also aimed at improving the welfare of every targeted citizen.

Keywords: PKBM, Training

Abstrak

Latar belakang penelitian ini adalah adalah Bidang pertanian di tahun 2019 menjadi salah satu komoditi yang di harapkan dapat terus meningkat agar dapat mengekspor ke berbagai Negara akan tetapi para petani di Parongpong masih banyak kendala salah satunya kendala terkait hasil produksi dengan masih minimnya jaringan pemasaran atas produk yang dihasilkannya Tujuan penelitian adalah untuk mengetahui bagaimana peran PKBM dalam rangka pengembangan petani tanaman buah dan tanaman hias melalui pelatihan. Teori yang digunakan dalam penelitian ini adalah teori PKBM dan teori pelatihan. Peneliti menggunakan teknik wawancara dan observasi dengan metode deskriptif kualitatif dengan pendekatan kualitatif untuk mendapatkan informasi dari narasumber. Sampel dalam penelitian ini adalah seorang pengelola PKBM, Satu orang tutor, dan tiga orang peserta pelatihan (petani) yang dipilih secara random. Hasil penelitian adalah PKBM Suka Baru menjalankan peranannya melalui salah satu program yaitu pelatihan untuk para petani tanaman hias dan buah yang ada di sekitar PKBM Suka Baru. Sedangkan untuk hasil pelatihan yang di dapatkan oleh para petani selama mengikuti pelatiba sebaiknya terus dilakukan evaluasi dan pengawasan agar para petani bisa terus terkontrol pengembangan dirinya. Kesimpulannya adalah PKBM Suka Baru sudah menjalankan peran PKBM sebagaimana mestinya melalui sebuah program pelatihan pengembangan untuk petani tanaman buah dan tanaman hias, peranan tersebut dilihat dari kegiatan PKBM Suka Baru berusaha meningkatkan kesejahteraan hidup warga masyarakat yang termasuk kategori miskin dan terbelakang. Peranan PKBM juga bertujuan meningkatkan kesejahteraan setiap warga masyarakat yang menjadi sasaran.

Kata kunci: PKBM, Pelatihan

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INTRODUCTION

Education is a process experienced by all human beings in their lives. In addition, in education there will be a process of deliberate change in behavior so that it will change behavior for the benefit of humans in the future. In an education, it will show all activities that have a goal to be achieved. To achieve this goal, education has several paths that can be chosen by the community. The three education channels include formal education, non-formal education and informal education. These educational pathways have their respective roles, one of the roles of non-formal education channels is to help people who cannot be served by formal education. Apart from that, non-formal education has an educational unit that can help non-formal education pathways run according to their roles.

Non-formal education units, namely the Community Learning Activity Center (PKBM), LKP, Majelis taklim, training institutions and similar educational units. PKBM of the West Java PKBM Directorate (Nurleni & Widiastuti, 2018) is a forum for various community lessons directed at empowering the potential to drive development in the social, economic and cultural fields. The influence of PKBM is very large in increasing community resources, according to Dinno Mulyono (2018) PKBM has a very important role and can always be followed or followed by the community, especially in mobilizing resources in the community, so that it is organized into a power that is connected to one another. PKBM managers try to create employment opportunities through efforts to expand business fields. These businesses include development in the agricultural sector, industrial groups, business groups that can increase income and increase the standard of living in the community.

The agricultural sector in 2019 is one of the commodities that it is hoped will continue to increase so that it can export to various countries. According to Minister of Agriculture Andi Amran Sulaiman (Indonesia, 2019) From West Bandung, the volume of vegetable exports as far as he knows reaches 1,500 tonnes a year or 3.5 to 4 tonnes per day. In the future, to increase production and export volume, we will help seedlings and others, we even recruit millennial farmers, a target of 1 million farmers. With the above statement, it is hoped that farmers can continue to improve the quality and yield of their agriculture. In order to continue to increase income and quality, farmers can be trained or facilitated for community empowerment. This community empowerment development has several functions, namely members of the community who are economically weak can get education, mental attitudes, and skills according to the pace of development, providing new jobs for the community so as to increase their income which will eventually achieve a decent standard of living, in addition to participating in development, in the learning process of culinary training, invites them to follow the ideas it brings to the business to foster changes in attitudes and behavior towards progress by teaching knowledge, by teaching, skills and skills to achieve success in their business.

PKBM Suka Baru is a PKBM that provides equality, education in which the learning community is mostly flower farmers and tea plantation workers. This is that the learning citizens have the ability in the profession, but there are still many obstacles related to produce results with the lack of a marketing network for the products they produce. Because the farmers have not partnered with companies that are partners with the minister of agriculture.

Thus, learning citizens need to increase knowledge through additional learning in addition to participating in pursuing packages A, B, C as a legal requirement for graduates from formal educational institutions. The course forms are courses and workshops such as photography courses, workshops for ornamental plant nurseries, workshops on marketing of plantation products and agricultural products of ornamental plants

THEORITICAL REVIEW

Community Learning Activity Center (PKBM)

PKBM according to UNESCO (Septiani, 2015) is a place that provides lifelong learning opportunities for all people in society to empower people to become independent, improve the quality of life, and develop communities in society. Standards and Procedures for Implementing Community Learning Activity Centers (Septiani, 2015), PKBM has two main activity programs, namely (1) learning activities, including early childhood education, equality (Package A, B & C), courses and women's education; and (2) non-learning activities, including Community Reading Gardens (TBM), multimedia, Joint Business Groups (KUB), arts, and productive businesses.

Septiani (Irmawati, 2017) states that in facilitating community learning, PKBM has the following duties and functions: 1) Identifying community needs, 2) organizing educational programs, 3) providing potential resources, 4) building cooperation with partners, 5) monitoring and evaluating programs, 6) alternative education, 7) information center and learning resources, and 8) community development.

Training

Training according to Dessler (Sulaefi, 2017) is a process where people achieve certain abilities to help achieve organizational goals. Training tends to be short-term oriented, training has an effect on performance, and if the training carried out by the company is successful, the employee's performance will increase accordingly.

The benefits of training according to Siagian (Akhyadi & Kaswan, 2018), namely: 1) increased organizational work productivity; 2) Realizing a harmonious relationship between subordinates and superiors; 3) Helping employees to make better decisions; 4) the emergence of encouragement in employees to improve their abilities; 5) the occurrence of an active communication process; 6) increased job satisfaction; and 7) there is a good climate for the growth of all employees.

Hani Handoko (Setiawan & Hidayat, 2015) states that training and development programs are designed to improve work performance, reduce absenteeism and turnover, and improve job satisfaction. Each method has relatively the same general purpose, namely to prepare employees to have the skills needed by the company, however, some training methods also have specific objectives which are the main objectives of the training activity method.

METHOD

For research methods, researchers used a qualitative descriptive method with a qualitative approach. According to (Sugiyono, 2014) the research method is based on post-positivism philosophy, which is used to examine natural objects (as opposed to experiments) where the researcher is a key instrument, for data collection techniques are carried out by triangulation or a combination and data analysis techniques are inductive / qualitative so that the results of qualitative research emphasize meaning rather than generalization.

Sources of data can be done in a purposive way, namely selection with certain considerations and goals (Sugiyono, 2014). As for the sample selection is done randomly or randomly on the grounds that the representatives of the selected sample are people who are competent and can help in this research. As for the research sample, one manager, one PKBM tutor and three farmers. Researchers used data collection techniques in the form of interviews and observations. By selecting this sample, the researcher can find out how the role of PKBM in developing fruit and ornamental plant farmers. The research site was carried out at PKBM Suka Baru, Cigugur Girang Village, Parongpong District, West Bandung Regency, West Java Province.

RESULTS AND DISCUSSION

Results

Following are the results of interviews with researchers regarding the role of the Community Learning Activity Center (PKBM) in developing fruit and ornamental plant farmers through training with resource persons, starting with PKBM Suka Baru managers. The results of the researcher interview with the PKBM manager with the initials PP are as follows:

The researcher gave the first question about how the role of the manager was in implementing the training program for farmers, PP explained that "my role as the manager of PKBM Suka Baru in providing training for farmers is to provide various models and ways of developing the sale of crops through the training program we provide. At PKBM Suka Baru. In addition, we also accept farmers who still do not have a high school diploma for schooling in equality education ”.

Furthermore, the PP answered about how the strategy given "the strategy is to pick up the ball, socialize all farmers about this program as well as the equality education that is in PKBM Suka Baru." For the next interview question, PP explained "the response from the farmers was very good, maybe because the farmers needed this training to be able to increase the sales network or marketing of the plants they planted and they also got other abilities besides in agriculture to improve their competence." As for the supporting and inhibiting factors in the role of PKBM managers in the development of ornamental plant and fruit farmers, "we get support from the farmers, the government and the tutors themselves, while for the inhibitors themselves, sometimes it is a matter of time that is still not in sync with all the farmers." The result of the role of PKBM in this training according to the PP is that "many farmers have started to have marketing abilities that can help increase income".

The next interview was conducted with the PKBM Suka Baru tutor with the initials Cc, following the results of the interview "the training process for farmers is going well". Cc also explained about the training method used "the training method used is a training method that suits the needs of the farmers, namely a training that is really needed for the development of farmers' competencies in the marketing sector so that they can be sold outside of Indonesia". Next Cc answered "the farmers have improved their abilities after attending the training held at PKBM Suka Baru." For the response and the obstacles faced during the training, Cc explained "the response was very enthusiastic from the participants and the constraints themselves were mostly at the time."

The results of subsequent interviews were carried out by researchers to three farmers as samples in this study. The following is the conclusion of the interview that the researchers conducted: "the training carried out was very interesting and easy for us to understand".

Furthermore, the training methods provided by the farmers answered "the method is in accordance with our situation and conditions, besides that it is not formal and uses language that is easy for us to understand." For the encouragement that makes farmers want to be involved in this training is "we want to add other insights to be able to increase our income, through appropriate marketing and can have many networks so that they can be sent outside Indonesia". Finally, regarding the results that have been obtained during the training, namely "we have started to understand how to market and we also get other knowledge so that we can increase the yields we produce."

Discussion

From the results of observations and interviews that the researchers conducted at PKBM Suka Baru, it can be concluded that the role of PKBM has been going well. PKBM Suka Baru plays its role through one of the programs, namely training for farmers of ornamental plants and fruit around PKBM Suka Baru. In accordance with the opinion of Dinno Mulyono (2018) PKBM has a very important role and can always be followed or followed by the community, especially in moving resources in the community, so that it is organized into a power that is connected to one another. PKBM in carrying out its role moves within a system that follows government programs. PKBM activities generally try to improve the welfare of the community members who are categorized as poor and underdeveloped. The role of PKBM also aims to improve the welfare of every member of the community who is targeted. It is hoped that the community will take responsibility for the implementation of development.

In addition, PKBM Suka Baru aims to carry out the objectives and duties and functions of forming a non-formal education institution, namely facilitating people who are not served by formal education. In addition to training, farmers can also continue their education until they graduate from high school or Paket C. Septiani (Irmawati, 2017) states that in facilitating community learning, PKBM has the following duties and functions: 1) Identifying community needs, 2) organizing programs, education, 3) providing potential resources, 4) building cooperation with partners, 5) monitoring and evaluating programs, 6) alternative education, 7) information centers and learning resources, and 8) community development.

The results of interviews with resource persons also explained how the training methods were used by the teachers or tutors in providing training to farmers. The tutors provide a method that suits the needs of the farmers, namely a training that aims to improve the abilities of the farmers, both those they already have and those who don't. The training method carried out aims to improve the abilities of the farmers. In order to produce maximum training results, tutors can combine several training methods. Several training methods according to Vikry Setiawan and Rahmat Hidayat (2015, p. 143) to meet the capabilities needed in the company are: 1) On The Job Training training and development programs are designed to improve job performance, reduce absenteeism and turnover, and improve job satisfaction. On the job training, including job rotation, job instruction training, internships, coaching and temporary assignments; 2. Off The Job Training Method that takes place far from normal work situations. Conducted not with respect to work, but implies that in the training an employee is no longer positioned in his usual duties and functions. Off The Job Training includes case study methods, role playing, business games, action learning, laboratory exercises, lectures, video presentations, conference methods, self-study & programmed instruction.

Furthermore, regarding the results of the training that the farmers have received while participating in the training, it is better if evaluation and supervision are carried out so that the farmers can continue to be controlled in their development. Evaluation can be carried out

with the objectives of: 1) Providing input for program planning; 2) Provides input for decisions regarding the continuation, expansion and termination of the program; 3) Provides input on modifying the program; 4) obtaining input on supporting and inhibiting factors for program implementation; and 5) provide input to understand the scientific basis for evaluation. (Kamil, 2012)

CONCLUSIONS

From the results of research on how the role of the Community Learning Activity Center (PKBM) in developing fruit and ornamental plant farmers, PKBM Suka Baru has carried out the role of PKBM properly through a development training program for fruit and ornamental plant farmers, this role is seen from the activity PKBM Suka Baru tries to improve the welfare of community members who are categorized as poor and underdeveloped. The role of PKBM also aims to improve the welfare of every member of the community who is targeted. It is hoped that the community will take responsibility for the implementation of development. The impact of the training carried out by PKBM Suka Baru can be felt by farmers and also farmers can feel the purpose of the PKBM Suka Baru, namely that they can enjoy the facilities from PKBM, namely to be able to continue their education.

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