

Strategy for Empowering Forest Farmer Groups (KTH) Around the Sawala-Mandapa Kadipaten Training Forest, Majalengka, West Java

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Abstract

This research is based on the substance of maintaining the existence, empowerment, and development of Forest Farmers Groups (KTH). The purpose of the research is to obtain a KTH empowerment strategy, the type of training needed, and the development of its program of activities. The research method used is descriptive qualitative which is carried out through case studies in the Sawala-Mandapa Education and Training Forest in the Kadipaten, Majalengka Regency, West Java Province. The results show that the KTH empowerment strategy, which is based on theory, is carried out through four stages of development, it is necessary to add three stages, namely: asset development, regional management development, relationship development so that it becomes seven stages. The most appropriate empowerment strategy based on this research is the regional management development strategy and business development strategy. The new types of training obtained are: Area Management Training, and Training on Processing and Marketing of Forestry Farm Products. In order for KTH to develop its program of activities, the six stages that have been stated by experts need to be added to two stages, namely: Development Planning Phase, and Monitoring Phase.

Keywords

*Empowerment strategy;
development program; training
needs; forest farmers group.*



I. Introduction

Forests are one of the natural resources that have an important role for human life, both from the economic, ecological and social aspects. According to Achirrudin (2011) Indonesia has 120.35 million hectares of forest resources that are rich in various species and various types of ecosystems (mega biodiversity). Economic actors, basically have very important functions. Because it has two functions at once, namely as a supplier of all the needs of the community, both primary, secondary and tertiary. At the same time, they also function as absorbers of community labor, which can economically increase purchasing power. (Ansari, T. 2019). From the social aspect, forests in Indonesia are also a place for socializing between communities. According to data from the Ministry of Forestry 2006 in Ansori 2009, 48.8 million people or 12% of the total population of Indonesia live in and around forest areas. This poverty occurs allegedly because one of the reasons is that the community around the forest area has not fully benefited from forest exploitation activities in the form of timber carried out by the private sector, State-Owned Enterprises (BUMN) or Regional-Owned Enterprises (BUMD), also in these exploitation activities, forest products. In the form of non-timber, they are damaged or lost so that the community can no longer earn income from the forest area in their area. Communities living around forest areas in general are one of the most valuable assets to forest areas, because people need to be equipped with knowledge through training, so that they will understand, realize, feel

ownership of the importance of the environment, forests and forestry for human life and living creatures other matters, as well as factors that cause disturbances to forest areas that affect the condition of forest areas. Communities around forest areas so that they can be easily coordinated, it is necessary to form a community organization, namely the Forest Farmers Group (KTH) in order to continue to exist, function, not to keep up with the times, it is necessary to empower the KTH.

A review of the results of previous studies, based on searches through browsing on google, journals found research on empowerment and KTH, but the substance is different or no one has conducted research on KTH empowerment strategies so that this research is feasible.

The purpose of the research is to find out in depth through case studies that: What is the condition of KTH, KTH empowerment in aspects: (human development, business development, environmental development, institutional development), the most appropriate KTH empowerment strategy at this time, types of training according to KTH needs, and developing the KTH Kegiatan Activity Program

The novelty of the research, based on a review of the results of previous studies, no one has conducted research on the substance of the KTH empowerment strategy and does not use a reference to expert theory studies in this study, so that the results of the research are novelty.

II. Research Method

The research method used in this research is descriptive qualitative. This method is descriptive analysis with a qualitative approach. According to Burhan Bungin (2007:68) argues that: "The qualitative descriptive format is carried out on grounded theory which focuses research on a particular unit with in-depth research. Furthermore, according to Moleong (2007:4) defines qualitative research methods. The research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This approach is directed at the background of the individual holistically (whole). So in this case it is not permissible to isolate individuals or organizations into variables or hypotheses, but it is necessary to view them as part of a whole.

According to Sukmadinata (2006:72) one type of qualitative research is descriptive research, descriptive research method aims to describe existing phenomena. The phenomena can be in the form of forms, activities, characteristics, changes, relationships, similarities, and differences between one phenomenon and another.

III. Result and Discussion

3.1 Conditions of KTH around the Education and Training Forest

Based on the results of the study, the current condition of the Forest Farmers Group (KTH) is better and more innovative than before, namely: that KTH is not just a place/institution for farming on KTH arable land, but the KTH is guided and fostered by the Duchy LHK Training Center trying to become a KTH institution with the capacity for collective learning (collective learning) from the farmer group.

All members and administrators of their KTH are empowered to become a learning community. KTH is guided, fostered and motivated by extension workers and non-governmental organizations to become a new way of independent learning through

coaching and guidance in developing its KTH, it is expected to become Wanawiyata widyakarya, what is meant by Wanawiyata Widyakarya is a business model in the forestry sector and or the environment that is owned and managed by community groups or individuals and the Self-help Forestry Business Apprenticeship Training Institute (LP2UKS) the process refers to and refers to training institutions, one of which is BDLHK Kadipaten.

Wanawiyata widyakarya and LP2UKS are the center or the center and their leadership is formed, the KTH institutional model is expected now and in the future to be more comprehensive as a place for coaching, learning and internships at the site or field level.

Around the Sawala-Mandapa Training Forest Area there are currently four KTHs, namely:

1. KTH Wana Bhakti; Gandasari Village, Kasokandel District
2. KTH Wana Lestari; Cipaku Village, Duchy District
3. KTH Makmur; Liang Julang Village, Duchy District
4. KTH Wanasari; Gunungsari Village, Dawuan District

So that KTH always exists and functions and can keep up with the times or science and technology, it is very important and fundamental to empower the KTH.

3.2 KTH Empowerment Strategy

The findings (novelty) of the results of the KTH empowerment strategy research include: 1) KTH Empowerment refers to expert theory and is based on research results and 2) Empowerment Strategies based on research results and SWOT analysis as follows:

a. KTH Empowerment Strategy refers to expert theory

Based on the theory of empowerment experts, according to Totok Mardianto and Poerwoko Soebiato (2017: 100-109) Revised Edition, empowerment through four aspects of coaching are as follows:

- a. Human Development
- b. Business Development
- c. Community Development
- d. Institutional Development

Existing KTH needs to be maintained, it is absolute and must be empowered or enabled so that KTH is not vacuum / stagnant or running in place, functioning, empowered, sustainable, and sustainable.

Based on the results of empowerment research carried out on components or elements of KTH organizations/institutions related to the lives and welfare of members so that KTH becomes more functional or empowered to the maximum, sustainable and sustainable. Guidance through seven stages of components or elements of KTH. The empowerment mechanism is as follows:

- a. Human Development (human empowerment), empowering the bargaining value of HR
- b. Business Development (business empowerment), empowerment in its business
- c. Community Development (environment empowerment) Empowerment of community organizations in environmental management
- d. Institutional development (institutional empowerment), Empowerment in the institution.

The findings (novelty) of the results of the research on the KTH empowerment strategy based on the results of the study, namely supporting all theories through four stages of fostering KTH empowerment, but not yet complete, there are still substances that have not been accommodated in the four developments/stages, it is necessary to add three more developments/stages, namely Asset Development, Regional Management

Development, and Relationship Development so that it becomes seven fosters. The systematics or stages are as follows:

- a. Human Development (human empowerment), empowering the bargaining value of HR
- b. Institutional empowerment, Empowerment in the institution
- c. Bina Asset (Asset empowerment), Empowerment in the facilities and infrastructure or resources owned.
- d. Community Development (environment empowerment) Empowerment of community organizations in environmental management
- e. Management area empowerment, Empowerment in managing the area on KTH arable land
- f. Relationship empowerment, Empowering relationships with stakeholders
- g. Business empowerment, empowerment in its business.

The findings (novelty) of the KTH Empowerment strategy are as follows:

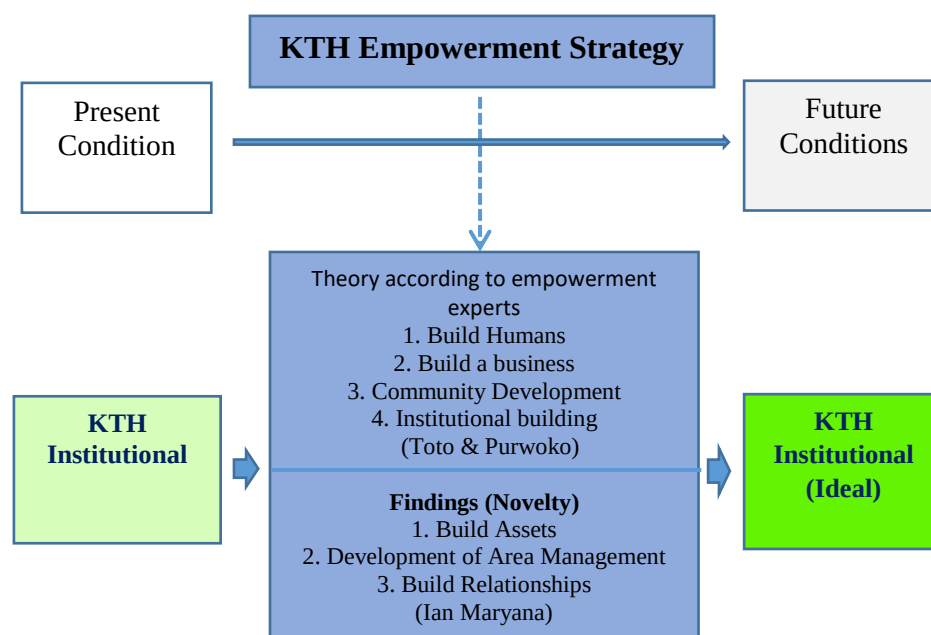


Figure 1. Empowerment Strategy Findings Referring to Expert Theory

Explanation of the substance of development according to empowerment theorists who play an important role in all aspects of life, namely Human Resources (HR), this is the most important or very important asset, in its development it is equipped with the necessary substances.

The findings (novelty) related to asset development, regional management development and relationship development, this is a finding because there is no empowerment expert theory and its substance is equivalent to the expert theory, based on the results of research and analysis, the researcher agrees and supports the four expert theories, but it is deemed necessary to add three substances, in order to complete/add theory so that the coaching process is more effective, efficient and effective. The explanation of the novelty is as follows:

Regarding asset development, regional management development and relationship building with stakeholders, this is very new for them, because most or almost all of the members and administrators of KTH are farmers/non ASN so it is very necessary to increase the knowledge (competence) of these substances through:

a. Asset Development

Provide knowledge in the techniques of using, maintaining and storing assets that are already owned as well as fostering new assets owned by KTH, so that these assets can be used optimally and are well maintained.

b. Build Manage area

Provide knowledge in managing the area specifically for arable land from planning, organizing, implementing and supervising the management of the KTH area/arable land, so that the arable land is productive and sustainable.

c. Build Relationships

Equipping knowledge about building relationships or relationships, facilitating coordination with all relevant stakeholders in order to create good collaboration, this needs to be established in good relations, so that it is profitable in all aspects.

The KTH institution is expected now and in the future to become a learning community. KTH is guided, fostered and motivated by extension workers and non-governmental organizations to become a new way of independent learning through coaching and guidance in developing its KTH, supporting government programs that are expected to become Wanawiyata widyakarya, which is a business model in the forestry and or environmental sector owned and managed by a group community or individual as well as the Self-help Forestry Business Apprenticeship Training Institute (LP2UKS) mechanism, the process refers to and refers to training institutions, one of which is BDLHK Kadipaten.

Wanawiyata widyakarya and LP2UKS are the center or the center and their leadership is formed, the KTH institutional model is expected now and in the future to be more comprehensive as a place for coaching, learning, and internships at the site or field level.

b. KTH Empowerment Strategy Results of SWOT analysis

Novelty KTH empowerment strategy results of SWOT analysis, based on operational strategies include the following:

a. SO Strategy,

Using strengths to take advantage of existing opportunities, as follows: KTH activities are area management and business management, increasing the use of arable land and facilitating business empowerment.

b. WO Strategy,

Overcome weaknesses by taking advantage of opportunities. As follows: Improvement and development of KTH cooperation in area and business management with stakeholders

c. ST strategy,

Using existing strengths to overcome threats, as follows: Submit a proposal for the development of area management and business development to the program management agency on behalf of the KTH institution in utilizing the Education and Training Forest land

d. WT Strategy,

Minimize weaknesses or obstacles and overcome threats. As follows: Collaborating with partners to obtain capital in developing regional management, business & marketing.

Based on the results of the SWOT analysis that the most appropriate empowerment strategy at this time is effective, efficient and effective is the "Empowerment Strategy through Regional Management and Business Development".

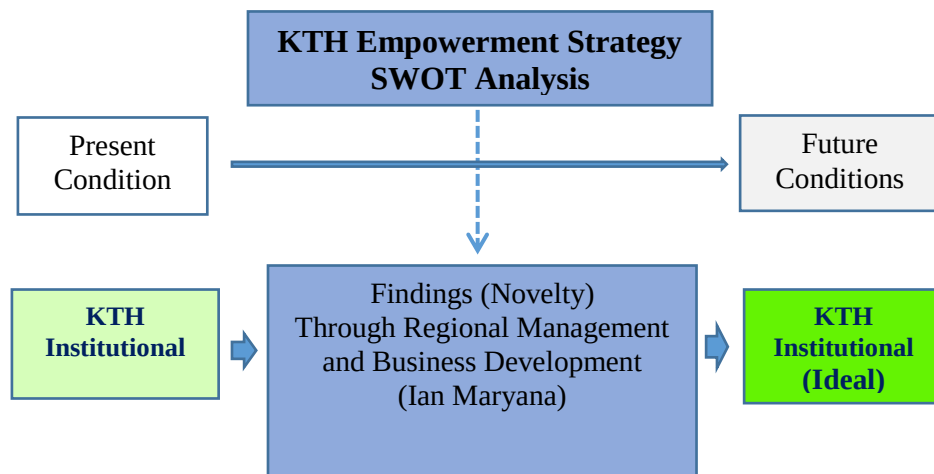


Figure 2. Empowerment Strategy Findings SWOT analysis

3.3 Type of Training According to KTH Needs

Human Resources (HR) plays an important role in all aspects of life, so those who play a role in handling these aspects must be professional and competent in their fields. The competence of KTH HR needs to be improved, the most appropriate, effective, efficient and appropriate for the current KTH needed in order to complete the solution to the HR discrepancy, new types of training have been found, namely "Training on Area Management Management" and "Processing and Marketing of Forest Farming Business Products".

Findings (novelty) the new types of training needed by KTH today are as follows:

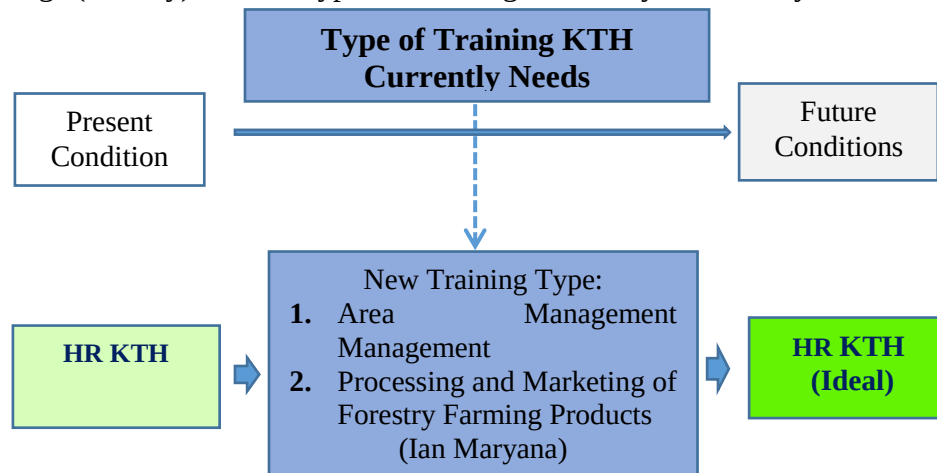


Figure 3. Findings of New Types of Training

3.4 KTH Development Strategy

Based on the theory of organizational development experts, according to Karl Albrecht (1985) in Syariful Anwar (1985:142-144), Issue 10, Organizational Development, (Organization Development) / OD this can be used as a reference for the development of KTH institutional organizations. The phases of the systems approach to organizational

development According to Karl Albrecht (1985) in Syariful Anwar (1985:142-143), through 4 phases as follows:

- Phase 1. Assessment (assessment phase),
- Phase 2. Problem solving (problem solving phase),
- Phase 3. Implementation (implementation phase),
- Phase 4. Evaluation (evaluation phase)

Developing the KTH activity program, is an effort to improve the quality and quantity of the KTH activity program carried out, it is hoped that the KTH can follow and adapt to the times. The findings (Novelty) of the results of the research on the development of the KTH activity program based on the research results, namely supporting all theories through the four stages of developing the KTH activity program, but not yet complete, there are still substances that have not been covered or covered in the four stages, it is necessary to add two more stages, namely point 1 (planning phase) and point 2 (monitoring phase) so that there are six phases and a systematic sequence of stages is as follows:

- 1. The planning development phase
- 2. Monitoring phase
- 3. Evaluation phase
- 4. The assessment phase
- 5. Phase of problem solving
- 6. The implementation development phase

The findings (novelty) of the development of the KTH activity program are as follows:

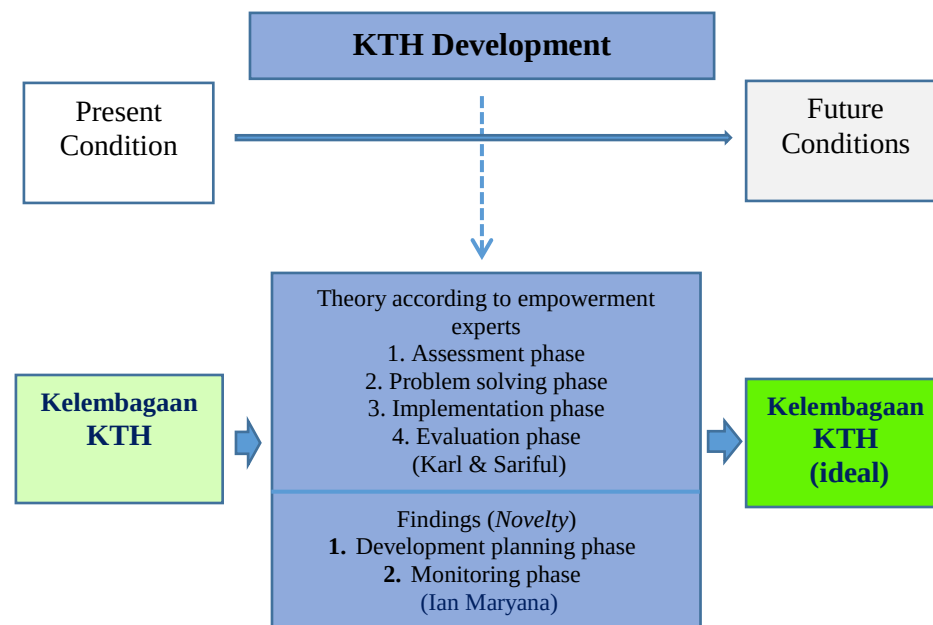


Figure 4. Findings of KTH Development Strategy

The development of the KTH activity program is an effort to improve the quality and quantity of the KTH activity program that is carried out, it is hoped that the KTH can follow and adapt to the times.

V. Conclusion

The condition of KTH around the Sawala-Mandapa Kadipaten Training Forest is better than the previous year and there are four KTHs. The most appropriate KTH Empowerment Strategy currently based on a SWOT analysis, operational strategies are: From the four operational strategies of the SWOT analysis, the results are Regional Management Development and Business Development, so it can be concluded that the most effective, efficient and effective empowerment strategy at this time is "Empowerment strategy through Regional Management and Business Development.

Training according to the needs of KTH Based on the research results of the most appropriate empowerment strategy at this time according to the resource persons and the results of the SWOT analysis, the "Empowerment Strategy through Business Development" was produced. So that the most appropriate type of new training is the type of Area Management Training and Processing and Marketing of Forestry Farming Products.

Developing the KTH Activity Program, namely by increasing the quality and quantity of the activity program, it is hoped that KTH can follow and adapt to the times. So that it can be concluded that the mechanism for developing KTH, this is very basic and has to go through six phases: development planning, monitoring, evaluation, assessment, and problem solving and development implementation.

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