

# The Role of Farming Group in Increasing the Participation of Farming Group Members in Natar District

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## Abstract

## Original Research Article

Farming group are farmer associations with the aim of increasing agricultural yields and improving the lives of farmers and their families. Farmer groups as forum for farmers have a role that must be carried out. A role is a set of behaviors that a person is expected to have in society. The role of farmer groups in this article is as a vehicle for learning, a vehicle for cooperation, a production unit, a place for channeling aspirations, a place for deliberations, and an organizational forum. This article intends to describe the role of farmer groups in increasing the participation of farmer group members in Sidosari village, Natar district. This study used qualitative research methods. The data used are primary data in the form of interviews with respondents and secondary data in the form of books, journals and internet sources. Data analysis used descriptive data analysis and Rank Spearman. Based on the research, it was found that the role of farmer groups was not related to the level of participation of farmer group members, which was still lacking for several stages, such as the planning and evaluation stages.

**Keywords:** The role of farming group, participation.

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## INTRODUCTION

Agricultural extension is information to help farmers find ways, which will provide development in farming. The government carries out agricultural development programs, especially in villages, to improve community welfare. In order to achieve these development goals, participation from the community is required. Agricultural extension activities are held to carry out programs that have been designed by the government, especially in the sector.

Development activities are directed at empowering individuals so that they can more powerfully access existing knowledge. As agricultural development develops, extension programs are carried out by forming farmer groups or what are usually called farmer groups. It is hoped that farmer groups can become a forum that motivates farmers as their members to play an active role in participating in activities organized by the government to develop and improve their farming businesses so that they can improve farmers' living standards (Rosyida, 2011).

Community participation is needed in stages for the success of development programs. Community

participation is defined as a person's participation in social groups outside of work. However, people tend to feel suspicious of the development programs that will be provided, because they are often disappointed by existing development programs. This has an impact on reducing community participation when there are new development programs (Makhmudi, 2018).

Sidosari Village, as one of the villages in Natar District, makes agriculture the main sector of the community's livelihood. Farmer groups in Sidosari Village are gathered in farmer groups in each hamlet. Each farmer group has its own problems, one of which is the low participation of farmer group members. Farmer groups as a forum for farmers who have a role are expected to be able to carry out that role so that they can attract member participation in every program or activity organized by the government or the farmer group itself.

Based on the existing problems, this research aims to determine the role of farmer groups, the level of member participation and determine the relationship between the role of farmer groups and the level of participation of farmer group members.

## OBJECTIVES OF THE STUDY

This study aims to compare the performance of the male and female graduates of the UNP-CoE in the 2018 Civil Licensure Examinations.

Specifically, the following questions were answered to see the overall picture:

1. What is the level of the average scholastic grades of the BSCE male and female graduates of 2018 in:
  - a) Mathematics, Surveying, and Transportation Engineering?
  - b) Geotechnical Engineering and Hydraulics?
  - c) Structural Engineering and Construction?
2. Is there significant difference in the scholastic grades of the BSCE male and female graduates of 2018, taken singly and as a whole, in:
  - a) Mathematics, Surveying and Transportation?
  - b) Geotechnical Engineering and Hydraulics?
  - c) Structural Engineering and Construction?
3. What is the level of the board exam performance of the BSCE male and female graduates of 2018 in:
  - a. Mathematics, Surveying and Transportation?
  - b. Geotechnical Engineering and Hydraulics?
  - c. Structural Engineering and Construction?
4. Is there significant difference in the board performance of the 2018 BSCE male and female graduates of 2018, taken singly and as a whole in?
  - a. Mathematics, Surveying and Transportation?
  - b. Geotechnical Engineering and Hydraulics?
  - c. Structural Engineering and Construction?
5. Is there significant relationship in the scholastic and board performances of the female and male graduates, taken singly and as a whole?

## METHODOLOGY

The research was conducted using a survey method. The research location was determined deliberately, namely in Sidosari Village, Natar District. Data collection will be carried out in October 2022-December 2022.

The population is all farmer groups in Sidosari Village, totaling 16 farmer groups. The names of farmer groups in Sidosari Village are Karya Mandiri, Karya Manunggal, Anugrah, Sejahtera, Sinar Muda, Tani Maju, Sidosari, Sido Makmur, Bina Mandiri, Subur Tani, Mandiri Jaya, Marga Rukun, Sinar Abadi, Rejo Tani, Jaya Makmur, KWT Mawar. Samples were taken using a purposive sampling technique with the criteria of two active farmer groups and one passive farmer group, so that the farmer groups taken were the Anugrah, Subur Tani, and Sinar Muda farmer groups. So the number of respondents in this study was 30 people.

Hypothesis testing in this study uses non-parametric statistics, Spearman Rank correlation (Siegel, 1997)

$$\frac{6 \sum_{i=1}^n di^2}{n^3 - n}$$

Information:

rs = Correlation coefficient

di = Difference between pairs of each rank

n = Number of samples

This research uses two types of data, namely primary data and secondary data. Primary data is taken directly from sources or respondents either through surveys, interviews and direct observation of research objects, namely all types of data needed by researchers. Secondary data is taken from data that is recorded or already available. Secondary data is used to support and support the research process. Secondary data was obtained from libraries, reports, books, journals, articles, newspapers, documents and regional regulations related to the research carried out. The data collection method is observation, namely direct observation in the field to obtain data related to the research object, interviews, namely conducting interviews with respondents using questionnaires, and documentation by taking the data needed according to the problem.

Operational Definition of the role of farmer groups (X), consisting of a learning vehicle (X1) is a forum for teaching members as an effort to increase knowledge, skills and attitudes. A vehicle for cooperation (X2), is an activity or effort carried out by several people (institutions, government, etc.) to achieve a common goal. Production unit (X3), is the decision-making capability in determining production development. Aspiration channeling place (X4), is an activity that distributes ideas and hopes from the community to improve the quality of life and achieve goals. A place for deliberation (X5), is to help find a way out of the problems faced to find a solution or solution together. Organizational forum (X6), is a place for its members to develop and be independent in farming so as to improve welfare.

The participation of members of the farmer group (Y) in Sidosari Village, Natar District was measured by asking a number of questions regarding participation in the planning, implementation, evaluation, contact with other parties as well as absorbing and responding to information. Using an ordinal scale of 1-3. Category classification was carried out based on the total score obtained by respondents for each aspect of the questionnaire and classified into active and inactive.

The research hypothesis is that there is a suspected relationship between the role of farmer groups as a vehicle for learning (X1) and increased participation of farmer group members. It is suspected that there is a

relationship between the role of farmer groups as a vehicle for cooperation (X2) and increased participation of farmer group members. It is suspected that there is a relationship between the role of farmer groups as production units (X3) and increased participation of farmer group members. It is suspected that there is a relationship between the role of farmer groups as a place to channel aspirations (X4) and increased participation of farmer group members. It is suspected that there is a relationship between the role of farmer groups as a place for deliberation (X5) and increased participation of farmer group members. It is suspected that there is a relationship between the role of farmer groups as an organizational forum (X6) and increased participation of farmer group members. The hypothesis was tested using Spearman Rank analysis with the help of the SPSS version 29 program.

## RESULTS AND DISCUSSION

General description of Sidosari Village Sidosari Village is one of 26 villages in the Natar District, South

Lampung Regency, Lampung Province. This village is 3 km from the capital of Natar District and 65 km from the capital of South Lampung. This village is located in the lowlands +/- 82 meters above sea level, has a tropical climate and has an area of 297 Ha. This village is divided into 6 hamlets, namely Sidosari, Sindang Liwa, Sinar Banten, Kampung Baru, Simbaringin and Bangun Rejo hamlets. The boundaries of Sidosari Village are as follows: north: Muara Putih, south: Hajimena, west: Natar, east: Raja Basa Jaya. Sidosari Village is located in the lowlands and is used for agricultural land so that the majority of the community's livelihood is farmers and farm laborers totaling 1,334 people.

### Relationship between Farmer Group Roles and Farmer Group Member Participation

The relationship between the role of farmer groups and the participation of farmer group members was tested using SPSS. Based on the Spearman Rank statistical test analysis carried out, it is presented in Table 1.

**Table 1: Spearman Rank correlation results**

X	Y	Rs	B
Learning Platform	Participation of Farmer Group Members	-0,103	0,587
Collaboration Platform		-0,130	0,492
Prodction Unit		-0,42	0,824
Aspiration Distributor		0,179	0,344
Meeting Place		-0,002	0,992
Organizational Platform		0,064	0,737

#### Learning Vehicle

Farmer groups have a function as a place for learning, namely a forum for teaching their members to improve knowledge, skills and attitudes as well as the growth and development of a spirit of independence in farming (Hasan, 2020)

Based on the analysis test results, it shows that there is no significant relationship between the role of farmer groups as a vehicle for learning and the participation of farmer group members, as seen in table 1, the significance value is  $>0.05$ , which is 0.587 with the strength of the relationship (correlation coefficient) being very weak, namely equal to -0.103, so based on these results it can be seen that member participation has nothing to do with the role of farmer groups as a vehicle for learning.

#### Collaboration Vehicle

The role of farmer groups as a vehicle for cooperation includes; cooperation in searching for farming information; such as searching for farming commodities, production factors (fertilizers and medicines) and information about market conditions, cooperation in acquiring capital, and cooperation in farming management, including planning, implementation and evaluation (Arini, 2018).

Based on the results of the analysis test, it shows that there is no significant relationship between the role of farmer groups as a vehicle for cooperation and the participation of farmer group members, as seen in table 1, the significance value is  $>0.05$ , namely 0.492 with the strength of the relationship (correlation coefficient) being very weak, namely equal to -0.130, so based on these results it can be seen that member participation has nothing to do with the role of farmer groups as a vehicle for cooperation.

#### Production Unit

Farmer groups as production units, farmer groups are directed to have the ability to make decisions in determining profitable production development (Hasan, 2020).

Based on the results of the analysis test, it shows that there is no significant relationship between the role of farmer groups as production units and the participation of farmer group members, as seen in table 1, the significance value is  $>0.05$ , namely 0.824 with the strength of the relationship (correlation coefficient) being very weak, namely equal to -0.042, so based on these results it can be seen that member participation has no relationship with the role of farmer groups as production units.

### Aspiration Distributor

Farmer groups have a role as channelers of aspirations by exploring, accommodating and conveying aspirations to related agencies (Andri, 2018).

Based on the results of the analysis test, it shows that there is no significant relationship between the role of farmer groups as distributors of aspirations and the participation of farmer group members, as seen in table 1, the significance value is  $>0.05$ , which is 0.344 with the strength of the relationship (correlation coefficient) being very weak, namely equal to 0.179, but based on these results it can be seen that member participation is related to the role of farmer groups as channelers of aspirations.

### Deliberation Place

Farmer groups have a role in helping farmers overcome the problems they are facing through discussion, as a medium for making decisions. Each member has the right to express opinions in order to achieve group goals (Siregar, 2018).

Based on the analysis test results, it shows that there is no significant relationship between the role of farmer groups as production units and the participation of farmer group members, as seen in table 1, the significance value is  $>0.05$ , which is 0.992 with the strength of the relationship (correlation coefficient) being very weak, namely equal to -0.002, but based on these results it can be seen that member participation has nothing to do with the role of farmer groups as a place for deliberation.

### Organizational Container

Farming groups as organizations are a forum for members to learn/teach so that they can develop independence in farming by increasing productivity, increasing income and achieving prosperity (Suhaedi, 2018). The leadership of the farmer group leader has a real relationship with the effectiveness of the farmer group (Rangga, *et al.*, 2019).

Based on the analysis test results, it shows that there is no significant relationship between the role of farmer groups as production units and the participation of farmer group members, as seen in table 1, the significance value is  $>0.05$ , which is 0.737 with the strength of the relationship (correlation coefficient) being very weak, namely equal to 0.064, but based on these results it can be seen that member participation has nothing to do with the role of farmer groups as an organizational forum.

Based on the research results in this article, it contrasts with research by Reza (2019) regarding the relationship between farmer group ties and their participation in the nagari level agricultural extension planning process in fifty city districts. However, the research in this article does not contradict Jaya's research

(2017) regarding the level of empowerment of farmer groups in managing rice farming in the Yogyakarta area, Central Java.

## SUMMARY OF FINDINGS

After a thorough analysis of the data, the following are the highlights of the findings:

1. The female graduates have an overall mean scholastic grade of 2.50 (Fair), while that of the male graduates is 2.53 (Fair), or an overall rating of 2.52 (Fair).
2. There is no significant difference of the average scholastic grades of the BSCE male and female graduates in each subject.
3. The mean board performance of the female graduates is 60.23 (Below Passing), while for the male graduates is 64.92 (Below Passing), making the overall mean board performance at 62.95 (Below Passing).
4. 31 out of 64 (48.44%) among the female graduates passed the Mathematics, Surveying and Transportation Engineering component of the board examination, while 54 out of 88 (62.5%) passed among the male graduates, in the Hydraulics and Geotechnical Engineering component, 27 (42.19%) among the females, 61 (69.32%) among the males passed, and 6 (9.38%) passed in the Structural Engineering and Construction among the female graduates, 23 (26.14%) passed among the males.
5. Among the female graduates, 25 (39.06%) while 20 (22.73%) among the male graduates did not pass in any board component, 18 among the females and 19 among the males passed one (1) board component only, while 16 (25%) among the females and 28 (31.82%) among the males passed in two (2) board components. Luckily, 7 among the 16 females and 16 among the 28 male graduates who passed 2 board components, passed because they attained more than 70% overall rating. Only 5 among the female graduates and 21 among the males passed all of the three board components.
6. There is no significant difference in the board performance of the BSCE male and female graduates in along the Mathematics, Surveying and Transportation Engineering and Hydraulics and Geotechnical Engineering board components, but there exists significant difference in their board performance along Structural Engineering and Construction. As a whole, there exist significant difference in the board performance of the 64 female graduates and 88 male graduates.
7. The scholastic grades of the 2018 BSCE female graduates in each of the board components are significantly related to their performance in the board.
8. The scholastic grades of the 2018 BSCE male

graduates in each of the board components are significantly related to their performance in the board.

9. The mean scholastic grades of the 2018 BSCE graduates in each of the board components are significantly related to their performance in the board.

## CONCLUSION

The role of farmer groups is as a vehicle for learning, a vehicle for cooperation, a production unit, a place to channel aspirations, a place for deliberation, and a forum for organization. The level of participation of farmer group members in Sidosari Village is still lacking at several stages such as the planning stage and evaluation stage. After the analysis was carried out, there was no significant relationship between the role of farmer groups and the participation of farmer group members. However, in the role of conveying aspirations and providing an organizational platform, there is a positive relationship with member participation.

## RECOMMENDATIONS

To address the findings of this study, the following actions are recommended:

### To Students

1. A graduate with "Fair" scholastic grade should double time in his/her review class to ensure success in the board.

### To The Faculty

2. Bring out the best in your students by seeing to it that teaching methodologies are effective:
  - a. Experiment for better teaching delivery,
  - b. Use updated materials,
  - c. Imbibe values of determination and perseverance to the students,
  - d. Cover the syllabus per subject taught so that the students are provided all information they need for the board examination;
  - e. Strive not to miss any class, as absence destroys the momentum of learning among students.
  - f. Induce students for independent thinking, without discounting the need for teamwork. Design activities to attain this.
3. Recognize in equal regard the capability of female and male civil engineering students in their scholastic performance.

### To the Middle Level Administrator

4. Monitor strictly the faculty in their daily teaching schedules to ensure that
  - a. Teaching assignments are done religiously;
  - b. The syllabus is covered;
  - c. Adopt a common mid-term and final exams for subjects taught by two or more faculty members

5. Propose for a higher cut-off in the UNP College Admission Test for BSCE (the present CAT cut-off is 83);
6. Propose a minimum lowest grade to be maintained by students to be retained in the program in addition to approved existing retention policies of the College; and
7. More research should be conducted to improve scholastic and board performance of students. Pick up from the findings of Dayaday who identified that faculty/teaching strategy, curriculum, instructional materials, facilities/laboratory equipment/laboratory activities, admission and retention policy, review preparation and mental/study behavior through survey are significant considerations in predicting board performance.

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