

FARMER GROUP EMPOWERMENT THROUGH THE FIELD SCHOOL OF INTEGRATED PLANT-MANAGEMENT (SL-PTT) PROGRAM IN BERU-BERU VILLAGE KALUKKU DISTRICT MAMUJU REGENCY

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ABSTRAK

Pengembangan sektor tanaman pangan merupakan salah satu strategi kunci dalam memacu pertumbuhan ekonomi pada masa yang akan datang. Selain berperan sebagai sumber penghasil devisa yang besar, juga merupakan sumber kehidupan bagi sebagian besar penduduk Indonesia. Meningkatnya jumlah penduduk telah memunculkan kerisauan akan terjadinya keadaan “rawan pangan” di masa yang akan datang, untuk itu dalam rangka pemenuhan kebutuhan pangan Provinsi Sulawesi Barat Melalui Dinas Pertanian dan Peternakan telah melaksanakan Program Sekolah Lapang Pengelolaan Tanaman Terpadu (SLPTT). Pengamatan ini berjudul **“PEMBERDAYAAN MASYARAKAT PETANI MELALUI PROGRAM SEKOLAH LAPANG PENGELOLAAN TANAMAN TERPADU (SL-PTT) DI DESA BERU-BERU KECAMATAN KALUKKU KABUPATEN MAMUJU”**. Masalah yang dihadapi dalam pelaksanaan program ini adalah model yang diterapkan dalam pelaksanaan Program, faktor yang berpengaruh terhadap produksi dan pendapatan usaha tani, pola pengembangan. Pengamatan ini bertujuan untuk mengetahui bagaimana pelaksanaan Program Sekolah Lapang Pengelolaan Tanaman Terpadu (SLPTT) di Desa Beru-Beru, serta untuk mengetahui apa saja faktor penghambat dalam pelaksanaan program ini di lapangan. Pengamatan ini dilaksanakan di Desa Beru-Beru Kecamatan Kalukku Kabupaten Mamuju, dengan menggunakan metode Deskriptif dengan pendekatan Kualitatif. Untuk mendapatkan data dan fakta, selain bersandar pada apa yang Penulis temui melalui pengamatan di lapangan, juga dilengkapi hasil wawancara serta sumber data sekunder. Berdasarkan hasil analisis yang telah Penulis lakukan, pelaksanaan Program SLPTT di Desa Beru-Beru telah berhasil dilaksanakan dengan baik, dimana dalam pelaksanaannya telah mampu mencapai target dan sasaran yang telah direncanakan, serta mampu melibatkan partisipasi masyarakat tani guna meningkatkan hasil pertanian yang melimpah. Hambatan yang dihadapi dalam pelaksanaan program ini, yakni tidak ada timbal balik dari pemerintah bagi kelompok tani yang melaksanakan program SLPTT padi, kurangnya upaya pengurus kelompok tani untuk membuat pertemuan kelompok dalam penyuluhan, tingkat kesuburan tanah yang berbeda, kemampuan ekonomi yang berbeda, pemakaian teknologi pertanian yang belum siap, keterbatasan anggaran yang dialokasikan, Mengacu kepada hal-hal tersebut, diharapkan kepada Pemerintah Provinsi Sulawesi Barat untuk dapat meningkatkan kapasitas anggaran yang dialokasikan bagi pelaksanaan program ini, perekrutan Tim Pendamping yang didasarkan pada aspek kompetensi teknis, serta pemberian pemahaman kepada masyarakat secara utuh mengenai Program Sekolah Lapang Pengelolaan Tanaman Terpadu.

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ABSTRACT

Developing the food crops sector is one of the key strategies to stimulate future economic growth. Besides being a major source of foreign exchange, this sector is the source of life for most of the Indonesian population. The increasing population has raised concerns over the state of "food insecurity" in the future. Therefore, to meet the food needs in the West Sulawesi province, the Department of Agriculture and Livestock initiated the Field-School of Integrated Plant Management (SL-PTT) program. This study is entitled "FARMER GROUP EMPOWERMENT THROUGH THE FIELD-SCHOOL OF INTEGRATED PLAN-MANAGEMENT (SL-PTT) PROGRAM IN BERU BERU VILLAGE KALUKKU DISTRICT MAMUJU REGENCY". The implementation of this program faces some issues such as the model applied in the program, the factors influencing the production and income, and the development pattern. This study aims to identify the implementation of the SL-PTT program in Beru-Beru Village including the inhibiting factors. This study was conducted in Beru-Beru Village, Kalukku District, Mamuju Regency. This study used a descriptive method with a qualitative approach. Data collection techniques covered observations, interviews, and documentation. Based on the results of the observation, the SL-PTT program has been successfully implemented. In practice, it manages to achieve the predetermined targets and objectives as well as involve farmers to participate in the improvement of agricultural yields. The inhibiting factors in the implementation of this program, include no response from the government for farmer groups who implement the SL-PTT program, lack of farmer group administrator effort to hold the counseling group meetings, different levels of soil fertility, different economic capabilities, unprepared use of agricultural technologies, and the limited budget allocation. Considering those challenges, the government of West Sulawesi province is expected to help increase the budget allocation for the implementation of this program, recruit the mentoring team based on technical competence aspects, and give insight to the community about the SL-PTT program.

Keywords: *farming community, village, sl-ptt, district.*

Introduction

West Sulawesi Province is located on the western side of Sulawesi Island. This province has a land area of 16,937.16 km² or around 9.76 percent of the area of Sulawesi Island. Geographically, its coordinate is between 118o43'15" – 119O54'3" East Longitude and 0o12' to 03o38' South Latitude. In accordance with Law No. 32/2004, this region has a sea area of 979,541 Ha (plus approximately 300,000 ha in Kepulauan Bala-balakang, Mamuju Regency) with a coastline length of 639.07 km.

The establishment of West Sulawesi province was based on Law Number 26 of 2004. It was inaugurated by the Minister of Home Affairs on 16 October 2004 in Mamuju Regency. This province consists of 5 (five) regencies. The establishment of this province is a form of crystallization of the desires of the people in the Mandar region for a long time. As a new region, the development of this province is still lagging in various aspects. To move from a disadvantaged

region predicate and to improve the welfare of the community, this province needs to accelerate the implementation of development.

To carry out development in accordance with its duties and function, the Department of Agriculture and Livestock in West Sulawesi Province implements the authority of decentralization, deconcentration, and assistance tasks as well as authorities that cannot or have not been implemented by the Regency in the field of agriculture and livestock in accordance with applicable laws and regulations.

Active farmer groups implement the Field-School of Integrated Plant Management (SL-PTT) program. In this case, the farmer groups are formed based on the area or the location of their agricultural land, namely one area for each group. This grouping aims to facilitate interaction between members because they know each other and are expected to live close to each other so that if the SL-PTT technology has been adopted individually, it will be easy for other farmers to imitate.

To ensure the continuity of group dynamics in the SL-PTT program, one person from the farmer group needs to be a motivator to provide a quick response to innovation and encourage other group members to provide the same response.

The Agricultural Research and Development Agency through the West Sulawesi LPTP implements the SL-PTT program. This is a national strategic program to increase national rice production (P2BN). The mentoring program is implemented to oversee the proper use of technology in PTT in rice farming areas.

Rice production in West Sulawesi can be found in 5 regencies, namely Majene, Polewali Mandar, Mamasa, Mamuju (including Central Mamuju), and North Mamuju. In this province, the area of rice fields by the irrigation system reaches 63,697 ha covering irrigated rice fields (34,190 ha), rainfed rice fields (29,146 ha), tidal rice fields (145 ha), and lowland rice fields (216 ha). Meanwhile, the harvest area by sub-round reached 83,796 ha in 2012 with a production of 412,330 tons and an average productivity of 4.92 t/ha (BPS of West Sulawesi Province, 2012). The results are still low when compared to the potential yield of new superior or hybrid rice varieties which can reach 8-10 t/ha with the application of technological innovation (Agricultural Research and Development Agency, 2007).

Based on the Ministry of Agriculture data, the indicative targets for planted area, harvested area, production, and productivity of rice in West Sulawesi province in 2013 were 84,396 ha, 81,476 ha, 400,853 t, and 4.92 t/ha respectively in 2013. Meanwhile, in 2014, the planted area, harvested area, production, and productivity reached 97,158 ha, 93,797 ha, 434,310 t, and 4.63 t/ha respectively.

Meanwhile, the area of SL-PTT for rice in 2013 and 2014 was 54,800 ha each covering a 4,800 ha planted area (dry land), a 2,000 ha development area (location-specific non-hybrid rice), and a 48,000 ha consolidation area (rice fields) (Ministry of Agriculture, 2013).

Support for achieving the target of a rice surplus of 10 million tons in 2014 in West Sulawesi Province was done through increasing productivity with the application of technological innovation and increasing/developing planting areas by increasing the planting index (IP), printing rice fields/opening new land.

The development of the food crops sector is one of the key strategies in stimulating future economic growth. Considering the major role of food crops in fulfilling food, feed, and industrial needs, one of the strategies to stimulate increased production and productivity of rice farming is by integrating between sectors and regions in the development of agricultural businesses. Various efforts to increase rice production and productivity have been carried out since 2008 through SL-PTT and PTT. The implementation of SL-PTT as an approach to food crop development, especially in encouraging increased national rice production, has been proven effective. However, the possible challenges in the future are more diverse so quality improvements are needed.

Anwas (2013:49) states that "empowerment is a process to provide power to the weak (powerless) and disempowered the powerful party so that there is a balance (Djohani, 2003). It can be interpreted that empowerment is a method carried out to give people the ability to meet their needs independently by utilizing every potential that exists in themselves and around them. Therefore, people can make choices and control their environment to fulfill their desires. The level of success of empowerment will affect the level of poverty in that area. The comparison between empowered people and poverty levels is inversely proportional meaning that the greater the empowered people, the lower the poverty.

Anwas (2013:48) argues that the concept of empowerment develops from the reality of weak or powerless individuals or communities. Powerlessness means having weaknesses in the aspects of knowledge, experience, attitude, skills, business capital, networking, enthusiasm, hard work, perseverance, and others. Weaknesses in the various aspects above result in dependency, powerlessness, and poverty.

Mardikanto and Soebiato (2013: 168-169) explain that community empowerment strategies have some directions, namely community support and empowerment and strengthening the autonomy and delegation of authority in managing community participation in the development.

The point is that empowerment comes from the potential possessed by the community and is carried out by the community itself. The results obtained will be felt/returned to the community as well. Thus, a community that has the potential and courage to make decisions about what

potential to be developed as well face possible risk is needed. However, the most important thing is that the community must have high motivation. Motivation can make them more courageous in making decisions and facing every possible risk that arises from the decision. Meanwhile, government assistance is only to support the smooth running of empowerment, not as a basis for small businesses/industries run by the community.

Anwas (2013: 126) states that farmer empowerment is directed from the production process, maintenance, harvesting, post-harvest and marketing of agricultural businesses. Agricultural businesses are a biological industry that utilizes biological materials and processes to obtain decent profits and they are packaged in various subsystems starting from pre-production, production, harvesting and post-harvest subsystems as well as distribution and marketing (Agricultural Research and Development Agency, 1999). The definition of agricultural business is the same as the definition of Agribusiness, so that agricultural businesses can be interpreted as businesses or economic activities related to agriculture (Sudaryanto et al, 2005). In more detail, Sudaryanto describes the form of agricultural business activities/agribusiness as a business related to producing agricultural production facilities, agro-processing, and trading of production facilities, primary products and processed products.

Without ignoring other factors, human resources also play a crucial role in the agricultural development process. Agricultural development cannot be separated from the contribution of farmer groups who mostly live in rural areas, where the agricultural sector is the mainstay of their life and livelihood. The basic problems in rural areas are related to the powerlessness of the farmer group in terms of power over roles, power over resources and power over expertise.

Community empowerment is another form of the purpose of development extension. This purpose includes how to make the community able to develop itself and be empowered, able to work together, able to seek and capture information, and able to make decisions. In this case, the target of empowerment is the farming group including the main actors and business actors.

As the main actors in agricultural development, farmers need to be empowered to analyze existing problems and opportunities and find solutions according to the available resources. Farmer group empowerment is a concept developed to strengthen farmer independence. The dimensions of farmer group empowerment cover increasing farmer knowledge and abilities through extension and training, developing business networks through cooperation, coordination, and communication, and increasing the role of coaching through motivation, facilitation, and technical guidance.

Farmer group empowerment is the process of handing over power, expertise, and resources. This is to help people take action and be strong in facing threats and challenges. In this case, power

refers to a person or group's ability to make decisions and enforce and implement those decisions in accordance with principles such as cognition, affection, and psychomotor based on the growth of conation aspect abilities, namely the ability to have and maintain farmers' desires, hopes and ideals as the main actors in agricultural development.

Field School of Integrated-Plant Management SL-PTT) is a non-formal education for farmers to improve their knowledge and skills in recognizing potential, preparing farming business plans, overcoming problems, making decisions, and implementing technology in accordance with local resource conditions synergistically and environmentally friendly for efficient, productive, and sustainable farming efforts.

SL-PTT functions as a learning center for farmers/farmer groups, a place to exchange information and experience, a group management development, and a model for other areas. Therefore, through the SL-PTT, farmers/farmer groups are expected to be able to make decisions based on technical and economic considerations in every stage of their farming business and be able to apply technology appropriately in order to increase their production and income.

SL-PTT is implemented by active farmer groups. The farmer groups are formed based on the area or the location of the agricultural land with one area for one group. This is necessary to facilitate interaction between members because they know each other and are expected to live close to each other so if the SL-PTT technology has been adopted individually, it will be easy for other farmers to imitate.

The SL-PTT implementation mechanism covers preparation, organizing classes, applying learning methods, creating and enlivening group dynamics, monitoring and evaluation, and reporting by field mentor based on the 2014 SL-PTT Rice and Corn Technical Guidelines or the previous year as long as they do not conflict with each other.

The source of funds for the implementation of the 2014 SL-PTT Rice and Corn is from the state budget (APBN), regional budget (APBD), and the private sector and stakeholders such as:

- 1) Social Assistance allocated through the 2013 assistance task fund with a direct transfer mechanism to farmer groups participating in SL-PTT in the form of cash. The assistance fund can be used to purchase chemical fertilizer, NPK, organic fertilizer, agricultural lime and herbicides as well as the implementation of group meetings in the SL-PTT area.
- 2) Agricultural tools and machinery assistance such as tractors, organic fertilizer-making machines, and post-harvest agricultural machinery from assistance task funds at the District/City Agriculture Service and deconcentration funds at the Provincial Agriculture Service or APBN funds depending on the availability of funds.

- 3) OPT control assistance through APBN funds at BPTPH, depending on the availability of funds.
- 4) Assistance for supervision, mentoring, coaching, evaluation and reporting of SL-PTT through assistance task funds at the District/City Agriculture Service and deconcentration funds at the Provincial Agriculture Service.
- 5) Assistance for SL-PTT mentoring by PPL, POPT and PBT through the BOP funds of each Institution.
- 6) Mentoring assistance for SL-PTT technology by researchers through APBN funds at BPTP/Research and Development Agency.
- 7) Partnership with partner companies engaged in food crop agribusiness facilitated by the local Provincial or Regency/City Agriculture Service.

Research Methods

A study covers some stages and one of them is the data collection stage. This stage can be done using some methods in accordance with the nature and characteristics of the research being conducted. Besides, the qualification factor of the data collector also needs to be considered.

Kerlinger in Arikunto (2013:265) explains that observation is a general term that means all forms of data collection by recording events, calculating them, measuring them, and recording them. The observation method is a conscious effort to collect data systematically with standardized procedures.

This study used a descriptive method with a qualitative approach to reveal the symptoms with an emphasis on seeing the relationship between the strategies used in public services to the community and their impact on the quality of service.

A qualitative approach is a method that originates from social events, not exact. This study aims to identify the relationships between leaders and subordinates. This study used the qualitative descriptive method to provide a picture of the actual situation in the field by observing and collecting data systematically and analyzing them based on the facts.

The data collection techniques covered:

a. Interviews

This study used a direct face-to-face interview method with the Department of Agriculture and Livestock in West Sulawesi Province, and the Beru-Beru village staff and farmers.

Interviews are the most effective way to collect data because they can reveal the values held by a person. The researcher used semi-structured interview guidelines containing core questions

which were then developed to obtain more in-depth data. The interview guideline is attached. The selected informants were those who were considered to clearly understand the focus of the research problem. The list of the informant can be seen below:

List of Informants

No.	Informant	Number
1.	Department of Agriculture and Livestock in West Sulawesi Province	1 person
2.	Beru-Beru Village Staff	1 person
3.	Farmers	2 people
Total		4 people

b. Observations

Nasution (1988) in Sugiyono (2013:226) defines observations as ‘the basis of all science. Scientists can only work based on data, namely facts about the real world obtained from observations”.

c. Documentation

Nurul Azizah (2009:191) explains that documentation is a data collection technique to observe written forms such as archives, including books on theories, opinions, propositions or laws, and others related to research problems. This technique is the main data collection tool because the proof of the hypothesis is put forward logically and rationally through opinions, theories, or laws that are accepted, both supporting and helping the hypothesis.

After collecting sufficient data from direct and indirect communication techniques, the researcher processed and analyzed the data using certain statistical testing relevant to the research problem.

Sugiyono (2013:244) defines data analysis as the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing them into categories, breaking them down into units, synthesizing and compiling them into patterns, choosing the important part to study, and drawing conclusions to make it easier for oneself and others to understand.

The initial conclusions are still temporary and will change when there is no strong evidence to support the next stage of data collection. However, if the conclusions proposed in the initial stage are supported by valid and consistent evidence, the conclusions are considered credible. Conclusions in qualitative research may be able to answer the formulation of the problem because

the problems and formulation of problems in qualitative research are still temporary and will develop along with the implementation of the research.

Result and Discussion

Implementation of the SLPTT Program in Beru-Beru Village, Kalukku District, Mamuju Regency, West Sulawesi Province

The program will not be implemented before the goals and targets are set or identified by policy decisions. The implementation stage will be carried out after the provision of laws and funds to finance the implementation of the program. SL-PTT is a field school for farmers in implementing various farming technologies through the use of efficient production inputs according to location in order to produce high productivity to support sustainable production.

In the SL-PTT program, farmers can learn directly in the field through direct learning and experiencing, expressing, analyzing, concluding, and implementing (doing/re-experiencing), facing and solving problems especially in terms of cultivation techniques by reviewing together based on location.

The implementation of the SL-PTT program is expected to help farmers manage available resources (varieties, land, water, and production facilities) with an integrated method for cultivating their agricultural land in specific locations and conditions. Thus, they become more skilled and able to develop their farming businesses in order to increase rice, corn, and soybean production. However, areas outside the SL-PTT will still receive mentoring to increase production and productivity.

The acceleration and expansion of technological innovation adoption through the implementation of SL-PTT is expected to increase rice production, income, and farmer welfare in West Sulawesi as well as maintain environmental sustainability.

The increase in population also results in concern about the "food insecurity" situation in the future. With the increasing level of education and community welfare, there has also been an increase in per capita consumption of various types of food. Consequently, it requires additional food availability to balance the rate of population growth which is still quite high.

Food crop commodities have a major role in fulfilling domestic food, feed, and agricultural needs which tend to increase annually along with the increase in population and the development of food and feed. Thus, from the perspective of National Food Security, their function becomes important and strategic.

The benefits of implementing the SL-PTT program for farmers in Beru-Beru Village are:

- a. Farmers understand good and proper crop management.
- b. Farmers become knowledgeable in selecting superior seeds, sowing, planting with *jajar legowo* techniques, applying balanced fertilizer, dealing with and controlling pests, and harvesting and post-harvest handling.
- c. Farmers become trained in increasing the quantity and quality of agricultural products, efficiency of funds with appropriate technology, and maintaining the health of the plant-growing environment and the environment as a whole.

Agricultural Extension

Extension workers consist of civil servants and community figures in Mamuju Regency implementing agricultural extension programs.

Law Number 16 of 2006 concerning the Agricultural, Fisheries, and Forestry Extension System states that an extension center is established at the district level. This extension center functions as a meeting venue for extension workers, main actors, and business actors. Likewise, a village extension post is formed at the village level. This post functions as a meeting venue for extension workers, main actors, and business actors at the village level. The extension workers frequently have meetings, namely twice a month. The meeting is held at the respective district level or divided into regions (some districts) or sometimes at the regency level. Meetings between extension workers at the district level (Extension Center) or the village level (Village Extension Post) are important for extension workers to exchange information.

In addition, agricultural extension is a system of empowering farmers and their families through learning activities to make them able to independently organize themselves and their communities to have a more prosperous life. Farmers must be invited to learn how to maintain and utilize the resources in their environment for a better life.

The agricultural extension programs provide the following benefits for farmers in Beru-Beru Village:

- a. Farmers obtain clear and accurate information about agricultural knowledge and developments so that they can follow the latest information developments.
- b. Farmers get more detailed knowledge to solve agricultural problems.
- c. Farmers are motivated to be able to implement the choices that are considered most appropriate.
- d. Farmers are helped in analyzing the situation at hand and predicting.
- e. Improving farmers' skills in the agricultural sector.

f. Farmers feel free to ask about any difficulty.

Capital

Capital is a classic thing that will always be discussed in any funding problem for agricultural activities. For farming activity, capital is a basic means to help smooth the planting process. The capital needed in agricultural activities can be in the form of fixed capital and current capital.

Based on the results of interviews with farmers on 22 January 2015, most of the SL-PTT agricultural capital in Beru-Beru village, Kalukku district, Mamuju Regency came from the government and social assistance. Thus, the SLPTT program was greatly helped. The list of farmers receiving assistance from the SLPTT program in Beru-Beru village is as follows.

The funds disbursed by the farmer group can be used to purchase agricultural production facilities depending on the group's needs as stated in the RUK which has been approved by the farmer group leader, the treasurer of the farmer group and extension workers/agricultural officers.

Community Participation Levels in SLPTT in Beru-Beru Village, Kalukku District, Mamuju Regency

Fahrudin (2011:36) explains some definitions of participation by referring to the following experts:

- a) Sastropoetro (1988) defines participation as spontaneous involvement and awareness followed by responsibility for group interests to achieve goals.
- b) Mubyarto (1985) states that participation is awareness to help the success of each program according to each person's ability without sacrificing one's own interests.

In line with Fahrudin, Soleh (2014:111) explains that participation is generally interpreted as the involvement of a person or group of people in an activity in order to achieve goals.

Based on the involvement, SLPTT activities are at the functional level. Then, based on the application and dissemination of new technology, SL-PTT activities are at the consultative participatory level. The detailed explanation is as follow.

1. Motivation to Attend/Participate in SL-PTT Program

Based on the results of the analysis, on average before being involved in SLPTT activities, respondents had never received information about SLPTT and did not know what they would get/do in this program. This motivated respondents to find out and feel the need for information

about SLPTT. A total of 46.1% of respondents were invited by extension workers through announcements in groups and some through their farmer group leaders to attend the meeting. Previously, farmers had never been asked for their opinions in advance for the implementation of the meeting.

2. Activeness in Discussion

Based on activeness in discussion, around 46.1% of respondents were active in discussing and expressing their opinions. They started to get interested in the things taught in SLPTT programs. Then, 38.5% of respondents had an informative participation level.

3. Involvement in SL-PTT Program

Considering respondents' willingness to donate in the form of land, money, goods, time and energy, the respondent participation level was at the functional level. This means that the community forms groups as part of the program after major decisions have been agreed upon. In the early stages, the community depends on external parties but gradually shows its independence.

Involvement in SLPTT programs can be seen from the establishment of discussion groups between farmers to exchange information among SLPTT participants. Indeed, the establishment of this group is initiated by external parties, namely field guide and PPL in order to encourage farmers to discuss, analyze, and work together. This leads to an increase in the interaction and communication between SLPT farmers and the willingness to provide their farming land as a learning area in implementing a series of SLPTT activities. This form of participation shows farmer's seriousness in responding positively to the implementation of SLPTT programs. Besides, farmers have high hopes for an increase in the productivity of their farming businesses. Even, one respondent whose participation is included in the independent community participation level.

Farmers have a high level of participation. This is because the implementation of SLPTT programs for identifying problems, determining the components of technology to be applied, and analyzing the potential and opportunities is based on the needs of the farmers. This can be seen from the participatory rural appraisal (PRA) in field schools (SL) facilitated by field guides (PL) so that the results are according to the farmer's needs.

4. Application and Dissemination of New Technology from the SL-PTT Program

Based on the application and dissemination of new technology from the SL-PTT program, the average respondent had a consultative participation level. Based on the results of the analysis, the respondents had applied the knowledge gained on their agricultural land although not fully and

disseminated information on new technology from SLPTT to families and other farmers but did not specifically inform them.

This consultative participation level indicates that the learning process in the SL-PTT program is through an experiential process. This means that each participating farmer must carry out and apply the technology taught in the field school (SL) which provides personal experiences and direct impacts on the technology applied. This provides a unique experience and positive impact for farmers so that they will apply it in the next planting season on their agricultural land.

Agricultural Conditions before and after the SL-PTT Program

The empowerment through the SLPTT non-hybrid rice program aims to increase farmers' income by increasing rice productivity.

The product selling value can be increased by improving post-harvest handling and marketing strategies. The marketing strategy needs to improve product packaging and sell products produced at market prices. This provides an understanding of the low cost of organic farming so that even though it is sold at market prices, farmers still make a profit. This is done so that farmers do not always demand high prices for their products because this can be achieved if farmers already have organic certificates. On the other hand, the certification costs are relatively expensive and the certification procedure requirements are strict. Through the approach of the benefits of the relatively lower cost of organic farming, it is expected to stimulate farmers' desire to switch to organic sustainably.

Evaluation

Suharto (2014:119) stated that evaluation is the identification of the success and/or failure of a planned activity or program. In general, there are two types of evaluation, namely ongoing (continuous) and ex-post evaluation (final) evaluations.

Based on the results of the evaluation of the implementation of SL-PTT at the farmer level, the implementation of SL-PTT has not been fully in accordance with general guidelines. It varies greatly according to the understanding of field officers because socialization at the Regency and District levels and field implementers have not been adequate. Thus, BPTP needs to implement SL-PTT mentoring to support the success of the program.

Therefore, the Agriculture and Livestock Service of West Sulawesi Province is monitoring and mentoring the program for implementing integrated crop management (PTT) for rice in Beru-

beru village. The ability of research resources, information, and technology can oversee the implementation of SL-PTT as well as collect feedback from farmers as technology users.

Mentoring activities carried out by the Agriculture and Livestock Service of West Sulawesi Province with the framework for implementing SL-PTT Rice in accordance with the implementation instructions cover:

- (1) Providing PTT information in the form of printed materials to field officers
- (2) Preparing PTT demo plots
- (3) Socializing VUB varieties
- (4) Becoming a resource person during training at the district and BPP levels
- (5) Becoming a resource person and technology supervisor during meetings between field officers and farmers

Inhibiting and Supporting Factors for the Implementation of the SLPTT Program in Beru-Beru Village

The implementation of a community empowerment program covers some stages. The inhibiting and supporting factors for the implementation of SL-PTT programs are as follows.

Supporting Factors

- 1) Adequate agricultural facilities

In the 2013 planting season, the equipment used in the agricultural sector in Beru-Beru Village was as follows:

Equipment Used in the Agricultural Sector in Beru-Beru Village

No.	Type of equipment	Number
1.	Hand Tractor	88
2.	Hand Sprayer	120
3.	Hoe	370
4.	Sickle	1959
5.	Machete	499
6.	Pruning Shears	27
7.	Power Treisor	10
8.	Rice Mill	12

Source: Agriculture, Fisheries and Forestry Extension Center (BP3K) Kalukku District, 2014

2) Sufficient agricultural land

The following table shows the Rice Plantation Area / Secondary Crops in Beru-Beru Village in 2013

No.	Agricultural land	Planted Area and Harvest (Ha)		
		<i>Rendengan</i>	<i>Gadu</i>	Harvest
1.	Irrigated Rice Fields	800	800	1.600
2	Rainfed Rice Fields	-	420	420
3	Corn	-	45	30
4	Soybeans	-	20	20
5	Sweet Potatoes	-	50	50
6	Red Chili	-	17	17

Source: Agriculture, Fisheries and Forestry Extension Center (BP3K) Kalukku District, 2014

3) Regional and Provincial Support

The West Sulawesi Provincial Government issued West Sulawesi Provincial Regulation Number 1 of 2010 concerning the Organization and Work Procedures of the Secretariat of the Coordinating Agency for Agricultural Extension, Fisheries and Forestry to realize a food crop production center area through the development of national and regional superior commodities. This regulation covers food crops, horticulture, plantations, and livestock which include upstream businesses, farming businesses, agro-industry, marketing and supporting services for the management of natural biological resources in an appropriate and sustainable agro-ecosystem with the help of technology, capital, labor and management to obtain maximum benefits for the welfare of the community.

Inhibiting Factors

The inhibiting factors in the implementation of the SLPTT rice program are:

- 1) No reward and punishment for farmer groups that regularly conduct or not conduct meetings according to the rules. Each group has signed a statement of willingness to follow the rules of the SLPTT non-hybrid rice program. Farmer groups that can fulfill the SLPTT program contract should be given a reward that is useful for providing motivation to be able to play a

more active role. Rewards in the form of additional facilities or assistance quotas can be given to groups that can maximally carry out group meetings.

- 2) Farmer group administrators make a little effort to make group meetings interesting for their members. Monotonous group meetings will have a boring effect. In the existing extension theory, the practical method by involving farmers to participate can make meetings more interesting.
- 3) The level of productivity is the only parameter for the level of success of community empowerment through the SL-PTT program. Different levels of soil fertility and economic capabilities may result in different inputs provided.
- 4) Farmers have not yet believed in the benefits of the technology before witnessing it directly. In implementing technology according to recommendations, farmers experience psychological obstacles in the form of concerns about whether production results will be as expected or not, even though input costs are already higher. To overcome these psychological obstacles, the application of technology in agricultural land can use a technology demonstration on plot/farm. This can be an example for farmers so that they can directly see the benefits of implementing technology according to recommendations.
- 5) The weak role of agricultural policy support groups to remind the 'authorities' causes policies to be residualized and even distort the implementation.

Government Efforts to Address the Challenges in the Implementation of the SL-PTT Program

- 1) Empowering local seed distribution in order to facilitate farmers' access to obtain superior, quality and certified seeds.
- 2) Providing seed subsidy assistance to ease the burden on farmers in financing their farming businesses.
- 3) Providing coaching, monitoring and mentoring to farmer groups so that the SL-PTT program can run well by implementing SLPTT principles, namely the application of technology from land processing to harvesting to increase maximum production.
- 4) Building and preparing agricultural facilities and infrastructure to support increased agricultural productivity and production.

- 5) Synergizing central and regional programs regarding increased production through the SLPTT program.
- 6) Coordinating all related components regarding the implementation of SLPTT.

Conclusion

Based on the results of the observations and analysis, it can be concluded that:

1. The SL-PTT program in Beru-Beru Village, Kalukku District, Mamuju Regency, West Sulawesi Province in increasing the income of farmer groups has been well implemented as evidenced by the existence of rural communities that have established active farmer groups to participate in this program and each group can produce superior agricultural products. However, the implementation of SL-PTT in increasing the income of farmer groups faces some inhibiting factors.
2. The supporting and inhibiting factors in the implementation of the SL-PTT program are as follows:

Supporting Factors:

- Adequate Agricultural Facilities
- Sufficiently Large Agricultural Land
- Availability of livestock
- Support from the West Sulawesi Province Government

Inhibiting Factors:

- No rewards and punishments for farmer groups that implement the SLPTT program.
- Farmer group administrators make a little effort to make group meetings interesting for their members.
- Productivity level is the only parameter of the success of community empowerment through the SLPTT program.
- Farmers have not yet believed in the benefits of the technology before witnessing it directly.
- Weak policy support groups.

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