

Community Economic Empowerment through the Implementation of Agricultural Tourism Village Program Based on Life Skills and Entrepreneurship Education

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Abstract--- *Community Economic Empowerment is a strategic step in reinforcing and recovering the economy of rural communities. It is noticeable that the villagers tend to have low livelihoods and lack of formal educational background due to limited costs for education and economic limitations. However, the village community has a strong potential in terms of kinship. Therefore, building an independent village must be accompanied by the willingness of the villagers to move forward, in order to make products and meaningful merchandise which have high economic value intended to fulfill the daily needs of villagers. The empowerment program was carried out specifically in the village of Saikhwan Cibitung Tengah, because it has a good natural resource potential to be developed as an agricultural tourism village, or a village with locus in the field of food security and rice self-sufficiency is unique and interesting characteristic if it can be visited as a rice-producing village. This research applied empirical research methods using a field approach. Data are collected directly from the village that was become the object of research. The conclusion revealed that villagers who have a lack of knowledge and ability must be empowered through the concept of empowerment based on entrepreneurship education and life skills.*

Keywords--- *Economic Empowerment, Tourism Villages, Entrepreneurship Education.*

I. INTRODUCTION

Community empowerment is the process of developing human resources in the form of exploring personal abilities, creativity, competencies, thinking power and actions in a better way than before. Community empowerment is essential and obliged to be implemented considering the rapid economic and technological growth, which greatly influences the ability of each individual to meet their daily needs.

According to Ginandjar Kartasasmita (Kartasasmita, 1996, p. 249), the empowerment of the people's economy is "an effort of maximizing resources to improve both the economic potential of people and their productivity, as a consequence, both human resources and natural resources around the human presence can be increased in productivity."

The Independent Village (*Desa Mandiri*) reflects the strong will of the villagers to move forward and then resulted on a valuable product or work of villagers purposed to meet their needs. The independent village is relied on the village's three elements (*trisakti*), which are: intention (*karsa*), work (*karya*), and strength (*sembada*). If the

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village's *trisakti* can be achieved, then the village is called a self-reliant or independent village. All of the three elements are covering the economic, cultural and social fields which are based on two forces, namely the development of village and inter-village economic activities. Consequently, the village participation system is getting strength, as well as the building communities in the village economically and socio-culturally and have a high concern for village development and empowerment. (Wibowo, 2019)

Generally, the villagers are working as farmers with low incomes, having a great bonding among them, and the average formal education is still lacking due to limited costs for education and economic limitations. Other characteristics are depicted in low-level of social relations and also lack of job opportunities because of their limited skills.

The area targeted for empowerment is positioned in the Babakan Saikhwan hamlet (*dusun*), Cibitung Tengah Village, Tenjolaya District, Bogor Regency. The area is divided into 2 Hamlets, 5 RW and 26 RT. Located 52 meters above sea level (MDPL), rainfall 32 MM / Month with an average temperature of 32 cc, and the majority population as plantation farmers and agriculture. This village is led by a female village head named Mrs Solihat., S.IP. Several potentials of village can be discovered as follow:

Firstly, as a locus village in the area of food security and nutrition, currently the village has been awarded a charter award for food security in 2017 by Bogor Regent Hj. Nurhayanti and the as the second rank of best level in West Java province. *Secondly*, having a healthy residential area, facilities and public infrastructure in 2017, as well as abundant water resources, agricultural expanse and plantations, wet and fertile soils, and many other natural resources. Thus, the above background become the reason of the researcher to provide community service with the Community Social Economic Empowerment theme through the Development of Agricultural Tourism Villages in RT 11 B RW 03 of Babakan Saikhwan Village, Cibitung Tengah, Tenjolaya District, West Java.

There are several issues that has been faced by the villagers, *first of all*, the obstacles on the implementation of the agricultural tourism village launch program is caused by inadequate human resources, as a consequence, the preparation of the tourism village program required assistance from various related agencies. *Secondly*, the community economic improvement through the utilization of agricultural and plantation crops have not yet been empowered maximally, so they have not owned an independent business and produce processed traditional products of Cibitung Tengah community. *Thirdly*, the problem of life skills education assistance sustainability, since there are many of villagers who discontinuing formal education due to poverty.

Fourthly, community assistance on mastering technology in order to promote their products more broadly than the near market. Meanwhile, Cibitung Tengah Village, Tenjolaya Sub-District, Bogor Regency is a village enriched by agricultural products, and has actually received an award as a village with the title of food self-sufficiency, all of their staples can be produced well because they have natural resources abundant. The village has the potential to improve the human and economic resources of the community through the utilization of existing natural resources. The location of this village is very strategic and has abundant natural resources and a trade center that makes this village has the potential to improve the people's economy.

The potential of the village with its natural landscape has a variety of plantations, agriculture, wide rice fields and a cold and peaceful atmosphere becoming the strength of the village. However, despite all these advantages, public awareness of the enormous potential in the village is still lacking.

According to these matters, researchers are interested in empowering the community by creating a rural tourism program, in increasing the economic independence of the community, through the utilization of agricultural and plantation resources, based on life skills and entrepreneurship education.

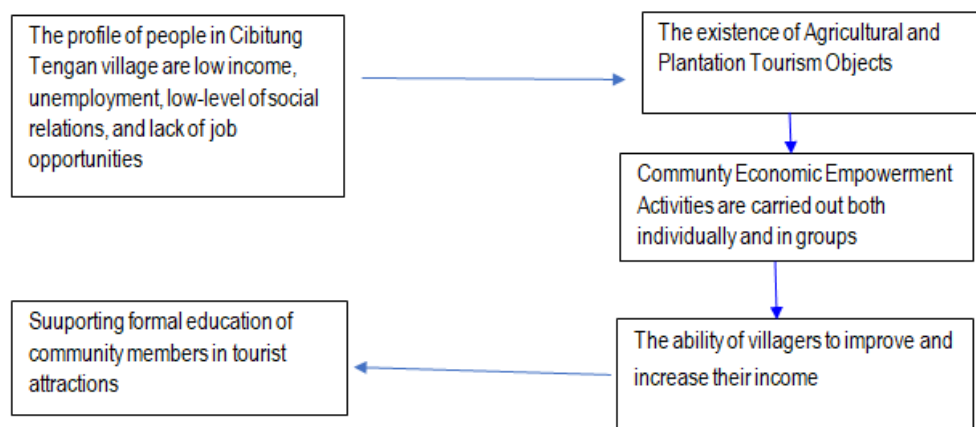
II. RESEARCH METHODOLOGY

Determination of informants is utilizing action research techniques, a research that aims to develop new skills, new approaches or a product of new knowledge to solve problems with direct application in the real field.

As for the method of implementing the empowerment approach, the process can be abbreviated with 5 P as follows: (1) Possibility; create optimal community potential (2) Strengthening (*penguatan*); strengthen the ability and knowledge of the community in solving problems and meeting their needs (3) Protection; protect weak groups from being oppressed by strong groups, to avoid unbalanced competition (4) Support (*penyokongan*); provide guidance and support so that the community is able to carry out the roles and tasks of their lives (5) and maintenance (*pemeliharaan*), namely maintaining conditions that are conducive so that the balance of power distribution among various groups in society continues to occur, in accordance with the character of the community. (Suharto, 2005, p. 67)

Data collection techniques in this program are carried out by observation, interview and documentation. The collected data was then analyzed descriptively qualitatively, defined as an effort made to work with data, organize data, break it down into manageable units, discover what is important from what is learned and decide what can be done.

Below is the framework theory applied in this research:



Review of Life Skills and Entrepreneurship Education

Life skills are skills possessed by someone to be willing and brave to face life's problems naturally without feeling pressured, then proactively and creatively seek and find solutions, and finally they have ability to overcome

the problems (BBE Depdiknas, 2001, p. 9). The concept of life skills is one of the focuses of analysis in the development of education that emphasizes life or work skills. The term of skills for life does not merely have certain abilities (vocational job), but they must have the basic abilities of functional supporters such as reading, writing, calculating, formulating, solving problems, managing resources, working in teams, continuing to learn in the workplace, and utilizing technology. Life skills education program is an education program which can provide practical skills that are used, related to the needs of the job market, business opportunities and economic or industrial potential in society. These life skills have a broad scope, interacting between knowledge that is believed to be a vital element for a more independent life (Satori, 2002, p. 112). Life skills can also be defined as a series of abilities that a person needs in order to overcome various problems encountered in his life. In line with this understanding, Malik Hadjar interpreted life skills as skills for work in addition to skills for academic orientation (Slamet, 2002).

The nature of life skills-oriented education in the field of PLS is an effort to improve the knowledge, skills, attitudes and abilities that enable students to live independently (Direktur Pendidikan Masyarakat, 2003, p. 6). Tatang Amirin's thinking was supported by Samani who stated that "Understanding life skills is broader than skills for work. Both people who work and those who don't work still need life skills, since they also face various problems that must be solved. Everyone, wherever and whenever, always encounters problems that required a solution. (Muchlas, 2002, p. 10)

The concept of life skills is formulated in various ways, according to the philosophical foundations of its constituents. Samani mentioned that life skills are a neutral sequence of choices made by someone in a specific field of skill. (Muchlas, 2002, p. 15) Conceptually, life skills are a sequence of choices that strengthen the psychological life of a person who makes in a specific field of skill. Moreover, other sources interpret life skills as extensive knowledge and interaction skills which are thought to be an essential requirement for adult to live independently (Muchlas, 2002, p. 30). Besides, life skills are personal guidelines for the human body that help children learn how to maintain a healthy body, grow as individuals, work well, make logical decisions, take care of themselves when needed and reach life goals (Muchlas, 2002, p. 20).

Furthermore, life skills are also interpreted as skills possessed by someone who dare to face life's problems and life naturally without feeling pressured, then proactively and creatively seek and find solutions so that they are finally able to solve the problem. Based on these limitations, life skills education-oriented is defined as education to improve the abilities, potentials, and skills required by a person to maintain their survival and development (BBE Depdiknas, 2001, p. 8). Ability is the realization of cognitive life skills (knowing how to work), potential is the realization of life skills that are more affective (willingness or impulse to behave), and skills are the realization of life skills that are psychomotor (action based on knowledge and will).

The following are two general types of life skills, *first* is personal skills that include self awareness, rational thinking skills, and social skills, while the aother specific skill is academic skills or the ability to think scientifically based on the development of rational thinking skills in GLS. Academic skills lead more to activities that are academic or scientific.

Second is vocational skills means ability that are associated with certain occupations in the community. The main purpose of life skills education is to prepare someone to have the abilities, capabilities, and skills needed to maintain survival and develop themselves, so that they are able to overcome various problems in daily life. Additionally, the results of the professional education process must be able to shape the individual character. Character can be possessed if you have integrity, that is, loyalty to your conscience and honesty so that you will shape your character. The Indonesia Heritage Foundation formulates several forms of personal character that must be existed in Indonesian individuals based on religious values, including love for Allah and the universe and its contents, responsibility, discipline, independence, honesty, respect and courtesy, affection, care and cooperation, confident and creative, hard work, unyielding, justice and leadership, kind and humble, tolerance, peace and unity. (Ulfah, 2014)

The word entrepreneurship is etymologically the equivalent word from entrepreneurship in English, the same meaning is between taker or go-between, or people who dare to take opportunities (Rasyid, 2005, p. 5). The word entrepreneurship itself actually originated in French, namely "*entreprendre*" which means adventurer, creator, and business manager, who was first introduced by Richard Cantillon (1755). (Suryana & Bayu, 2013, p. 24) In Indonesian, entrepreneurship consists of two words, "*wira*", which comes from Sangsekerta, which means courage (Hasni, 2018) and "*usaha*", which means deeds, work and do something. (Achirudin, 2015) While in epistemology, entrepreneurship is a value needed to start up a business or a process of doing creative and something innovative.

According to Joseph Schumpeter, an entrepreneur is someone who find an opportunity, then creates an organization to take advantage of the opportunity. (Siswoyo, 2009) Ropke said that entrepreneurship is the process of creating something new and making something different from what already exists (innovation), with the aim of achieving individual welfare and added value to society. Ciputra defines entrepreneurs as those who turn dirt into gold. Those who change something that does not mean into something that is very meaningful for life. (Nugroho, 2015, p. 69)

Entrepreneurship education is a process or activity carried out in order to internalize entrepreneurial mentality, transmit entrepreneurial knowledge and skills to students through formal educational institutions (schools and colleges) as well as non-formal institutions (training institutions) in an effort to take advantage of business opportunities. Entrepreneurship education activities carried out in a programmed and continuous manner, so that students master in theory and practice about entrepreneurship. (Ningsih, 2017)

Entrepreneurship education is one form of application of the world of education concern for the progress of the nation. In entrepreneurship education, it is shown that there are values and forms of work to achieve success. According to Suparman Suhamidjaja which mentioned that "Entrepreneurship education is education that aims to forge the Indonesian people in accordance with Indonesian personalities based on Pancasila." In a broader sense that entrepreneurship education is a help to educate Indonesian people, so they have dynamic and creative personal power in accordance with the personality of the Indonesian nation based on Pancasila.

Entrepreneurship education is a lifetime education that takes place anywhere and anytime. Besides, it can also be an agent of social change. In the World Economic Forum Switzerland, Peter F. Drucker (2009) draws the following

conclusions; "Most of what you hear about entrepreneurship is all wrong. It's not magic; it's not mysterious; and it has nothing to do with genes. It's a discipline and, like any discipline, it can be learned. That according to him, entrepreneurship can be learned, can be taught to students in school. The development of entrepreneurial abilities is influenced by individual values, motivation, learning, abilities, relationships, and the desired goals (Eny Eko Sulistyowati, 2016).

The main objective of entrepreneurship education is to alter the views, attitudes and interests of students to understand entrepreneurship, and have an entrepreneurial mindset and later become entrepreneurs who are successful in building new businesses, so as to open new job opportunities. Entrepreneurial learning methods must be able to transfer not only knowledge and skills but also the ability to realize a real business, and get a soul from entrepreneurship itself. (Satriyanto Wibowo, 2016)

From the description of the concept of entrepreneurship above, it can be concluded that entrepreneurship is an attempt to create a dynamic, creative and innovative generation. Entrepreneurship which enters education is aimed to make this nation become independent, brave and skilled nation in seeing opportunities or even skilled in creating opportunities as success goals in the future.

The characteristics of an entrepreneur always carry out the process of creating something new (creative), welfare / wealth and added value through ideas, combining resources (vision) and aspects of opportunity. (Hubeis, 2009, p. 27).

III. OVERVIEW OF THE AGRICULTURE TOURISM VILLAGE PROGRAM

The tourism village is the development of the existing village potential by utilizing the capabilities of the elements in the village, which function as a small-scale tourism product attribute into a series of tourism activities that are able to meet the needs of tourist travel both in terms of attractiveness and supporting facilities (Muljadi, 2012, p. 12). Tourism village is a village that offers an atmosphere of village beauty itself as a whole starting from the socio-cultural, customs, daily life, has a building architecture and village spatial structure that is typical of socio-economic life or unique and interesting economic activities and has the potential to be developed from various components of tourism such as cultivation of agricultural products, plantations, fisheries, attractions, accommodation, food and beverages, souvenirs, and other tourism needs (Soetarso & Mulyadin, 2001). Based on some understanding of the tourism village above, it can be explained that the tourism village is a rural area that is utilized as a tourist attraction where the region has characteristics such as beauty and natural resources, cultural arts, social culture, economic activities, daily community habits where tourists can plunge immediately feel the life of the people in the village.

There are several components to make a rural area can be designated as a tourism village, those are: *First*, the unique attraction is come from the village itself; *Second*, there are tourism facilities and accommodation such as lodging, food and drink facilities, hawker centers, or souvenirs and visitor centers. *Third*, the existence of weaving activities, enjoying the scenery and the existence of general development as an effort to create a tourist destination that provides the best service for tourists, including: zoning or area, visitor management, and communication services. (Ibori, 2013) There are other criteria related to the determination of a tourist village, which must meet

several requirements, among others, have a good accessibility, making it easier for visitors to visit using various types of means of transportation, have interesting objects in the form of nature, cultural arts, legends, local food, etc. developed as a tourist attraction. including the community and village officials gave full support to the tourist village and tourists visiting his village. The security of the village is guaranteed, adequate accommodation, telecommunications and labor are available, have a cool and cold climate, have links with other attractions that are already well-known by the public at large. (Sastrayuda, 2010)

Several factors that influence the development of tourism villages include: *First*, Human resource development, can be done by carrying out educational activities, training and participation in seminars, discussions, and also active in the field of tourism; *Second*, the Partnership, the existence of good and profitable cooperation between the manager of the tourism village with the tourism businessman or the tourism office in several business fields such as accommodation, travel, promotion, training and so on; *Third*, Village Government Activities; *Fourth*, Promotion; *Fifth*, Festival / Match; *Sixth*, provide guidance to citizen organizations. (Sastrayuda, 2010)

The self-sufficient village is a village that is based on the village *trisakti*, namely: *Karsa*, *Karya* and *Sembada*, which covers the economic, cultural and social fields. These three forces aim to develop village and inter-village economic activities, strengthen village participatory systems, and develop communities in the village that are economically and socio-culturally strong and have a high concern for village development and empowerment. The effort is in line with the concept presented by Prof. Ahmad Erani Yustika as the Director General of PPMD Ministry of Health PDTT on several occasions, that building villages in the context of Law No. 6 of 2014 at least includes efforts to develop empowerment and development of village communities in the economic, social and cultural fields. The concept is known as "Village Economic Granary, Village Cultural Circle, and Village Wira Net."

Village Economy improvement activities not only provide a basis for financial support to the poor, but also encourage village economic efforts in a broad sense. The creation of activities that open up access to production, distribution, and markets (access to finance, access to production, access to distribution and access to market) for villagers in collective and individual management must develop and continue. Quality economic growth is the concept of strengthening and contributing to the real economic sector.

Economic growth from the bottom relies on two main things, namely to provide the widest possible opportunity for local economic actors to utilize locally owned resources in the context of shared prosperity and to multiply economic actors to reduce unused production factors. Because the market cannot form and even stimulate opportunities and actors in a state of imbalance in capital, information and other access owned by the actors, government intervention in the form of facilities and regulations is needed. The lack of proper intervention from the government in the economic power below has caused problems including market failure, the occurrence of monopolies, misallocation of resources, and the existence of unused resources. Giving opportunities as wide as possible is not enough only through treatment to open access to capital, but also access to production, access to distribution and market access.

Capital access is opened and developed through affordable and flexible lending, access to production is developed through encouragement and support of local resource-based local industry sectors, and market access is

developed through regulations and policies that ensure the optimum formation and development of rural economies. Economic growth from the bottom focuses on the growth and development of the local business and industrial sectors, which have a production base based on local resources. Business forms that have developed such as crafts, agriculture, fisheries, plantations, animal husbandry, small industries, healthy processed food, are strategic economic sectors that should be worked on by the Village and Village Cooperation

The Village Economic Granary (*Lumbung Ekonomi Desa*) must also develop the business and community production sectors that describe collective ownership more concretely. Forms that have been protected by legislation such as BKAD, BUMDes, Cooperatives, and other community-owned enterprises need to be prioritized. Activity-based business choices that have been formed and developed by rural communities such as village electricity, energy independent villages, village markets, clean water, joint ventures through UEP, savings and loan institutions are also priority activities in the context of developing the *Lumbung Ekonomi Desa*. *Jaring Wira Desa* is an effort to grow the capacity of village people who reflect the human figure of the village who is intelligent, characterized and independent.

Jaring Wira Desa puts people as the main actors while being able to move the socio-economic and cultural dynamics in the Village with awareness, knowledge and skills, so that the Village also preserves exemplary as a pillar of local wisdom. The Cultural Circle of the Village (*Lingkar Budaya Desa*) revives the collective values of the village and the nation's culture regarding consensus and mutual cooperation as well as the values of villagers who are diligent, hard working, simple, and have endurance. In addition, the village's cultural circle rests on the form and pattern of communalism, local wisdom, social self-reliance, appropriate technology, environmental sustainability, and local resilience and sovereignty, this reflects the community's collectivity in the village.

Cibitung Tengah Village is one of the villages that has the potential to improve the human and economic resources of the community through the use of its natural resources. The natural landscape that provided, various types of plantations, extensive rice fields and a cool and peaceful atmosphere are the strengths of the village. However, despite all these advantages, public awareness of the enormous potential in the village is still lacking.

Cibitung Tengah Village is also the center of Education in Tenjolaya District, but not a few teenagers who drop out of school are caused by economic problems from the family. In addition, there is still little interest in entrepreneurship in adolescents so that the existing livelihoods are only focused on agriculture. The lack of procurement of existing infrastructure, has become a factor of a slight impediment in the distribution of agricultural production.

Reflecting on the problems that have been described above, the solution offered is to create an agricultural tourism village program that is focused in the field of: improving the people's economy. The programs made are the result of observations while on location. These programs are made based on the needs of the local community, with the holding of socialization by the Village Management, RW, RT, and Community Leaders.

The patterns of community economic empowerment that have been carried out are programs to improve infrastructure development assistance, with efforts to encourage productivity and business growth, will have important meaning if production results such as rice yields, *cesim* and other agricultural products can be marketed

and sold at standard prices. Therefore, an important component in community economic empowerment is the development of production and marketing infrastructure.

The Agricultural Tourism Village Program is one of the flagship programs, which aims to improve the community's economy by utilizing natural resources and human resources in the village of Central Cibitung. In this case, we conceptualize several things to build this tourist village, namely:

Firstly, to revitalize the existing infrastructure and in accordance with village needs. By planting 1000 trees in Babakan Saikhwan village. Next, revitalize public street lighting around the Babakan Saikhwan village. As well as the rejuvenation of the facilities in Babakan Saikhwan village such as the gate and the village hut that are located around the agricultural area. This program works closely with BPDAS IPB and Korem Bogor. The implementation of this program was also attended by the people of Babakan Saikhwan village.

The purpose and objective of the implementation of tree planting is to increase awareness of various parties, the importance of planting and maintaining trees that are sustainable in reducing the effects of global warming and preventing drought and landslides. This program was carried out on September 2, 2018. This activity was participated by leaders and the local community, and was attended by the military academy involving the Koramil, Babinsa and academics.

Secondly, Rejuvenating the Welcome Gate which is a door or gate to an agricultural village area. The gate is designed in such a way as to attract the attention of the visitors. In addition to post-observation, there is also a gate that functions to welcome when entering the Babakan Saikhwan village area. Therefore, the researcher helped with repairs to the gate with the intent and purpose of beautifying and beautifying the Tourism Village program. Among them, giving a welcome greeting and giving color in the form of layers / varnishes for wood preservation and bamboo fence, gate and village hut.

Thirdly, Building Citizens' Solidarity Through Community Service Work Program in Rural Areas. This activity was carried out with the aim of making Babakan Saikhwan village a clean and healthy village. This activity is carried out routinely once a week. Students are assisted by the community to realize the objectives of this activity. A healthy environment will provide health to its citizens, and with a healthy enthusiasm to work as farmers and the environment of this self-sufficient food-winning village, become more concerned about the environment, and support the rural tourism program.

Fourthly, the Public Street Lighting Program. In an effort to illuminate the street at night making it easier for pedestrians. Improve traffic safety and security of road users. But in Babakan Saikhwan village, public street lighting is not functioning. Therefore, through this program we strive to revitalize public street lighting by replacing cables with standard cables and replacing lamps with standard ones as well. This program activity was carried out with the village community, on September 1, 2018. It was all done as a lighter for the community to preserve the environment and start to utilize the environment as a tourist attraction.

Fifthly, the Life Pharmacy Planting Program. This program is carried out by utilizing existing land for planting herbal plants. The available herbal plants can be directly utilized by the community to become medicine, and are

produced by residents and distributed around the community. Preparation of this program began on August 23 to August 31, 2018 by involving the community in the Babakan Saikhwan village to realize the program to plant live pharmacies.

Sixthly, Building Young Entrepreneurs through the Formation of Small Business Organizations. The empowerment program through the community education process begins with forming a business organization in a collaboration carried out by a group of people, in order to achieve a common goal, through the vision and mission that has been formulated. Residents of Cibitung Tengah Village have a discussion to form a business organization by forming a business entity, although it is still new, which is important to be able to conduct business activities that are managed by a group of farmers who are members of a farming business group. From that organization we move to

Seventhly, Establishing Saikhwan Village MSME Community. The researcher provided counseling related to the function of MSMEs from their characteristics and characteristics, to the example of small and medium-sized businesses. Furthermore, they try to classify the businesses that have been carried out so far, such as vegetable growers, rice grinder entrepreneurs, rice farming businesses owned by individuals, including business traders in the market, as distributors, wholesalers, agents and so forth. Encourage access to capital which can be obtained from KUR, or access to other sharia financing that makes it easy. Furthermore, open access to the widest possible production of their crops, by providing skills to produce agricultural basic materials such as cassava into cassava chips, banana yields into banana chips, cesim farmers produce cesim chips. All of that is a processing in the village. So that villagers can increase their business and economy. then open access to marketing as wide as possible among the surrounding village residents and visitors of Saikhwan Village.

IV. CONCLUSION

According to the discussion of the above research results, the following conclusions can be drawn as follow:

The economic empowerment of rural communities can be done through a variety of approaches, known as the 5P concept based on entrepreneurship education and life skills. Here are a few things to do: Possibility, Strengthening, Protection, Support and Maintenance. (1) The possibility can be implemented through developing the potential of Saikhwan Cibitung Tengah Village, Tenjolaya District, as a village that has a food security village and rice granary village locus, by creating optimal community potential, through leadership training, and entrepreneurship. (2) Strengthening the capabilities and knowledge of the community in solving business problems and meeting their needs through entrepreneurship counseling programs and other life skills, teaching how to produce foodstuffs processed from agricultural products, plantations and then access to marketing. (3) Supporting the community to be able to strengthen the sense of solidarity between citizens through PHBS, community service, building public street lighting, and building village gates. (4) Protection, protect the weak community by providing information on capital programs through KUR or Islamic finance in an inclusive manner in cooperation with village governments and financing parties, as well as forming small business organizations for the survival of villagers' businesses. (5) Maintenance, conditions that are conducive to keep the balance of power distribution between various groups in society in accordance with the character of the community. The maintenance program in the village of Saikhwan can

be carried out through farmer organization access points that have been formed, so that capital access, production access, distribution to marketing access can be accommodated by the group. So that the village community can conduct business activities under the authority of the organization that has been formed.

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