
Planning Strategy in Village Management Potential-Based Literacy and Conservation

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Abstract

The Literacy Village was held to support government programs in overcoming problems, fostering and reviving literacy activities in a sustainable manner in the community. For this reason, it is necessary to organize the Literacy Village program to be able to optimize potential and conservation in order to realize an independent village and sustainable development. The purpose of this service is to provide knowledge and skills for stakeholders in sub-districts and institutions or non-formal education whose purpose is to assist in carrying out development in the field of education to improve the community's economy. This method of service is by carrying out three stages, namely the preparation stage, the implementation stage and the evaluation stage. The results of this service can provide knowledge to the managers of the Learning Activity Center (PKBM) and the local Village Government about optimizing the potential of their villages through literacy villages. The conclusion of this service began with providing motivation followed by giving pretests, then the resource persons provided SWOT Analysis material and established a literacy village followed by seeking funding to establish a literacy village, the fourth stage conducted an evaluation with a question-and-answer session to the participants. The contribution of this service is to provide the ability to develop potesi and conservation-based villages towards sustainable development and economic improvement that has an impact on community welfare.

Keyword: determinant analysis, student interest, academic and nonacademic,

INTRODUCTION

Pati Regency is one of 35 regencies/cities in Central Java Province that has a strategic location because it is passed by national roads that connect major cities on the north coast of Java Island such as Surabaya, Semarang and Jakarta (Katrini Endah Pamungkas et al., 2022). The orientation map of Pati Regency towards Java Island and major cities is attached. Geographically, Pati Regency is located at a position of 1100.15' - 1110.15' E and 60.25' - 70.00' LS, with an area of 150,368 ha, consisting of 59,332 ha of paddy fields and 91,036 ha of non-rice fields. The boundaries of the administrative area of Pati Regency, the north of the Jepara Regency and the Java Sea, the west of Kudus Regency and Jepara Regency, the south of Grobogan Regency and Regency. Blora, East of Rembang Regency and Java Sea.

The level of community welfare is also something that needs to be considered in the social life of the community (Study, 2020). The level of community welfare is measured by how much income level is obtained (See Related Accounts, 2020). Each sub-district in Pati Regency has a different socio-economic level from one sub-district to another (Ernawati, 2021). So that the level of welfare of the people of Pati Regency varies due to land, weather or other factors. To improve the welfare of the community, it is necessary to take actions related to developing the potential that exists in the community or area (Suryadi & Sufi, 2019). Among them in the tourism sector provide many jobs so as to reduce unemployment. The increasing tourism industry will support other sectors such as agriculture, animal husbandry, folk crafts and many job opportunities (La Ode Juni Akbar, Daoud Yusuf, 2019).

In recent years, the government has issued policies, one of which is a program aimed at improving community welfare called village funds. "Village funds are one of the government's programs in an effort to prosper the community" (Nain et al., 2020). With regard to the development of time, people's attention about the quality of the food they consume daily is increasing. This correlates with farmers who must be required to increasingly produce quality production to meet the food needs of the community (Kris Prafena et al., 2022). With great potential in agriculture, of course, this needs the support of superior agricultural resources to support government programs in agriculture and be able to encourage and help farmers to change the lives of farmers to be prosperous. (Vintarno et al., 2019)

The current problem faced by various regions in Central Java is the absence of documents that can help direct an area in the plan of utilization, development and control in the use of the area (Ninghtyas, 2022). So that many regions in Central Java carry out regional quality improvement activities without planning guidelines that can be referenced / used as a reference (Christi et al., 2022).

In addition, what is needed to improve community welfare in village development can be by conducting three activities, namely through (1) community counseling/awareness through non-formal education, (2) training to provide a complete understanding to participants on how to solve the problems faced, and (3) assistance to improve skills (Widiantoro, 2020). In the implementation of community development, it is necessary to involve stakeholders who play an important role, namely the Marine and Fisheries Office, Non-Governmental Organizations such as WWF, Pokmaswas, and KMPP, as well as village heads.

Their role is to support regulations and integration of conservation programs among other stakeholders by improving stakeholder coordination, regulatory synchronization, implementation of sanctions and implementation of related stakeholder roles (Yudha Heston1, 2020). Their role is critical to supportive policies. Therefore, access to meet basic needs and the extent to which it is, can be translated as an individual's position in institutional relations, power, social structure and diversity in natural resource governance largely determines access to and benefits of other natural resources (Mutea et al., 2020)

METHOD

In relation to the planned activity method, it is to hold a workshop on planning strategies in potential-based literacy village management and conservation for PKBM managers which will be attended by: (a) Pati City Education Office, (b) Education Office at the sub-district level, (c) PKBM managers in each sub-district. The activity steps are carried out into three stages, starting from the preparation stage (planning), implementation stage, and evaluation stage. This service activity was carried out on August 16, 2019, and was held at the Office of the Education and Sports Office of Central Java Regency, Jalan Panglima Sudirman, Pati City.

RESULTS AND DISCUSSION

The initial preparation and coordination stage in the first step of the service activity team went to the Pati City Education Office to meet with the Non-Formal Education Office by beginning to get acquainted and tell stories related to travel complaints or work programs that have been carried out or PKM activities that have been carried out so far. After that, the head of the service activity team explained the purpose of assisting the heads of the Community Learning Activity Center (PKBM) in Pati in evaluating work programs in collaboration with the Education Office to hold workshops for 1 (one) day.

After obtaining permission and recommendations from the Non-formal Education Office of the Pati City Education Office, the second step, then the service activity team coordinates planning with staff employees to determine who are the heads of PKBM invited and when should the workshop activities be carried out and also related to the place of the workshop. Not all PKBM heads were invited but were selected based on a priority scale so that activities could be effective and efficient, including related to the budget. The third step, the service team shares the job dissertation and plans related to the implementation of the workshop activities to be carried out.

Regarding the place of implementation, coordination with official staff can be carried out at the Office and request an invitation from the Education Office. Furthermore, related to the facilities and infrastructure of borrowing LCDs from the Office and documentation, as well as related to speakers who will be resource persons in workshop activities carried out by the head of the service team himself. The target of service is 10 people from the head of PKBM who have been selected as a result of recommendations from non-formal education officials in the city of Pati. In addition, it was attended by non-formal education kasi Ibu Endang and her staff. The activity starts from 08.00 WIB to 11.000 WIB on Saturday, August 18, 2018. The implementation of this workshop activity went smoothly with remarks by the head of non-formal education by Mrs. Endang and the head of non-formal education Mrs. Endang. Sri Mulyano Furthermore, the material was delivered by the head of service and ended with lunch together.

As for the stages of implementing service activities through the following stages or steps. *The first step*, workshop participants were given direct questions to find out the participants' initial abilities for approximately 15 minutes and then given material on strategies for establishing conservation-based literacy villages and the potential of their respective regions. *The second step*, the resource person explained the stages of the strategy to establish a literacy village. A question-and-answer opportunity is given to clarify things that are still in doubt or still need clarity by taking approximately 60 minutes. *The third step* is to conduct a discussion between the resource person and the participants for about 30 minutes. The implementation of the activity went well, starting from the introduction and explanation of the purpose of the workshop. Furthermore, before the material was delivered, participants were given a pretest by doing 3 questions that were done for approximately 15 minutes. The questions were asked by workshop participants representing their sub-districts.

Furthermore, the activity began with remarks by the Head of the Pati City Education Office, represented by the Head of Non-formal Education Sub-din by Ibu Endang, by providing motivation and direction to the workshop participants. Furthermore, the time was handed over to the service team to provide explanations and presentations related to the literacy village. Furthermore, the service team asked all students related to the problems that existed in the community learning activity center

in each village with a SWOT analysis procedure. SWOT analysis is used to determine the weaknesses and strengths of each village related to the potential of natural resources and human resources (Caravario et al., 2023). One of the problems is related to the budget spent by the local government and support by the government is considered insufficient (Civilization et al., 2021). In addition, it is also related to the work program carried out at each Community Learning Activity Center cannot run properly due to many factors (Haqiqi, 2020). Among them are problems with students, educators and also the facilities and infrastructure used in the process of learning and teaching activities are not in accordance with the expected standards (Tanuwijaya & Tambunan, 2021).

Furthermore, the first presentation with an explanation related to what solutions will be taken and provides an overview of work programs that should be implemented to support the Teaching and Learning Activity Center program carried out by Imam Shofwan who preaches the establishment of literacy villages as an answer to optimize villages and function villages as community skills education centers. In addition, providing knowledge on how to use the village, also providing knowledge about the procedures for establishing a literacy village from the initial stage to how to seek donor assistance from stakeholders (Dana Pratama et al., 2021).

Provide solutions to various problems faced by educational unit institutions. Furthermore, continued by the second speaker on how to optimize the village budget to advance the village through the field of education presented by the resource person from the Mass Media, namely Mr. Ali Arifin who explained in detail about village funds and how to use them. The final stage is a question-and-answer session that discusses what should be done to establish a literacy village and how to get assistance from the government or also from village funds. The answer given was to approach the village head and always update information about village funds both from the village itself and also from the Central Java Paud Dikmas institution and from the Directorate General of Paud Dikmas. Furthermore, the activity was closed by the Head of the Non-formal Education Office by giving advice to all workshop participants in managing PKBM to establish a literacy village in their village based on natural resources and conservation-minded potential.

After that, the idea emerged from the Community Service Team to meet with district government officials regarding establishing a literacy village and having informal discussions on the sidelines of lunch in the room. After the activity was over, the service team then met the Pati local government by visiting the Pati district office. Specifically, you can meet with the deputy Regent of Pati, Pak Saeful Arifin, who explained about village funds and how to maximize the potential of the village will be able to be self-sufficient with the potential owned by the village.

CONCLUSION

Literacy Village aims to provide knowledge, information and skills services to the community so that they have broad skills and insights as well as adequate skills. The Literacy Village is also intended to support government programs in overcoming problems, fostering and reviving literacy activities in a sustainable manner in the community. For this reason, it is necessary to organize the Literacy Village program to be able to optimize potential and conservation in order to realize an independent village and sustainable development.

This service was carried out because after a field study, in Pati Regency, in the field of village development runs slowly and each village has not been able to self-help independent development that is able to empower the community in improving the economy of the local community. This can be seen from institutions, especially non-formal education or the like, cannot run as they should. Another thing is also due to the lack of knowledge by village government officials and the community in general knowing about the Literacy Village which in its implementation gets a budget from the government that has not been maximized optimally. This service is carried out to provide knowledge and skills for stakeholders in sub-districts and non-formal education institutions or institutions whose purpose is to assist in carrying out development in the field of education to improve the community's economy. In addition, this service is expected to increase the role of managers, especially PKBM (Community Learning Activity Center) to collaborate with the Sub-District Education Office to conduct SWOT Analysis and carry out community development through Literacy Villages.

The implementation of this service starts from analyzing and identifying potential-based needs and conservation tailored to problems in the field assisted by the local education office and collaborating with PKBM to conduct a group discussion forum with all stakeholders in the implementation of service which will be carried out for 6 (six) months with the aim of developing potensi and conservation-based villages towards sustainable development and economic improvement that has an impact on people's welfare.

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