

Research Article

Socialization of Village Development by Integrating Agriculture, Education, and Tourism Businesses in Mlese Village, Klaten District

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Mlese village has a large area of agricultural land that has a lot of potential that can be developed. Large and fertile agricultural land has the potential to become a national food barn to support food self-sufficiency programs. Realizing the value of the potential of Mlese village, both according to the aspects of agriculture, economy, and food security and seeing the tourism potential that has not been optimized, it encourages the service team from PGRI Semarang University together with the village community to develop a tourism village which will be called the AGROEDUTOURISM Tourism Village. This activity is a part of the community service program of the PGRI Semarang University service team to assist Mlese villagers to realize a tourist village with three fields developed, namely integrated agriculture, education, and tourism. The method used in this community service activity is through the workshop, training, demonstration, and mentoring methods. Some of the assistance through workshops and trainings that have been carried out, obtained the following results: The program socialization and entrepreneurship motivation workshop of 20 participants were attended by the heads and secretaries of Farmer Groups, Youth Farmer Groups, Pokdarwis Groups, and Women Farmer Groups (WFG) in Mlese village. After the chairpersons and secretaries obtained the workshop materials, they were expected to pass them on to all members. As many as 85% of the participants who attended the integrated farming training were already skilled in demonstrating and practicing the knowledge gained from the resource persons. One of the physical developments made at the AGROEDUTOURISM location is the Green House and has reached 85%. For the education sector, because one of the physical developments made at the AGROEDUTOURISM site is the Green House, and in the village there is a public elementary school whose curriculum includes out-of-class activities (Outing Class). The establishment of the Green House is not only a place for the Community's integrated agricultural hatchery, but also an Outing Class destination for students at the elementary school.

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1. Introduction

Mlese Village is located on is located in Gantiwarno Subdistrict, Klaten District, Central Java Province. Mlese Village has a large area of agricultural land that has a lot of potential that can be developed. The vast and fertile agricultural land has the potential to become a national food barn to support the food self-sufficiency program. In addition to producing agricultural products, farming can be used as an object of tourism and education. The concept of combining farming with tourism and education is known as Agroedutourism, which consists of three phrases: agro (agriculture), edu (education), and tourism[1]. Although agricultural land in Mlese Village is large and has the potential to be developed, there is a lack of awareness of the potential of the land resources owned by residents. Agriculture is considered less interesting to pursue, especially by the younger generation in Mlese Village because it is considered outdated and not profitable.

Administratively, Mlese Village is divided into 10 sub-village units with 8 Rukun Warga (RW) and 24 Rukun Tetangga (RT). The total population of Mlese Village is 3,784 people with a male population of 1,876 people and a female population of 1,908 people. To find out more clearly about the population of Mlese Village, Gantiwarno District, Klaten Regency based on the occupation, it can be explained based on table 1.

TABLE 1: Number of Mlese Village Residents Based on Their Occupation.

No	Occupation	Quantity	Procentage
1	Civil Servant	41	1,08
2	Police/Soldier	14	0,36
3	Retired	23	0,62
4	Farmer	1123	29,67
5	Private Employee	579	15,30
6	Traders	13	0,34
7	Farm laborer	1675	44,26
8	Construction Worker	97	2,57
9	Tailor	23	0,62
10	Not working yet	196	5,18

Based on the data in the table 1 the livelihoods of the majority of Mlese Village residents are farmers and agricultural laborers. This is also in accordance with the land designated for agriculture, which is 152.41 hectares of the total Mlese village area of 229.99 hectares. Mlese Village has a large area of agricultural land so that it has a lot of potential that can be developed. The vast and fertile agricultural land has the potential

to become a national food barn to support the food self-sufficiency program. The land condition can be seen in Figure 1.



Figure 1: Agricultural Paddy Fields in Mlese Village.

The target output achieved in this program is integrated agriculture by combining several sectors, such as agriculture, animal husbandry, fisheries as a solution to increase the productivity of environmental conservation land, making greenhouses, organic farming with vertiminaponik system, diversification of agricultural products, access to social media for marketing and promotion of Agroedutourism Village.

2. Method

The development of Mlese Village as an Agroedutourism tourism village is planned for three consecutive years. In this community service activity, the service team used socialization methods, workshops, training and intensive assistance to village partners related to integrated agriculture [2]. For these activities, 80% are through direct practical activities at the location, the remaining 20% are theoretical transfers to community representatives. Figure 2 is a chart of how the program was implemented.

3. Result and Discussion

Some of the assistance through workshops and trainings that have been carried out, obtained the following results:

The results of program socialization and entrepreneurship motivation workshops from 20 participants attended by the heads and secretaries of Farmer Groups, Youth Farmer Groups, Pokdarwis Groups, and Women Farmer Groups (WFG). After the chairpersons

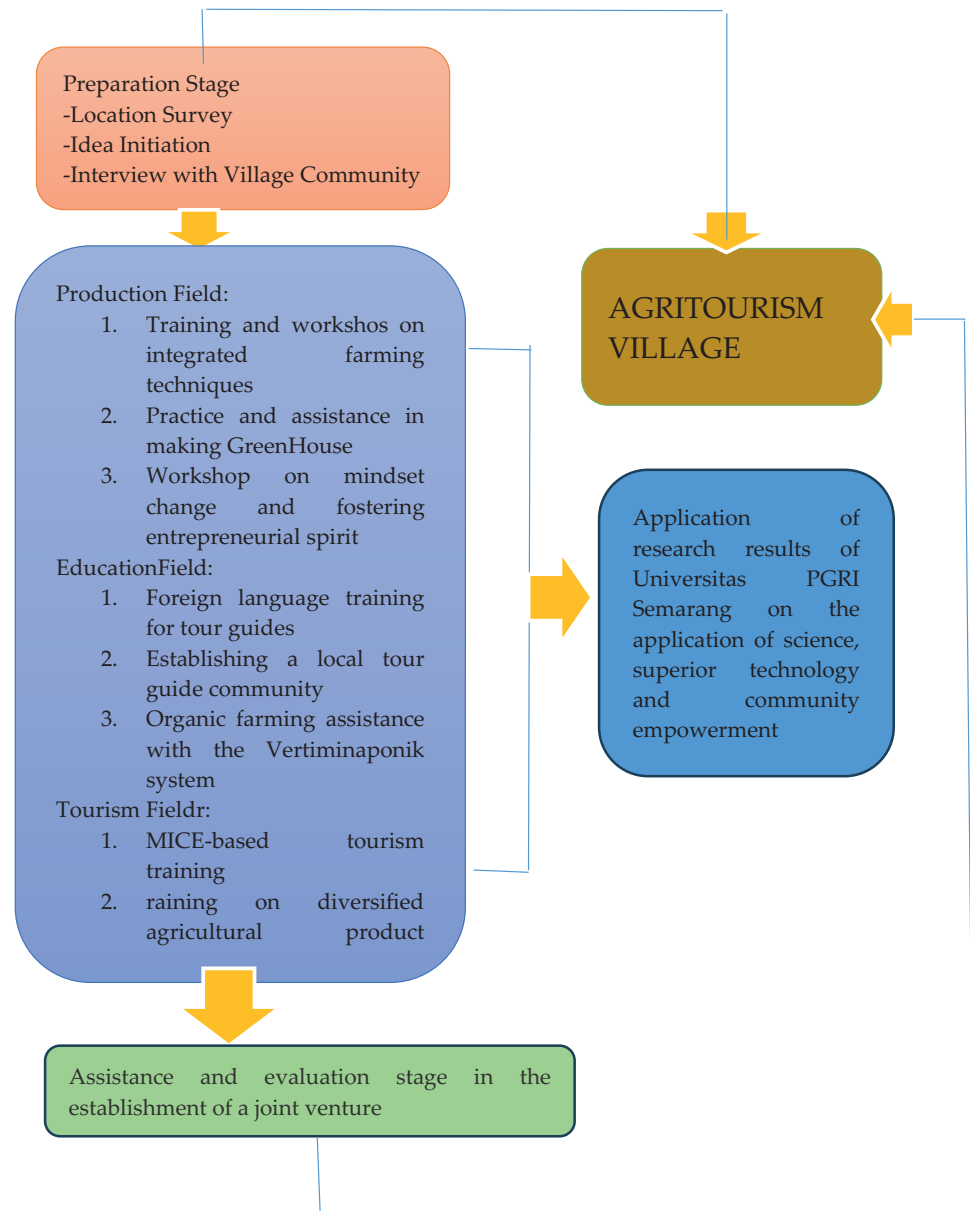


Figure 2: Activity Plan.

and secretaries receive the workshop materials, they are expected to disseminate them to all members. However, only 70% have received the dissemination of the material, so the remaining 30% still need assistance.

As many as 85% of the participants who participated in the integrated farming training were skilled in demonstrating and practicing the knowledge obtained from the resource persons.

One of the physical developments made at the AGROEDUTOURISM location is the Green House and the achievement is only 60%.

Figure 3 is the temporary progress of the Green House construction in Mlese village.

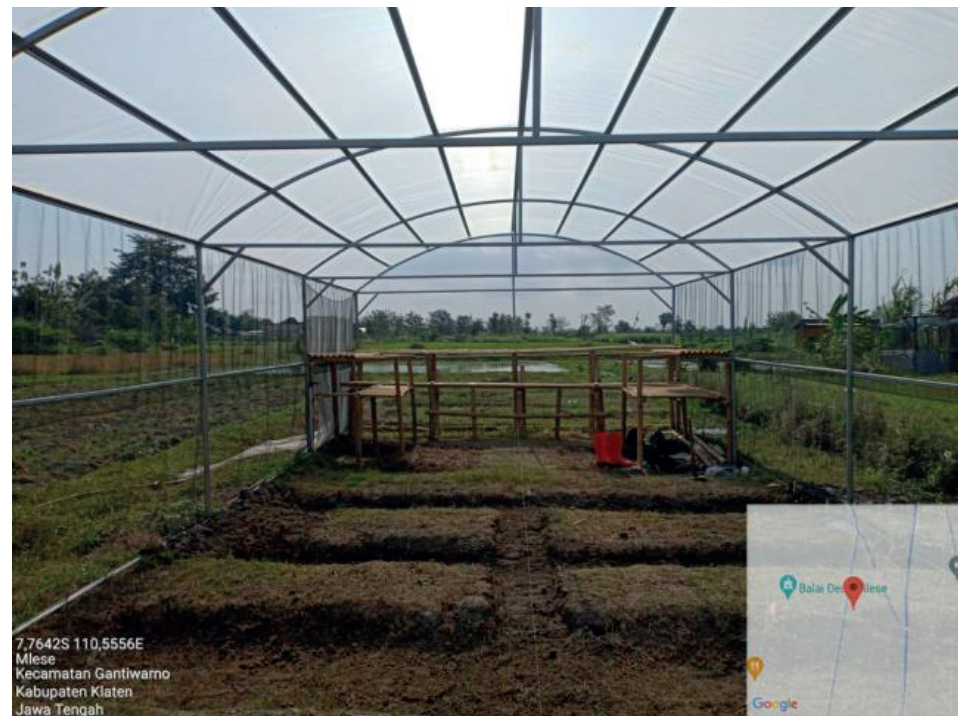


Figure 3: The Temporary Progress of the Green House Construction in Mlese Village.

3.1. Presenting the Results

The potential of natural resources and land in Mlese Village is still not maximally developed even though Mlese Village has the potential to become an Agroedutourism village. However, empirical facts in the field show that Agroedutourism in Mlese Village is still not developed. This problem is a priority that has been determined together between the PGRI Semarang University community service team and partners. The urgency of priority issues to make Mlese Village an Agroedutourism village is grouped into several problem areas including production (focusing on integrated agriculture), education, and tourism.

Of the three fields mentioned above, the initial stage of this program focuses on the production field, which in the early stages focuses on fostering motivation about the entrepreneurial spirit for the community as well as workshops and practices of integrated agricultural techniques [3, 4, 5]. Meanwhile, education and tourism are programs for the second and third years. Efforts that have been carried out are training and workshops on integrated agricultural techniques by combining several sectors, such as agriculture, livestock and fisheries as a solution to increase land productivity and environmental conservation, activism and assistance in making greenhouses, and workshops on changing mindsets and fostering entrepreneurial spirit [6,7]. Figures 4

and 5 are the land for the establishment of the Green House along with a sketch of the Green House.



Figure 4: Land for Green House Construction.

4. Create a Discussion

Community Empowerment with the target of benefitting the community itself needs to be pursued, apart from the local community, it also needs a touch from outside, such as experts from universities in accordance with their fields of expertise[8,9]. What has been and is being intensified by the service team from PGRI Semarang University is a



Figure 5: Sketch of Green House in Mlese Village, Klaten Regency.

small part of the efforts that can be made. There are still many things that are needed by the village community, especially in Mlese Village, Gantiwarno District, Klaten Regency.

5. Conclusion

The involvement of all elements in the village is an important part of this Agroedutourism development program because even though the village is given an abundance of potential, if the community is less concerned and fully involved, then this program will be difficult to realize. and if this program is successful, it will certainly lead to a better direction. In managing an Agroedutourism village, we must see the profit opportunities that the field provides at least in the next 10 years[10].

For the education sector, because one of the physical developments made at the AGROEDUTOURISM site is the Green House, and in the village there is a public elementary school whose curriculum includes out-of-class activities (Outing Class). The establishment of the Green House, apart from being a place for integrated agricultural seeding in the community, is also a destination for Outing Class for students at the elementary school.

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