

Research Article

Village Capacity Development (Study of Banjarsari Sub-district, Lebak Regency)

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Abstract.

According to the Village Development Index, in the years between 2015 and 2022, the number of very underdeveloped villages was reduced from 13,453 to 4438. In Lebak Regency, Banten Province, from 340 villages, 103 are underdeveloped, 209 are developing, and 28 villages are classified as developed. This research focused on Banjarsari Sub-district, Lebak Regency, Banten Province. It used qualitative research methods such as preliminary field exploration and brainstorming. Three aspects of village capacity development, namely institutional, management, and human resources, were examined. The results indicated several village enterprises (Bumdes) were not functioning correctly regarding institutions. Regarding management, internet/digitalization facilities have yet to be fully exploited by the community, offices, and business community. Regarding human resources, most villagers' formal education reaches up to junior high school level. Through this research, it is hoped that the gap between underdeveloped, developing, developed, and independent villages in Kabupaten Lebak can be better understood, and measures can be found to develop the capacity of the village so that it has the competitiveness to become a developing developed and independent village.

Keywords: village capacity, underdeveloped village, institutionalization, governance, human resources

1. INTRODUCTION

Located in the westernmost part of the island of Java, Banten Province is bordered by the capital city of Jakarta to the west, the Java Sea to the north, Central Java Province to the east and the Indian Ocean to the south. Banten Province, one of the provinces in the western part of Java Island, consists of 28 regencies and 9 cities. One of these regencies is Lebak Regency, with its capital in Rangkasbitung. Lebak Regency consists of 28 sub-districts divided into 340 villages and 5 sub-districts (list of village names attached). Among 340 villages in Lebak Regency, there are at least 103 underdeveloped villages, 209 developing villages, and 28 villages classified as developed villages, but there are no independent villages in Lebak Regency. Lebak Regency, which is part of Banten Province, still has many underdeveloped villages.

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Currently, there are 78 underdeveloped villages and one very underdeveloped village. This number has decreased from the 2019 data, when there were 182 underdeveloped villages and 16 very underdeveloped villages.

In the case of Kabupaten Lebak, the problem of underdeveloped and very underdeveloped villages is not only the consumption of the Kabupaten government but also the thoughts of the provincial government, even at the national level of government. The national level is managed by the Ministry of Villages, Development of Disadvantaged Regions and Transmigration. In contrast, the guidance is managed by the Directorate General of Village Governance of the Ministry of Home Affairs. The problem of the high number of very underdeveloped and underdeveloped villages in Banten Province has been included in the regional goals, objectives, strategies, and policy directions in the Regional Development Plan (*Rencana Pembangunan Daerah*) of Banten Province for 2023-2026, as follows:

1. Regional objectives to improve community well-being and employment opportunities.
2. Regional goals are to increase the empowerment of rural communities and border areas.
3. Regional strategies to improve access to public services for rural communities and border areas.
4. Regional policy direction to improve public services for rural communities and border areas.

While the efforts made by the Banten Provincial Community and Village Empowerment Office have been included in the Goals, Objectives, Strategies and Policy Directions of the Regional Apparatus, the Strategic Plan of the Provincial Community and Village Empowerment Office is as follows:

1. The objective is to develop the status of village development.
2. The target is to decrease the percentage of underdeveloped and severely underdeveloped villages and increase the number of developing villages to developed villages in Banten Province.
3. Strategies to increase the quantity and quality of empowerment, mentoring, and enhancement of village communities in village development.

4. Policy direction by increasing the accessibility of empowering, assisting, and enhancing village communities in village development.

In addition to the goals, objectives, strategies, and policy directions of the regional apparatus, there are four priority programmes, namely (1) Village Arrangement Programme, (2) Village Cooperation Improvement Programme, (3) Government Administration Programme, (4) Empowerment Programme for Community Institutions, Customary Institutions, and Customary Law Communities. In addition, there are three main components in the calculation of the Village Development Index according to the Village Minister Regulation No. 2/2016 on the Village Development Index, namely (1) the Social Resilience Index (IKS) consisting of 38 variables, (2) the Economic Resilience Index (IKE) consisting of 12 variables, and (3) the Environmental Resilience Index (IKL) consisting of 4 variables. All these variables are achieved through the synergy of programs and activities of the relevant regional apparatus. This means that all the programs and activities of the regional apparatus are aimed at improving the quality and quantity of village development to get out of the status of underdeveloped or very underdeveloped villages.

2. THEORETICAL STUDY

The role of village institutions still requires capacity building, which can be enhanced through capacity-building programs. By increasing the skills or capacity of village officials, individually and institutionally, they will be able to overcome various problems that arise in village management and optimize village development. Capacity building is defined as the process of developing and strengthening the skills, instincts, abilities, methods, and resources that organizations and communities need to survive, adapt, and thrive in a rapidly changing world.

An essential element of capacity building is the change created and sustained over time, from internal change in task performance to changing mindsets and attitudes. Furthermore, in the Sustainability Development Goals (SDGs), the United Nations focuses on working with universities to monitor the region's sustainable development through research, innovation, data collection, and analysis. To manage village potential and develop government funding, institutional capacity, and individual capacity within the village government are needed. Capacity building is required to improve the role of institutions in enhancing performance and, in some studies, to improve the role of

village governments in strengthening the community economy. Capacity building can focus on human resource development, organisational capacity or governance⁽¹⁾ .

2.1. Village Development Index

The Village Development Index, or IDM, was developed to strengthen efforts to achieve village and rural development goals. The IDM focuses more on efforts to enhance village autonomy. The index follows the national spirit of efforts to improve the quality of village life. According to the Ministry of Villages, Development of Disadvantaged Regions and Transmigration (2015), three pillars are expected to provide direction for developing priority programs to strengthen steps for village progress and independence, which can also be developed as leverage to improve the welfare of village life. The three pillars can be explained as follows:

a. Wiradesa Community Network

They were strengthening human quality by increasing opportunities and choices for villagers to uphold their rights and dignity and improving the population's well-being as individuals, families, and collective villagers. The problem we face today is powerlessness, which manifests itself in situations of powerlessness and marginalization. Powerlessness has become an aspect, cause and effect of poverty, which prevents villagers from living in dignity and prosperity. Poverty in village life has developed multidimensionally and tends to violate human rights. Here, the pillars of the Wiradesa Community Net must take actions that are able to promote the expansion of capabilities by strengthening the power in various aspects of the human life of the villagers, reaching the elements of values and morals as well as local village knowledge.

b. Village Economic Barn

The potential resources in the village can be transformed into an economy that involves capital, economic organization, added value, and financial well-being. Village Economic Barns are not just about production but have added value using appropriate and environmentally friendly technology. The development of a Village Economic Barn must address the issues of capital, networks, and substantial information. Therefore the economic organization that is developed must be compatible with this. For example, in the context of the implementation of the Village Law, village enterprises (Bumdes) will be vital if they are built and managed by villagers with proven values and morals,

as well as substantial social capital, the ability to develop creations and the power to access capital, networks, and information.

c. Village Cultural Circle

The social movement for village development is independent of individual initiative or incentives but instead on cultural calls. Based on the Village Cultural Circle, the village development movement should be based on collectivism, where there is togetherness, brotherhood, and awareness of wanting to make changes collectively. Village development should transcend personal interests. For example, village funds in the context of strengthening village development and empowerment must be criticized so they do not become a new form of dependency. No village funds should ever be interpreted as no development. The existence of village funds should lead to progress, not regression. Thus, village development is interpreted as cultural work with norms and morals as its foundation, as a code of conduct. Therefore, economic behavior in village life will enable the maintenance of dignity and prosperity. It is the task of the Village Culture Circle to ensure that this happens (Ministry of Rural Development, 2015).

2.2. Village Institutional Development

Referring to the concept of institutions proposed by Gilin and Gilin (1954) on a certain level of stability of institutions, Horton and Hunt (1984) on the routinization of institutions, and Uphoff (1986) in SAPTANA et al. (2007) state that institutions are stable patterns of behavior that are valued and valid for a long time. Another essential part to note in the discussion of institutional performance is about patterns of behavior or interaction between actors in an institution. The word institution refers to something stable that lives in society (Koentjaraningrat, 1997). Conceptually, institutions are derived from the term prenatal, which implies the meaning of institution and social institution as a social institution. An institution stabilizes behavior that lives in a group of people. An institution is stable, permanent, and patterned, functions for specific purposes in society is found in traditional and modern social systems or can be conventional and contemporary, and functions to streamline social life (2).

2.3. Development of Village Management

Leavitt (2002) and Hardianto et al. (2017) describe the levels of capacity development as follows:

- a. At the individual level, knowledge, skills, competence, and ethics are included.
- b. The institutional level includes resources, institutions, organizational structures, governance, and decision-making systems.
- c. System level, including laws and regulations and supporting policies.

Bureaucratic reform in management is carried out by improving and preparing work systems and procedures, as well as clear, effective, efficient, and measurable service standards by the principles of good governance. Meanwhile, according to the Ministry of Empowerment and Bureaucratic Reform, the arrangement of management includes management (systems and procedures), e-government, and standard operations and procedures.

2.4. Village Human Resource Development

Human resource management activities are grouped under human resource management. Human Resource Management is a management function related to human resource activities, which includes recruitment, selection, training, and development of employees. Human Resource Management is also defined as the activities undertaken to achieve, develop, motivate, and maintain a high-performing workforce within an organization. Based on several definitions described, human resource management can be interpreted as a measure and driver for human resources in an organization, which is carried out in various forms of activity functions that include planning, recruiting, training, developing human resources, and maintaining a workplace for maximum performance and supported by career planning and development, providing compensation or rewards and work safety for employees (3).

2.5. Research Model

The thinking model in this study is as follows:

3. METHODS

This research is descriptive, i.e., it tries to describe the state of the research object as it is. In accordance with the research objectives, it is also exploratory in nature, i.e., it tries to explore as much and as complete information from the object of study as possible so that it can be an input for underdeveloped villages.

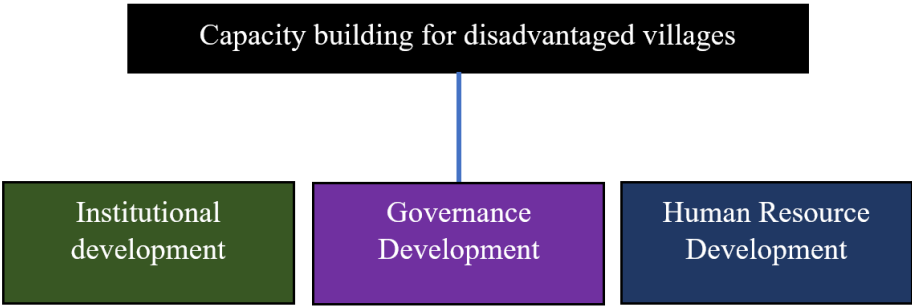


Figure 1: Research Model. Resources: Suyadi et al. (2022); Gilin and Gilin (1954); Horton and Hunt (1984); Uphoff (1986) in (4); (5); Leavitt (2002) in (6); (3).

The primary data collection technique used in this research was guided interviews with selected key informants who were experts on the issues in question. A questionnaire was also used to collect selected information expected to complement the findings of the in-depth interviews. A review of literature, laws and regulations, and other relevant documents was carried out for secondary data. The interview is a research technique used to collect data directly in the field (research site). This technique is carried out by conducting interviews with informants using pre-determined interview guidelines. People who are taken to be interviewed because they are considered to know things related to the subject and object of research and can be trusted to provide data and information related to the research, and this person is what is meant by informants. Concerning the informant, communication techniques are often used in research where the researcher acts as a data collector while the other party contacted or researched acts as an informant or data provider. In this context, communication occurs, accompanied by the process of questioning/asking and answering/serving, both orally and in writing.

4. RESULTS AND DISCUSSION

The problems of underdeveloped and very underdeveloped villages are not only the concern of the Lebak Regency government, the provincial government and even the national government. The same thing was conveyed during the discussion with the Secretary of the Head of the Village Community Empowerment Service, who said that the PMD Service had made socialization efforts to improve the relief from underdeveloped villages to developing villages. Still, it was not as easy as turning a hand because there were villages that did not want to give up their traditions for a change/innovation. The

tradition owned by Baduy is finally used as a local wisdom that needs to be maintained as a culture in the Lebak Regency.

Although various efforts have been made to change the status of very underdeveloped villages from underdeveloped to underdeveloped, many villages are still left behind or very underdeveloped. The problems faced by underdeveloped villages vary from (1) their institutions, (2) their management, and (3) their human resources.

4.1. Institutions

Institutions in Lebak Regency, Banten Province, generally need more function of some Bumdes institutions. On the one hand, there are Bumdes institutions that are successful, but there are also Bumdes institutions that still need to be fully successful. Data from DPMD Lebak shows that out of 340 villages in the sub-district, 54 villages have not established Bumdes. Meanwhile, out of a total of 288 existing Bumdes, not all are yet classified as independent. Currently still in the developing category, Bumdes is a business unit managed by the village government and adapted to the potential of each village, some of which are in the form of tourism, agriculture, animal husbandry and other forms of business.

Agus Suherli, head of the Development of Village Community Institutions Empowerment (P2LKD) DPMD Lebak, said that only 288 Bumdes had been formed in 340 villages in Lebak. He further noted that: There are 140 active Bumdes and the rest are inactive. Active Bumdes can contribute to PADes, and inactive Bumdes exist, but there is no business activity, 'There are no advanced Bumdes that are still in the development stage. The maximum turnover is still Rp 200 million, if it is advanced it is Rp 400 million'.

According to the resource person during the FGD conducted at the Laban Jaya shelter house, the Bumdes in Cisampih village are still looking for a suitable form of business. The FGD was attended by the Kasie Ekonomi, the Ministry of Villages facilitator for Cisampih and Laban Jaya villages, and several other village officials. It is feared that the inappropriate use of Bumdes funds will bring its own problems. This is what always haunts the Bumdes leaders in Cisampih village to carry out economic and development activities that are suitable for the economic development of Cisampih village. Based on these considerations, the activities to develop the economy in Cisampih village prefer safe activities such as photocopying and selling office supplies, which in fact have a minimal return on their business.

Meanwhile, in the village of Laban Jaya, the institutions still face problems like those of Bumdes in other villages. Urbanisation of young people: Many young people, especially those who have completed high school, are attracted to urban areas, leading to labour shortages in rural areas and a potential decline in local economic activity.

Limited human resources (HR) affect the performance of the Village-Owned Enterprises (Bumdes) in the village of Laban Jaya, including the following:

- 1) Low quality of HR: The low quality of HR in villages is a challenge for the establishment and management of Bumdes. Many villages do not have HR who can manage them well. As a result, the Bumdes that are formed do not always function effectively.
- 2) Management capacity: Staff with excellent management skills, commitment and motivation are key requirements for a well-run Bumdes. However, it is often difficult for villages to find Bumdes managers with ideal qualifications. Existing managers often have low levels of commitment and motivation, resulting in sub-optimal Bumdes performance.
- 3) Lack of commitment and motivation: HRs who do not have good commitment and motivation tend to be less concerned about the performance of the bumdes. They often manage the Bumdes only part-time, which means that the focus and concentration of performance is not fully on the Bumdes.
- 4) Business management: Start-up Bumdes are often unable to hire full-time professionals due to budget constraints. As a result, the Bumdes are managed in a haphazard way with existing staff who are not well committed and motivated to develop the Bumdes.
- 5) The four problems were presented by the facilitator from the underdeveloped village of Laban Jaya during the FGD at the shelter house in Laban Jaya village.

4.2. Governance Development

The use of internet/digital facilities has not been fully utilised by the community, offices and businesses. As many as 150 points in Lebak Regency, Banten, are not connected to the internet network or have dead spots. Most points are in South Lebak.

Doddy Irawan, head of the Lebak Communications, Informatics, Statistics and Standardisation Office, said the 150 blank spots have no internet connection at all. Residents

can still get a 2G signal, although it is not as strong. Initially, 82 points (blank spots) were intervened and eventually reduced with the help of the Ministry of Communication and Information. Then, as the population grew, new villages and others appeared, there were about 200 more. Then it was resolved, reduced by 50 points, so now there are 150 more that are still blank spots,' he said.

In Banjar Sari sub-district, specifically in Cisampih and Laban Jaya villages, the management still encounters internet network problems in several places when travelling to Cisampih and Laban Jaya villages, which are not connected to the internet.

4.3. Human Resource

Human resources are important because the success of an organization depends on its people. HR is the asset of the organization. The issue of human resources in the Lebak Regency has become a crucial problem. Based on the results of an interview with the Head of the Economic Section in Banjasari Subdistrict, it was found that in general, HR in the two villages used as research samples, namely Cisampih Village and Laban Jaya Village, only attended formal education up to junior high school. After that, they migrate to Jakarta or other places to look for work. As a result, some schools in these villages cannot accommodate the maximum number of students, which means that many schools are empty even though schools in the district are free.

Education data in Lebak Regency in 2023 showed that most of the population aged 15 and above, namely 45.93%, had only completed SDN/MI (Madrasah Ibtidaiyah). 19.95% had completed SMP/MT (Madrasah Tsanawiyah) and 15.12% had completed high school (SMA/SMK/Madrasah Aliyah). The number of university graduates (diploma and bachelor) is still below 5%.

The number of educational institutions in Lebak from pre-school, primary to secondary (public and private) reached almost 3,000 institutions with the following details: SDN (778), MI (247), SMP (225), MTs (274), SMA (66), SMK (70), Madrasah Aliyah/MA (113) and special schools or special education (13). Pre-primary education institutions were recorded as Raudhatul Athfal/RA (181), Kindergarten/TK (216), Playgroup/KB (600), Daycare/TPA (2), Kindergarten/SPS (5), Community Learning Activity Centre/PKBM (41) and Learning Activity Centre/SKB (1). This number is considered sufficient for the time being. If there is still a shortage, it will certainly not be much.

Based on the results of the FGDs in the Laban Jaya village centre, it was known that there are several problems with basic education in Lebak, namely: problems with motivation to learn, school uniforms, compulsory textbooks, school snacks, parents' economic situation and transport costs to school, etc. These costs are a burden on the parents of students. The community's motivation to learn has not been fully maximized; although many schools are free, they are not used by the local population. There are still many empty schools due to lack of pupils.

Some communities encourage their children to work on the rice fields/plantations instead of sending them to school. They think that when their children finish school, they will immediately help their parents manage the rice fields/plantations.

The problem of learning motivation, school uniform, compulsory textbooks, school pocket money, parents' economic conditions and transport costs to school etc. as mentioned above are also experienced by several villages in Lebak Regency. The problem of low motivation to learn is also experienced in Cisampih village, as well as the problem of parents' economic conditions contributing to low interest in school. As a logical consequence, when people with certain educational qualifications such as high school/vocational school are needed, it is very difficult to get them. This condition was felt during the presidential elections, when witnesses with high school/vocational school qualifications were needed, but it was very difficult to get them, so they had to be sought from other areas.

Based on data collected by the Central Bureau of Statistics (BPS), Lebak recorded that 45.93 percent of residents aged 15 years and above in Lebak, including the villages of Laban Jaya and Cisampih, had only completed state primary school (SDN). BPS data in 2022 showed that the educational attainment of residents aged 15 years and over in Lebak was mostly primary school or equivalent, which was 45.93 per cent, while junior high school was only 19.95 per cent. Meanwhile, only 15.12 percent of residents had completed high school. This means that the BPS data shows that the average education of Lebak residents is only 6.59 years or equivalent to the first grade of junior high school. So, in general, the level of education completed by Lebak residents is only primary school, and few go on to junior high school. This is very worrying. Based on available data, of the 1.3 million residents, the average length of schooling (RLS) completed is only 6.59 years, or only able to send their children to first grade junior high school.

A look at the educational facilities and infrastructure at SDN 1 Laban Jaya Village, Banjar District SDN 1 Labanjaya has 6 classrooms, 0 libraries, 0 science laboratories, 0 language laboratories, 0 computer laboratories and 0 social science laboratories. Currently, SDN 1 Labanjaya, which has B accreditation, uses Smartfren for internet connection, using 450 watts of electricity from the state electricity company.

With the facilities and infrastructure owned by SDN 1 Laban Jaya, it will be difficult to compete with other SDNs that have adequate facilities. Moreover, currently learning uses a lot of social media facilities as a means of supporting learning. The 40 Mb capacity owned by SDN 1 Laban Jaya is still considered inadequate without being supported by sufficient bandwidth. As a comparison, at SDN Al Ashar, the facilities and infrastructure owned as a means of supporting learning: (1) large land, (2) has a field and sports facilities, (3) classrooms meet standards, (4) laboratories meet standards, (5) the availability of a teacher's research center, (6) the existence of a digital library system, (7) there are places of worship, and (8) the school health service room meets standards.

With this comparison, the facilities and infrastructure owned by SDN 1 Laban Jaya are still far from the existing standards. Due to the limited facilities and infrastructure owned, the output of SDN 1 Laban Jaya is not comparable in quality to other SDNs that have more complete facilities. Therefore, most alumni of SDN/equivalent and SMP/equivalent in Laban Jaya, after completing their education, choose to work as farm laborers, motorcycle taxi/Grab drivers and work as laborers outside Lebak Regency according to the quality of education they have. In addition to the problem of facilities and infrastructure, other problems are also experienced by almost every school in Banjar Sari District. As for the problem of learning motivation, School Uniforms, Compulsory Textbooks, School Pocket Money, Parents' economic conditions and transportation costs (transportation costs) to school, etc., these costs are a burden on parents of students.

These problems will always haunt the public's interest in the learning process at school, especially schools in Banjar Sari District and Lebak Regency in general. This HR problem is one of the challenges for Laban Jaya Village to improve its status from a disadvantaged village with a Village Development Index of less than or equal to 0.5989 and greater than 0.4907 to at least becoming a developing village with a Village Development Index of less than or equal to 0.7072 and greater than 0.5989. From the discussion of institutions, governance and human resources in Lebak Regency,

Banjarsari District, Cisampih Village and Laban Jaya Village above, the problems can be simply reconstructed in the following table:

TABLE 1: Institutional, governance and human resource problems in Lebak Regency, Banjarsari District, Cisampih Village and Laban Jaya Village.

GOVERNMENT	INSTITUTION	GOVERNANCE DEVELOPMENT	HUMAN RESOURCE
Lebak Regency Cisampih Village, Banjarsari District Labanjaya Village, Banjarsari District	1. The functioning of several Bumdes institutions is not yet optimal. 2. It was found that out of 340 villages in the sub-district, 54 villages had not yet formed Bumdes. 3. Meanwhile, out of a total of 288 existing Bumdes, not all of them are yet in the independent category. 4. It was further stated that there are 140 Bumdes in the active category and the rest are inactive. 5. Nothing has progressed yet; it is still in the development stage. The maximum turnover is still 200 million rupiahs, if it progresses it will be 400 million rupiahs.	1. 150 blank spots did not receive an internet connection at all. 2. Residents can still get a 2G signal, although it is not very strong. 3. Schools are not yet able to use a strong Internet network with a capacity of 40 Mb with a power capacity of 450 Watts.	1. In the 2017/2018 school year, the number of school dropouts in Banten Province reached 926, which increased significantly in the 2018/2019 school year to 1,839 cases of school dropouts. 2. The facilities and infrastructure of Laban Jaya School are still far from the existing standards. 3. Problems of motivation to learn, school uniforms, compulsory textbooks, school pocket money, parents' economic conditions and transport costs to school, etc. These costs are a burden on the parents of students. 4. Many HR in Lebak Regency prefer to work as labourers outside their area.

5. CONCLUSION

The institutional functioning of the Bumdes is not yet optimal. Although there are 288 Bumdes, they are not all independent and several Bumdes institutions are not functioning optimally. There are still many villages that have not formed Bumdes. Out of the 340 villages in the sub-district, 54 villages have not formed Bumdes, indicating the need to further encourage the formation of Bumdes in villages that have not been covered. Conditions for Bumdes to operate. Out of a total of 288 Bumdes, only 140 are active. This indicates the potential to increase the activity and independence of existing Bumdes. Stage of development and turnover. Many existing Bumdes are still in the development stage. The maximum turnover currently recorded is IDR 200 million, with the potential to increase to IDR 400 million as the bumdes develop. Internet access conditions. There are 150 “blank spot” points that have no Internet connection at all, indicating an urgent need to expand Internet infrastructure in the area. Available 2G signal. Although not very strong, residents can still get a 2G signal. However, this

indicates a challenge in getting stable and fast internet access. Internet use in schools. Schools are currently unable to use a strong Internet network, even though it is available with a capacity of 40 Mbps, due to the limited power capacity of only 450 watts. Based on the information provided, the following conclusions and suggestions are made regarding the problems faced in Banten Province. Increasing school dropout rate. The school dropout rate in Banten Province has increased significantly from 926 cases in the 2017/2018 school year to 1,839 cases in the 2018/2019 school year. This indicates a severe problem of keeping students in school. Condition of school facilities and infrastructure. The facilities and infrastructure of schools in Laban Jaya are still far from existing standards, indicating the need to improve school infrastructure to support an effective learning process. Economic problems affecting education. Issues such as motivation to learn, cost of uniforms, textbooks, pocket money, parents' financial conditions, and transportation costs are a significant burden for students' parents. This can hinder children's access to and participation in education—migration of local workers outside the region. Many workers in Lebak Regency choose to work outside the region, highlighting the challenge of retaining local workers to contribute to regional development.

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