

Differences in characteristics of advanced capabilities and intermediate in cattle farmers group in Barru district, South Sulawesi Province

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Abstract

This study aimed to determine the characteristics of groups of advanced and intermediate ability cattle ranchers in Barru Regency, South Sulawesi. This research used descriptive statistical methods. Data taken in the form of primary data and secondary data from in June-July 2020. Research data were collected using interview and focus group (FGD) techniques. The populations were all members of the farmers group in the Barru Regency in the advanced group ability class, totaling 326 farmers and the intermediate ability class 232 farmers. Determination of the sample was calculated based on the Slovin formula with a sample of 31 farmers for advanced groups and 21 farmers for intermediate groups. The data obtained were analyzed descriptively in the form of a percentage. The results showed that in the advanced ability class group characteristics in the characteristics of livestock farmer groups, the binding elements of the livestock farmer groups, and group functions were in the medium category and in the middle ability class the average group institutional characteristics were in the high category.

Key Words: Characteristics, Advanced Groups, Intermediate Groups, cattle farmers.

Introduction

National development aims to improve the standard of living of the people. In the implementation of development, the agricultural sector is one sector that is still a mainstay in encouraging development, because most of the population in the country of Indonesia is still dependent on agriculture. One of them is livestock subsector contributing to GDP. In 2016 the contribution to GDP from the plantation sub-sector was 3.46%, then the food crops sub-sector 3.42%, livestock 1.62% and horticulture 1.51% (Supriatna, 2017). This shows that the livestock subsector has an important role according to opinion Ashdown (1992) and Horowitz (2001) that statistics

published by government agencies provide information on the production of livestock products such as meat, milk, eggs, hides, feathers, wool and skins and products derived from these. However, the role of livestock in developing countries is much broader than this. Livestock are important culturally and may be part of religious beliefs and practices; in establishing the status of the farmer (Birner 1999); as providers of employment to the farmer and/or family members (Sansoucy *et al.* 1995)

An increase in GDP can occur if a farmer empowerment program is developed. Farmer empowerment leads to the independence of farmers in trying to farm, which includes: the ability of farmers in farming, the ability of

farmers to make decisions in a variety of alternative choices, and the ability of farmers to find farming capital (Puspadi, 2002). Farmer independence can be developed in a group activity. The group approach is an effective method for use in agricultural extension. Some group functions include learning forums, cooperation units and production units (Ministry of Agriculture, 2007)

The problem with strengthening farmer institutions is that some classes of groups do not correspond to actual conditions, their class status is higher, but their activities when measured by assessment scores turn out to be low and some farmer groups stop but are still registered in farmer groups. Livestock farmer groups are generally formed based on technical interests to facilitate coordination if there are government activities or programs, so that they are more programmatic in nature and do not guarantee group independence and group sustainability. The coaching that is carried out tends to be individual, because there is no social learning approach. Even though group institutions have been formed, but without development and guidance, and only relying on government assistance and group institutional development not using basic social capital, this will cause the group's institutional performance to be unsustainable and by looking at the current situation many farmer-livestock groups are not running because of their members being abandoned. Lack of good planning and management is one of the main causes of members leaving the group, members feel dissatisfied with the performance in the group.

South Sulawesi Province has several production center areas, one of which is Barru District with a population of 72,197 in 2018 where most of the cattle farmers are carried out by small-scale farmers. With such a large number of cattle population, institutional groups with ability classes also vary, namely in 2019 there is a decline in group ability classes (Department of Agriculture, Barru district, 2019). This is in line with Anantanyu's (2011) opinion that the existence of farmer institutions will make it easier for the government and other stakeholders to facilitate and provide strengthening to farmers.

RESEARCH METHODS

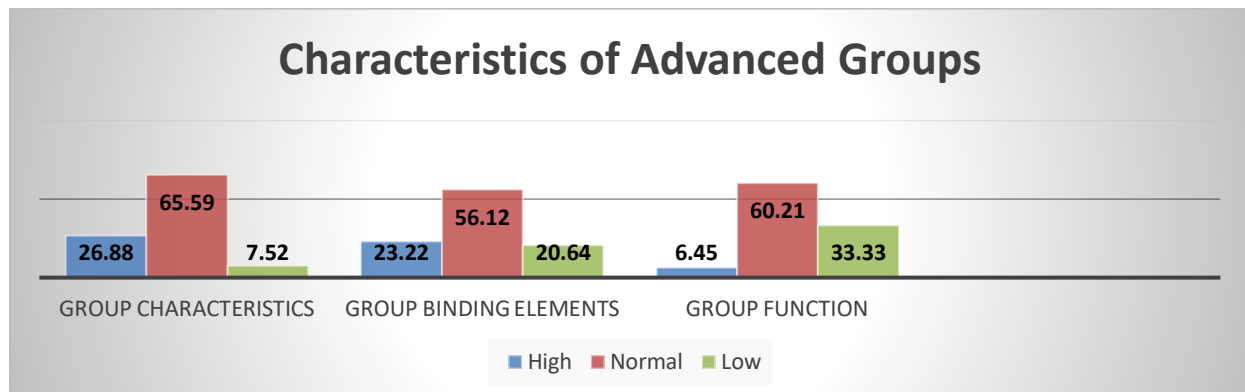
This research conducted in June-July 2020 in Barru in Barru Regency, South Sulawesi Province. The selection of research locations is based on data from the Department of Agriculture of Barru Regency that Barru Regency has groups that have advanced ability classes, namely 24 groups and 6 groups of intermediate ability classes. The study was conducted from February to March 2020. The population of this study was all members of the livestock farmer groups in Barru. Regency in the advanced group ability class, totaling 326 farmers and 232 intermediate farmers' ability classes. Determination of the sample is based on the Slovin formula with a sample of 31 farmers for advanced groups and 21 farmers for intermediate groups. Research data were collected using data collection techniques, namely interviews, focus group discussions (FGD) by conducting focus group discussions, as well as conducting in-depth interviews with key informants namely extension officers and farmer / livestock group leaders in Barru Regency, South Sulawesi. The data obtained were analyzed using descriptive analysis, namely percentages

RESULT AND DISCUSSION

Characteristics of Institutional Groups for Livestock Farmers Advanced Class Capabilities

Community or farmer participation according to Mubyarto and Kartodihardjo (1990) in Oneng et al (2016) is the willingness of the community or farmers to take part in activities that will be carried out together to support the success of a development program without compromising their interests. This community involvement starts from the planning, implementation, monitoring and evaluation stages of development results. To find out the level of participation, indicators are needed to measure it. High or low participation can be seen from the score or assessment of the responses or answers given by respondents from various questions raised based on the criteria used. The institutional characteristics of the groups intended in this study are to determine the characteristics of the group, the group binding elements, and the function of farmer

groups. Characteristics of groups of cattle ranchers in advanced class classes can be seen in Figure 1



Source :primary data,2020

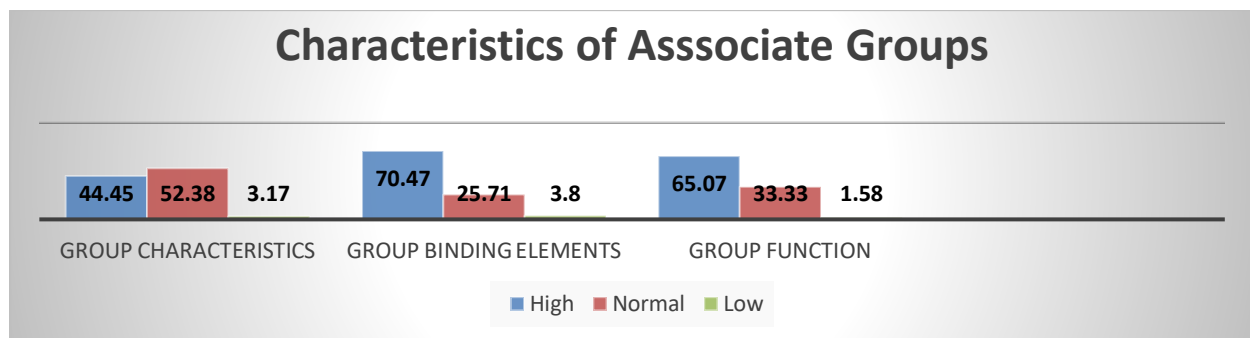
Figure 1 shows that the institutional characteristics of the group as characteristics of farmer-livestock groups in the indicators of trust among members, the same views and interests in the business, and the division of tasks and responsibilities showed the most is in the medium level with a percentage of 65.59% (high). On the implementation characteristics of group binding elements consisting of dedicated cadres, activities that can benefit, have the same interests between members, have livestock farming areas that are a joint responsibility, and motivation in supporting programs in advanced group classes shows the largest percentage of 56 were classified as moderate.

Figure 1 also shows that the function of the farmer-livestock group as a learning class, a vehicle for cooperation, and a production unit by showing that the highest percentage is 60.21% is classified as moderate. This shows that the function of the group in a vehicle for cooperation between members should be higher because of the many government programs in agricultural development such as UPSUS SIWAB, Showroom, and Cooperatives that are at the research location. But only a few groups were active in the program, due to the dominant role of the group leader and according to the members' lack of coordination between the chair and members in marketing their production through government programs. This is consistent with the opinion of Nuryanti and Swastika (2011) that the performance of each livestock farmer group in carrying out its role in agricultural development is strongly influenced by human resources, as well as the motivation and skills of group members in managing

government programs. The government and the private sector can work together with farmers in establishing partnerships to improve the economic conditions and welfare of groups

Characteristics of Institutional Groups for Livestock Farmers Middle Class Capabilities

The institutional characteristics of the groups intended in this study are to know the characteristics of the group, the group binding elements, and group functions. Characteristics of group institutions that are implemented and support the improvement of middle class group abilities can be seen in Figure 2:



Source :primary data,2020

Based on Figure 2 shows that the institutional characteristics of groups as characteristics of farmer-livestock groups in the indicators of trust among members, the same views and interests in farming, and the division of tasks and responsibilities shows the highest percentage of 52.38% classified as moderate. This shows that there is trust among group members by looking at conditions in the field that within the group there is a reciprocal relationship, as well as the relationship between roles, norms, duties, rights and obligations which all grow within each group member. This is consistent with the opinion of Winardi (2003) that what characterizes a group is the interaction between members that lasts continuously for a relatively long time, each member realizes that is part of the group, and conversely the group recognizes it as a member, there is agreement together among members regarding the norms that apply, the values adopted and the goals or interests to be achieved, the existence of a structure within the group, in the sense that members know of the relationships between roles, work norms, rights and obligations which all grow within that group. And in the effort to achieve group goals, group members have the same actions, cooperation and are aware of their respective responsibilities within the group. This is in accordance with the opinion of Mauluddin, M.A., et al. (2012) that group cohesiveness is the relationship of group members to the group, both physically and emotionally in an effort to implement and achieve group goals. This sense of connection can be shown in the similarity of actions, cooperation, equality of fate, homogeneity of behavior, awareness of membership, agreement on group goals, and recognition of group leadership. And in middle class ability groups, the tasks of group leaders and group members are mutually responsible for their respective tasks, both in internal and

external group activities. This is consistent with the opinion of Wakhid, A. (2013) that in the formation of groups must have group leaders who are not selfish or enrich themselves, for the betterment of the group and members.

Figure 2 also shows that the group's institutional characteristics in the group binding elements have the same interests among the members, owning a farming area that is a shared responsibility, dedicated group cadres, activities that can benefit, and motivation in supporting the program shows the highest percentage of 70.47 % is high. This shows that within the group having the same interests among the members especially in developing and developing farming, group members can basically utilize the territory and the commodities that exist in the development of their farming together, and with a dedicated cadre that makes it easier for group members to achieve both individual and group goals, and through group meetings can motivate group members to improve farming facilities and efficiency. This agrees with Hermanto and Swastika (2011) that the group binding element through activities that can be felt beneficial in groups is by increasing the capacity of farmer human resources through various mentoring activities, and exercises specifically designed for administrators and members, such as entrepreneurship courses, participatory management, achievement development, and internship / comparative study. And in developing the farmer groups in supporting the program, it can be through improving facilities and access to capital for farmers in the framework of developing business scale, increasing bargaining position through consolidating farmers in one farmer group container to unite the group economy through

supply chains from pre-production to marketing, and increased farming efficiency.

While the characteristics of farmer-livestock groups as a learning class, a vehicle for cooperation, and a production unit by showing that the majority of farmers choose 65.07% are high. This shows that there are several aspects in supporting the function of groups as a learning class, namely attending regular meetings, with regular meetings allowing farmers to exchange ideas and information. Through group meetings the members find it easier to find out a few things about their farming, but at the research location rarely held regular meetings because groups rarely bring consultants or conduct training, and member participation in training activities carried out outside the group is only attended by 1-2 people. This is in accordance with the opinion of Mauludin, et al (2012) that groups generally have a routine meeting agenda which is attended by breeders, extension workers, and inseminators in order to improve the knowledge, attitudes, and skills of farmers. Added by Mutiah, A, et al (2018) which stated that the function of the group as a learning class is a place to exchange information, channeling information, and technology, so that it can take place properly and through this function members' needs can be met.

Conclusion

Based on the results of research that has been done, it can be concluded that the advanced ability class characteristics of group characteristics in livestock farmer groups, binding elements of livestock farmer groups, and group functions are in the medium category because there are already learning classes but are still limited in knowledge and skills and production units does not meet the quantity, quality, and continuity. In the middle class ability, the average group institutional characteristics are in the high category. The need to strengthen institutional groups of farmers in terms of transparent group management

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