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The Influence of the Role of Agricultural Instructors on the Capacity Development of Rice Farming Group Members

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Abstract

Agricultural instructors in Panca Rijang District need to become facilitators, innovators, motivators, dynamists and educators if they want to increase rice production and farmers' abilities. This research aims to find out how the ability of rice farmers in Panca Rijang District is influenced by the role of agricultural instructors. The methodology of this research is quantitative descriptive. Primary data and secondary data are used. The Random SampIing SimpIe is used for the sample collection process, and the SIovin formula is used to determine the sample size. Questionnaires were used to interview 44 farmers in total. The analysis technique used is multiple linear regression. Research findings show that the role of agricultural instructors as facilitators, innovators, motivators, dynamists and educators has a significant influence on developing the abilities of farmer group members in Panca Rijang District as evidenced by a significant value of 0.000 < 0.05 and a calculated F value of 13.486 > F table 2 .46.

Keywords: Farmer groups, abilities, instructors, roles

A. Introduction

The majority of Indonesians are farmers because Indonesia is an agricultural country. OIeh, because of this, the government is increasingly prioritizing agricultural development to improve the welfare of Indonesian farmers and make it a successful business. Apart from that, South Sulawesi is the fourth largest grain-producing province in Indonesia. Agriculture plays an important role and drives the economy because it is one of the very important livelihoods of the Indonesian people and is also one of the country's economic sources. In 2018, 5,205,794 Indonesians out of 124,004,950 people worked in the agricultural sector, and the rest worked in other fields (BPS, 2019).

Farming groups are a means of developing individual farmers and their agricultural activities. This is by Minister of Agriculture Regulation Number 82 of 2013, which states that farmer groups can function as training activities, cooperation tools, and production units. In connection with this matter, the government's Ministry of Agriculture is also organizing training programs related to the development and cultivation of farming groups. According to (Rasmikayati, 2018), institutions are one component that has an impact on increasing the dynamism of farmers' agricultural activities. Institutions also include the existence of farming groups. The instructor is a motivator who can provide information on agricultural developments and is expected to be able to learn as an educator for farming groups and help farmers instil an understanding of government program policies in the application of modern agricultural technology (Ginting et al., 2020).

Farmers hold a very important role in the farming community. The task of agricultural management is to maintain the agricultural management of farmers as well as possible so that agriculture becomes an intermediary for the development of technology and the development of agricultural knowledge together with the farmers. The information gathering and exchange forum is expected to be used by agricultural workers to disseminate information to farmers who depend on the agricultural sector. To provide farmers with the resources they need to improve their well-being and overcome hardship, the agricultural extension uses a non-formal learning environment to change the attitudes, knowledge, and behaviour of adults (AI-Qaesi and Saiih, 2023).

In the BPP environment, instructors implement counselling as a forum where instructors interact and use all resources to carry out their main tasks and functions. Agricultural development is driven by extension, therefore agricultural development is driven by extension activities. Today, agricultural extension is more closely related to the practice of assisting farmers in making better judgments by helping them understand the consequences of each decision. In agricultural development, agricultural instructors play an important role as agents of change and leaders in the context of the agricultural landscape, as stated in Minister of Agriculture Regulation.. 82 of 2013. The aim of developing farming groups is to strengthen rural groups to become strong and independent rural institutions, increase the ability of members to develop agricultural entrepreneurship and manage the capacity of farming groups to fulfil their duties (FaisaI, 2020).

Agricultural Extension Services (BPP) depend on the measurement and evaluation of services, human resources, and facilities and infrastructure. BPP also trains agricultural instructors and gives farmers and agricultural businesses more autonomy. The BPP must be able to coordinate, synchronize and align agricultural development efforts in neighbouring areas in the district agricultural extension work area. Here lies the strategic role of BPP. As a centre for coordinating and synchronizing agricultural development initiatives and activities, BPP provides accommodation for farmers and extension workers (AIamsyah, 2019).

Therefore, the role of agricultural instructors as facilitators, innovators, motivators, dynamists and educators is very much needed to increase rice production towards the abilities of members of rice farming groups in Panca Rijang District, such as agricultural technology, planting methods, use of seeds and productivity. Therefore, agricultural instructors are very important in dealing with the problems faced by members of farming groups. Based on the background above, the author is interested in researching "The Influence of the Role of Agricultural Instructors on the Capacity Development of Rice Farming Group Members in Panca Rijang District".

B. Methods

This research was carried out in the Panca Rijang District. For the research objectives, the research location was chosen deliberately (purposive sampling). The research was conducted between February and April 2024. This research is quantitative and descriptive. According to Sugiyono (2020), the descriptive method is a method that is based on the information obtained to describe or provide an overview of the object being studied. This research uses several methods such as surveys, observations, interviews and case studies. According to (SiIaen, 2018), when conducting quantitative research, numbers are produced as data, and descriptive or inferential statistics are usually used for analysis. The significance of the invoices obtained is verified and examined to determine how the given research challenge is formulated.

According to (Handyani, 2020), population is a collection of each element studied that has the same characteristics. This can be a group of people, an event, or something that is researched as a whole. According to (Sugiyono, 2018), there can be a part of the population being researched,

or a research method that takes part of the population being researched. The sample size that will be taken in this research using the SIovin formula is as follows:

$$n = \frac{N}{N.e^2 + 1}$$

$$n = \frac{2.832}{2.832.\ 0{,}15^2 + 1}$$

$$n = \frac{2.832}{64{,}72}$$

$$= 43{,}75 = 44 \text{ people}$$

According to (Sugiyono, 2018), *Simple Random Sampling* means selecting random members from a population without considering population stratification. This research study consisted of 44 members of farmer groups whose names were drawn by lottery. To determine the influence of agricultural instructors using multiple linear regression analysis on the development of the capacity of rice farmers in the Panca Rijang area. The direction and magnitude of the influence of the independent variable on the dependent variable can be ascertained using linear regression analysis (GhozaII, 2018). Following is the regression equation.

$$Y = a+b1X1+b2X2+b3X3+b4X4+b5X5+e$$

As for testing the basic assumptions in this research, we use:

a. Uji Vaiditas. Validity is a term that can be used to compare data that occurs on objects with data that can be collected by researchers (Sugiyono, 2019).
b. Normality Test. In this research, the normality test is used to determine whether the data distribution is normally distributed. Normally distributed data distribution is the basis for continuing research, and so should it be. The norm test is carried out to determine the distribution of data to be analyzed or researched (Febriyani et al., 2021).
c. Coefficient of Determination Test (R2). The coefficient of determination test (R2) according to Riyanto & Hatmawan (2020) is a determination measuring how far the independent variable or dependent variable is combined.
d. Uji T. According to (Riyanto & Hatmawan, 2020) "T-test can also be called partial test, this test aims to test the significance of the partial influence between independent variables on dependent variables."
e. Uji F. By using the F test, we can find out how independent (free) variables and dependent (bound) variables influence each other in a study. The suitability of the data was assessed using the f test, with an error level of 0.05, according to (Fathurrahman et al. 2020): "The probability that the probability is smaller than 0.05 means the result is significant, meaning there is an influence of the independent variables together on the dependent variable."

C. Results And Discussion

The Influence of the Role of Agricultural Instructors on the Capacity Development of Members of Rice Farming Groups in Panca Rijang District

The influence of the role of agricultural instructors on improving the abilities of members of rice farming groups in Panca Rijang District is a measure of how big the influence of the role of agricultural instructors is in developing the capabilities of members of rice farming groups in developing the farming businesses they own. The analysis used to determine the influence of the role of agricultural instructors on the ability of members of rice farming groups is multiple linear regression. This analysis aims to find out how the independent variables have an impact on the dependent variables in this case, namely the role of the facilitator (X1.1), the role of the innovator (X1.2), the role of the motivator (X1.3), the role of dynamist (X1.4), the role of educators (X1.5), and the development of farmer group members (Y) both partially and simultaneously.

KIasic Assumption Test

1. Uji Vaiditas

The results of the validity test of this research are shown in the following table:

Table 5. Results of the Validity Test of the Role of Agricultural Instructors in Developing the Capacity of Rice Farmer Group Members

Land area	Number of Individuals	Percentage (%)
0-1,000 ha	23 people	52%
1,100-2,000 ha	14 people	32%
2,100-3,000 ha	4 people	9%
3,100-4,000 ha	3 people	7%
Total	**44 people**	**100%**

Based on Table 5, all variables that have a calculated r value > r table (0.304) in this research can be declared valid. The significance value of the r table must be greater than the value of df = N-2, in this case, the value of df = 44-2 = 42. Furthermore, the value of df = 42 is found at a significance of 5% (0.05), so the value of r table = 0.30. Therefore, every variable tested in this research can be considered valid. This is the opinion of Dewi (2018) that the calculated r value is matched with the r table at a significance level of 5% and that the calculated r can be considered valid if the calculated r is greater than the r table.

2. Normality Test

The normality test is used to determine whether the data distribution of the dependent and independent variables in the regression mode is normal. In this research, the normal KoImogorov-Smirnov test was used. The guideline for using this test in SPSS is that a Sig value, significance, or probability of data distribution below 0.05 is not normal, while a Sig value, significance, or probability above 0.05 is normal. The values from the Kolmogorov-Smirnov test produced in Table 18 are as follows:

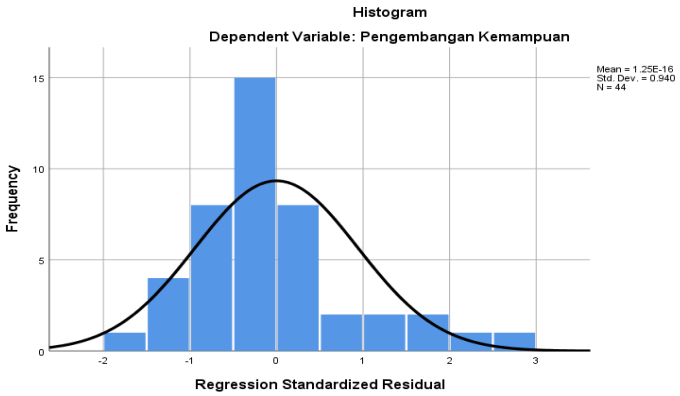

Figure 1. Normality Test with Histogram

Source: Primary Data after DioIah, 2024

Based on Figure 1, shows that the histogram graph used in research with SPSS is in the shape of a bee and does not lean to the right or left. In line with Santoso's (2015) assertion that a histogram graph is said to be normal if the data distribution is in the shape of a curve and does not tilt to the left or right.

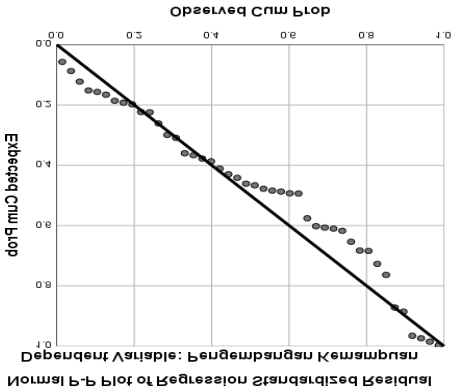

Figure 2. Normality Test with P-PIot
Source: Primary Data after DioIah, 2024

Based on Figure 2, shows that the points are spread along the diagonal line and the distribution of points too. According to (Situmeang et al. 2022), the points are scattered around the line and follow the diagonal line. As a result, it can be concluded that the residual value obtained from the regression is normal and meets the normality assumption. The data of 44 variables were normal or met the requirements of the normality test because the results of the KoImogorov-Smirnov test showed that the residual data were normally distributed with sig values. 0.200 (sign > 0.05). OIeh therefore, the distribution of the residual is generally normal.

3. Coefficient of Determination Test (R^2)

To find out how much influence the independent variable has on the dependent variable, the coefficient of determination (R2) is used. Here, members of the rice farmer group (Y) are developing their abilities in the roles of educator (X5), motivator (X3), dynamic (X4), innovator (X2), and facilitator (X1). The following is a table of coefficient of determination values:

Table 6. Results of the Determination Coefficient Test (R^2) The Role of Agricultural Instructors in Developing the Capacity of Members of Rice Farming Groups

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,800	0,640	0,592	1,225

Source: Primary Data after DioIah, 2024

Based on Table 6, it is shown that the coefficient of determination (R2) is 0.640 (64.0%), which shows that the influence of the role of agricultural instructors on developing the abilities of members of farming groups is 64.0%, and the remaining 36.0% is caused by other factors. Thus, the growth of members of the Panca Rijang District rice farmer group is influenced by the role of agricultural instructors. The development of members of rice farmer organizations is influenced by the role of agricultural instructors as indicated by the R2 value of 0.640. In addition, the coefficient of determination—which shows the extent to which independent data can explain dependent data—is sometimes referred to as the R box, as stated (GhozaII, 2016). With the provision that the closer to one the better, R squared is a number between 0 and 1.

4. Uji T

The purpose of the t-test is to determine the significance of the regression mode. In other words, the t-test aims to determine whether the role of facilitator (X1), role of innovator (X2), role of motivator (X3), role of dynamist (X4), and role of educator (X5) influence the ability of members of the rice farmer group (Y). with a confidence level of 5% ($\alpha = 0.05$). The amount of data 44 with 5 independent variables has T table (44-5=39) = 1.689. The following table shows the t-test results of this research:

Table 7. Results of the T-Test on the Role of Agricultural Instructors in Developing the Capacity of Farming Group Members

FASHION		B	Std. Error	Standardized Coefficients Beta	t	Say
1.	(constant)	1,865	2,074		,900	,374
	Facilitator	,103	,090	,146	1,149	,256
	innovator	-,161	,091	-,223	-1,755	,087
	Motivator	,243	,086	,400	2.814	,008
	Dynamist	,174	,082	,301	2,115	,041
	Educator	,326	,102	,348	3,183	,003

a. Dependent VariabIe: Capacity Development
Source: Primary Data after DioIah, 2024

Test results for each variable are shown in table 7:

1. It is known that the calculated T value is 1.149, higher than the T table of 1.689 and the significance value of facilitators on the growth of rice farming groups is 0.258, greater than 0.05. Therefore, the development of the capabilities of members of the rice farming group (Y) is not too influenced by the role of agricultural instructors as facilitators (X1).
2. Researchers found that innovators have quite a large influence on the growth of rice farming groups, with a significant value of 0.087, higher than 0.05, and an estimated T value of -1.755, higher than the T table of 1.689. Therefore, it can be said that the role of agricultural educators as innovators (X2) has a big impact.
3. The calculated T value is 2.814, which is greater than the T table of 1.689, and it is known that motivators have a significance value of 0.008 < 0.05 on the growth of rice farmer organizations. Based on these results, it can be said that members of the rice farming group (Y) feel the impact of the agricultural instructor's function as a motivator (X3).
4. The formation of rice farming groups was proven to have a fairly large impact on the dynamics (0.041 < 0.05), with an estimated T value of 2.115, greater than the T table of 1.689. Therefore, the dynamic role of agricultural instructors (X4) has a major influence on the growth of members of the rice group.
5. It is known that the significant value of educators on the development of rice farming groups is 0.003 < 0.05 and the T value is 3.183, which is greater than the T table of 1.689. Thus, it can be concluded that the role of agricultural instructors as educators (X3) has a significant influence on the development of the abilities of members of the rice farming group (Y).

It can be concluded that of the five independent variables, there is 1 variable that does not have a significant influence, namely the facilitator. The role of agricultural instructors as facilitators is not significant due to the lack of facilities available for farmers' needs. And t4 variables have a significant influence, namely innovator, motivator, dynamist, and educator. Data from Table 10 of the results of the T-test (partial) shows that variations in the role of agricultural instructors partially have a significant effect on the development of the abilities of members of the rice farming group. Thus, this conclusion can be made. This is by (Natoen's, 2018) comments, which state that the t-test is used to determine how far the influence of one independent variable has on the explanation of other dependent variables. The test criteria used are that Ho is rejected if the t-count is greater than the t-table with a significance level of 0.05.

Regression models

Apart from that, from the data in the table, it can be concluded that each variable is tested with the following equation:

$$Y = a + b1X1 + b2X2 + b3X3 + b4X4 + b5X5 + e$$
$$Y = 1{,}865 + 0{,}103X1 - 0{,}161X2 + 0{,}243X3 + 0{,}174X4 + 0{,}326X5 + e$$

The model of the multiple linear regression equation above, also explains that the success of rice farming in Panca Rijang District is influenced by the following variables: facilitator, innovator, motivator, dynamist and educator:

1. A constant value of 1.865 means that the variable's contribution to developing the abilities of members of the rice farming group is 1.865 if the variables facilitator, innovator, motivator, dynamic and educator have no influence.
2. The regression coefficient b1 influences the facilitator variable (X1) on the development of the abilities of members of the rice farming group so that the regression coefficient value of the facilitator variable is obtained at 0.103, which means that for each facilitator variable increases by 1, the success of lowland rice farming (Y) also increases by 0.103.
3. The regression coefficient value of the innovator variable is -0.161, indicating that for every 1 increase in the innovator variable, the success of lowland rice farming (Y) decreases by -0.161. This is because the innovator variable (X2) is influenced by the regression coefficient b2.
4. The influence of the motivator variable (X3) on the growth of group members' abilities is shown by the regression coefficient b3, and the regression coefficient value of the motivator variable is 0.243, which means that each motivator variable experiences an increase of 1, so that success increases. Rice farming (Y) experienced an increase of 0.243.
5. The success of rice farmers' businesses (Y) increased by 0.174 for every dynamic variable that increased by 1. This shows that the influence of the regression coefficient b4 on the development of the abilities of members of the rice farming group affected the dynamic variable (X4).
6. The regression coefficient value of the educator variable is 0.326 for the sixth regression coefficient (b5), this shows that each educator variable experienced an increase of 1 which also resulted in the success of the rice farmer's business increasing by 0.326 (Y). This correlates with the influence of educator variables (X5) on the development of member abilities.

5. Uji F

The simultaneous influence test determines whether the dependent variable is influenced by the independent variable simultaneously or concurrently. With a confidence level of 5% (α = 0.05). Table F for data 44 with 5 variables shows that (44-5-1=38) = 2.46. Table 14 below shows the results of the F test:

Table 8. Results of the T-Test on the Role of Agricultural Instructors in Developing the Capacity of Farming Group Members

FASHION		Sum of Squares	Df	Mean Square	F	Say
1.	Regression	101,213	5	2 0,243	13,486	,000[b]
	ResiduaI	57,037	38	1,501		
	Tota I	158,250	43			

a. Dependent VariabIe: Capacity Development
b. Predictors: (Constant), Educator, Innovator, Facilitator, Motivator, Dynamisator
Source: Primary Data after DioIah, 2024

Based on Table 8, shows the results of the simulated F test, with a significant variable value for the role of agricultural instructors in developing the abilities of members of rice farming groups of 0.000 < 0.05 and a calculated F value of 13.486, which is greater than F table 2.46. Therefore, this research concludes that variations in the role of agricultural instructors have a significant influence simultaneously on the development of the abilities of members of rice farming groups. This supports the opinion of (Rahmawati, 2019), which states that based on the probability number (sig.) provided that the probability of H0 is more than 0.05 is accepted, H1 is rejected (not significant), and the probability of H1 is less than 0.05 is accepted, H1 is accepted (significant).

D. Conclusions

Based on the influence of the instructor's role as facilitator, innovator, motivator, dynamist and educator, agricultural instructors greatly influence the ability of Panca Rijang rice farmers. The significant value is 0.000 < 0.05 and the calculated F value is 13.486 > F Table 2.46 shows this.

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