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## **The Collaboration Pattern and Strategy Integration in Community Empowerment in Husbandry Vocational Private College**

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### **Abstract**

This study aims at studying the collaboration pattern dan strategy integration in the community empowerment made by a husbandry vocational private colleges. A qualitative approach is used in this study using a case study method in the *Akademi Peternakan Karanganyar* (Karanganyar Husbandry Academy). 58 informants consisting of such elements as the academy leaders, foundation leaders, program executors and program beneficiary are interviewed to explore the data related to the research focus. The community empowerment made takes the form of expanding the access to higher education for poor families. The program orientation is still limited only to study completion facilitation for program beneficiary students and increasing number of students. Many of the innovative and creative activities performed by both lecturers and students either personally or institutionally involve the beneficiary students. However, these activities have not been institutionalized yet hence their continuances cannot be ascertained yet. This is unfortunated given that they can actually be collaborated and integrated as a strategy of community empowerment specifically designed for husbandry vocational private colleges, hence their continuances can be ensured. The collaboration patterns are realized between the husbandry vocational private colleges's stakeholders through their roles as guarantors, managers, initiators and social beneficiaries in the strategy integration of caring for education, caring for health and caring for economic issues programs.

**Keywords:** Collaboration and Integration; Community Empowerment; Husbandry Vocational Private Colleges.

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## **1. Introduction**

### ***1.1. Background***

The success of husbandry development plays an important and strategic role for the successful development of holistic human development as seen from such aspects as education, health and economy. As the producers of milk, meat and egg, the husbandry sub-sector is responsible for the fulfillment of animal protein intakes for the society. The animal protein consumption level becomes one determinant of the society's health degree. Additionally, the high added-value and economic value of husbandry products will be some business opportunity for the society to increase their income level. An adequate income along with a good health degree constitutes the main capital for the society to improve their life, hence they will be more empowered. However, there has been an important, yet worrying problem related to this sub-sector husbandry development, i.e. the loss of social capital in the form of motivation and spirit to raise animals as livestock for farmers and their successors which will threaten the sustainability of this husbandry sub-sector development itself. Therefore, it needs collaboration and strategy integration from many parties be it academicians, business world and government in an effort of empowering the community in this husbandry sector.

### ***1.2. Problem Formulation***

How is the role and support of husbandry vocational private colleges' stakeholders in building the collaboration and strategy integration for community empowerment in husbandry sector in order to improve education, health and economy.

### ***1.3. Objective***

This study aims at identifying the role and support of Husbandry vocational private colleges's stakeholders and explaining the collaboration pattern and strategy integration made in the effort of community empowerment in husbandry sector performed in order to improve education, health and economy.

### ***1.4. Benefits***

The benefits expected from this study is that an opportunity will be created to realize a community empowerment system in husbandry sector which can be disseminated and applied for the betterment of education, health and economy.

## **2. Research Methodology**

This research uses qualitative approach with a case study method to the community empowerment program executed by *Akademi Peternakan Karanganyar (APEKA)*. This study is conducted in APEKA in two stages, i.e. preliminary research in 2014 – 2015 and actual research in June 2015 through December 2016. The research subjects include all informants, documents and facts related to these empowerment programs. The organizers, managers and stakeholders of the programs amounting to 58 people have been interviewed in this research. The

documents serving as the research data include the policies and regulations issued by the government, foundation, academy and partnering institutions related to the programs. Such facts as activities related to the programs are also observed as the research data sources. The data validity and reliability are reached by extending the stay period, observing more diligently and performing triangulations of sources, method and data. The data are analyzed using an interactive model which consists of: 1) Data reduction; 2) Data presentation and 3) Drawing conclusion or verification [1]. The three are of cyclical and interactive nature prior to, during and after data collection. Furthermore, the supporting data of quantitative nature are analyzed descriptively. The model construction is performed using SOAR (*Strengths, Opportunity, Aspiration, Results*) analysis.

### **3. Result and Discussion**

#### ***3.1. Stakeholder's Involvement in Program Management***

The heavy duties assumed by colleges in human resource development requires supports from all parties or the college's stakeholders in order to manifest the Good University Governance (GUG) principles, hence allowing them to fulfill their main duties and functions. College's stakeholders are those who are affecting and affected by the college's policies. Therefore, all internal and external elements in a college's governance system are its stakeholders.

The involvement of stakeholders in the program of extending access to higher education in APEKA is reflected in the management system built in the program management. Some sub-systems in the program management system involve APEKA's stakeholders be it the internal ones such as the foundation, college's leaders, lecturers, employees, students and the external ones such as the government, companies and partnering institutions as well as the society. A good understanding from both the internal and external stakeholders has given birth to the participation supports based on each of their roles and functions.

The facts that a committee is specifically established by the academy in the recruitment of future program participants and that a manager board is formed to deal with the funding in the foundation have been the embodied involvement and positive support of APEKA's internal stakeholders. In addition, the roles played by the academy's leaders, lecturers, employees and students in organizing this program are quite robust. The leaders' commitment to continue to organize the program is the key to the existence of this program. The roles played by the lecturers, employees and students as the agents in the recruitment of future participants as well as the assistance given by lecturers and employees when students are having their apprenticeship obligation in the internal units of APEKA also give some contribution to the continuous existence of this program. The supports from external stakeholders such as partnering institutions, alumni and society who are concerned with the program have been the power for this program to last even now. In detail, the form of involvement of stakeholders' roles and supports in the community empowerment program organized by APEKA can be seen in Table 1.

The program of expanding access to higher education for poor families in APEKA is launched upon the approval of YPKS as its organizing board and it is specified in the Decision Letter of Director on the Guideline

for 2005 New Student Admission. The breakthrough of this program of expanding access to higher education for poor families in APEKA is a consequence of the implementation of management autonomy by YPKS in 2004. The assignment of adequate authority and responsibility to complete the tasks and make decisions constitutes a work empowerment which will drive the organization's innovation and effectiveness.

The control of private college organization lies with the leaders. They are highly determinant to the success of vision, missions and objectives in the private college's strategic plan. The program of expanding access to higher education for poor families is designed and launched during 2003-2007 APEKA's leadership reign. The support from the private college's leaders as the stakeholders of the program of expanding access to higher education for poor families in APEKA is fairly high to keep this program going. According to reputation is the most influential factor on the creation of organization's competence. The support from the organization's leaders, in this case the director and assistant directors, to maintain and continue the program of expanding access to higher education for poor families has created a good APEKA's reputation to the society, hence it is expected that a superior competence can be formed to allow the achievement of competitive and sustainable APEKA's performance.

Explains by [2] that colleges have their dignity as scientific institutions serving the purpose of cultural center, national pillar and social change agent towards a democratic advanced society. Colleges are also the place where future national leaders, students and society learn, the center for science and technology development, the center for wisdom and moral powers to search for and find the truth. This program of expanding access to higher education for poor families in APEKA constitutes an attempt to manifest the college's roles and functions in providing the society with social benefits. The key to a college's success in providing the society with social benefits is their lecturers who serve as professional educators and scientists with their main duties to transform, develop, and spread sciences, technology, and arts through education, research, and community service. The roles played by lecturers in the program of expanding access to higher education for poor families in APEKA can be divided into 3, namely: 1) Agency role; 2) Advisor role and 3) Educator role. These three roles are also played by employees or education manpower in APEKA.

The supports from students can take the form of: 1) good learning achievement as indicated by high GPA despite the fact that they should work and study at the same time; 2) Loyalty to their advising lecturers so that it would reduce these lecturers' workload both in their college's three missions (tri dharma) and additional duties; 3) showing their ability to find job with an average waiting period of merely 0 year, or even only 2 months. APEKA graduates are absorbed in job market with the highest distribution being in poultry companies up to 77.08% in private instructor position (PPL, TS and Unit manager) divided into broiler chicken company (32.29%), egg-laying chicken company (38.54%) and chicken-breeding company (6.25%), animal feed company (8.33%), animal medicine company (5.21%) and the remaining number are spread in companies dealing with dairy cow, beef cattle, dairy goat, plantation, offices and colleges at 9.38% and 4) willingness to find and give reference so that they can invite their friends to continue their study at APEKA through the same program. In their fourth role, students act as agents, because they are also authorized to determine the future program participants through their authority to give a recommendation. The roles and supports of the government as the college's stakeholder can be seen from their policies in relation to higher education and

organization of colleges. Based on the information on regulations related to higher education collected by <http://www.kopertis12.or.id/> and accessed on February 1, 2016 at 11:40 WIB, there are no less than 512 regulations of law. They consist of: 18 Laws (UU), 20 Government Regulations (GR), 4 Presidential Decree (Kepres), 9 Presidential Regulations (Perpres), 1 Presidential Instruction (Inpres), 24 Ministerial Decrees of Education and Culture of the Republic of Indonesia (Kepmendikbud), 3 Ministerial Instructions of National Education of the Republic of Indonesia (*Instruksi Mendiknas*), 218 Ministerial Regulations of Education and Culture of the Republic of Indonesia (Permendikbud), 3 Ministerial Circular Letters of Research, Technology and Higher Education (*Edaran Kemristek Dikti*), 2 Decisions of Secretary General of Ministry of Research, Technology and Higher Education, 3 Circulars of Secretary General of Ministry of Research, Technology and Higher Education and 196 Decisions of Director General of Ministry of Research, Technology and Higher Education. These government's policies are fairly binding and giving some space for husbandry vocational private colleges to participate in dealing with the three issues related to: 1) Organization of colleges; 2) Cooperation, roles and functions of colleges; 3) Roles and policies of regional government; 4) Roles and functions of Husbandry vocational colleges and 5) Agricultural human resources development.

In relation to higher education institutions which specifically administer vocational education in husbandry field, the educational unit is husbandry academy. Vocational education (diploma program) at colleges aims at preparing their students to be members of society with professional expertise in applying, developing and distributing technology and/or arts [3]. The teaching workloads in vocational education program prioritize the skill and expertise course credits rather than the theoretical ones. Vocational education plays an important role in the development of holistic Indonesian human resources [4]. However, at higher education level, there is a relevance issue which is characterized by a consistent symptom that the higher the workforce educational level, the higher the unemployment level would be [5]. Vocational education at colleges has been an important need to deal with such issue [3,4,5].

The partnering institutions giving their supports to the program of expanding access to higher education for poor families in APEKA consist of: 1) companies; 2) non-governmental organizations; 3) educational institutions and 4) religious institutions. The direct supports from these partnering institutions take the forms of fulfillment of students' strategic needs like their requirements for finance, residence and job. Meanwhile, the indirect supports are in the form of participation and collaboration in managing the program sustainability. This proves that in its management, the program of expanding access to higher education for poor families, APEKA has successfully built a flexible cooperation which can adjust their partners and students' needs. Such a nature of cooperation, i.e. flexible, dynamic and supple, has been what is needed in the efforts of building social relationship in the community, hence the necessary participation can surface. The participation or taking part is basically a form of active and voluntary involvement and inclusion, for either intrinsic or extrinsic reasons within the relevant activity's entire processes, including: decision making in planning, execution, control (monitoring, evaluation, supervision), and utilization of the activity's achieved outcomes [6].

The concerned community is only involved in this community empowerment program in APEKA with various motivations, including social, spiritual and economic motivations. The participation of community here constitutes their willingness to help for the program to succeed based on what they can do without having to

sacrifice their personal interests. Rhenald Kasali in [www.koran-sindo.com](http://www.koran-sindo.com) states that the currently rolling civilization era is the *sharing economy* where efficiency will be a reality thanks to the reciprocal utilization any ownership which used to be *idle* from the *owning economy* era. The understanding of *sharing economy* concept as suggested above has been a new marketing model in Indonesia. The definition of *sharing economy* itself is a socio-economic system with a concept of sharing various human and physical assets (<https://dailysosial.id/post>). A participation process is the increasingly established new social network which forms a social network for the manifestation of an activity to achieve certain goals [6].

**Table 1:** Roles and Supports of Stakeholders in the Program of Expanding Access for Poor Families in APEKA

<b>Stakeholder</b>	<b>Participation Form</b>	<b>Received Benefits</b>	<b>Contribution in system</b>
YPKS	Consent and approval of regulation	Institution's continued existence	Organization of institution
Private College Leaders	Proposal and Determination of program	Program's continuance	Program management
Lecturers	Advising students participating in the program	Professional continuance and existence	Guarantor of program participant's education completion
Employees	Serving students participating in the program	Job continuance	Program administration
Students	Participating in the program	Easy access to higher education	Participation in the program
Partnering institutions	Facility and financial support in the program	Recommendation of access to higher education service and management synergy	Program continuance
Community	Facility and financial support in the program	Recommendation of access to higher education service and social benefit synergy	Program continuance

Source: Research findings

### **3.2. Collaboration Pattern, Strategy Integration and Benefit Distribution**

This study is grounded by empirical facts on the low Human Development Index (HDI) which includes education, health and economy and 3 matters which relate to colleges of husbandry discipline, namely: 1) the low level of higher education participation; 2) the high unemployment level of higher education graduates and 3) the limited number and competence of instructors in husbandry sector. This research aims at identifying the roles of stakeholders in the collaboration and strategy integration which need to be done so that those problems can be solved.

The collaboration pattern, strategy integration and benefit distribution in the program are shown in its scope of

activity, beneficiary, achievement strategy and management system. The scope of activity consists of human, corporate, environmental and institutional capacity developments. The beneficiary in a community empowerment is commonly associated with academic stakeholders both the internal and the external ones.

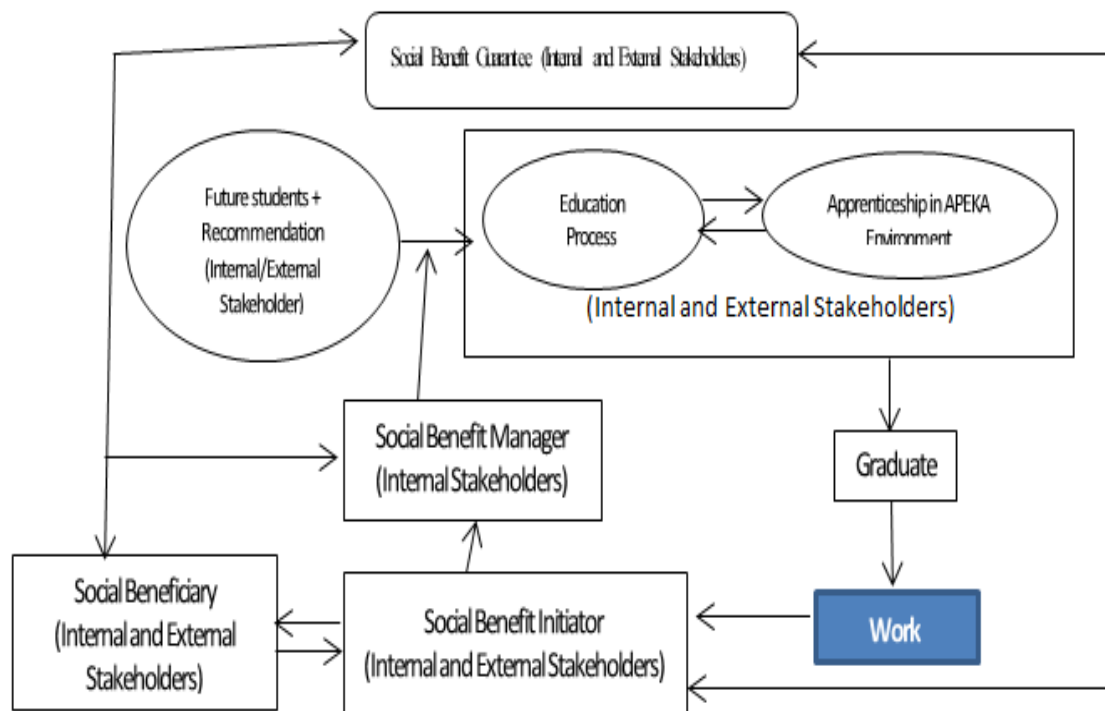
The program of expanding access to higher education for poor families in APEKA aims at increasing the number of students, hence the orientation of the strategy implemented is still limited to the planning on targeted number of students, dissemination and publication of new student admission. The observation results show that there has been no management system specifically applied in this program management. However, a board has been specifically established to be a place for the stakeholders to participate in. This board is established by YPKS under the name of *Majelis Wali Amanah* (Trustee Council). In addition, many good program and activity innovations have been made either personally by lecturers and students or institutionally which can be integrated into the community empowerment system in the husbandry sector sustainably.

Based on the roles and authorities explained in Table 1 above, there are 4 (four) roles and authorities namely: 1) social benefit guarantor; 2) social benefit manager; 3) social benefit initiator and 4) social beneficiary. The social benefit guarantor is the element which contributes to the legitimacy of program, activity and involvement of stakeholders through their authority to issue regulations. The government and the foundation are the elements which hold the power for this matter, hence the community empowerment program in APEKA has the legal basis for its implementation. Both authorities have the power to cease or continue the program in progress through the relevant regulations they issue. The program can run well and gives some social benefit as intended from the program when it has some managers. The social benefit manager's tasks include the tasks related to managerial functions, starting from planning, organizing, implementing and evaluating the program. The activities of this social benefit manager follows such pattern of *Plan, Do, Check dan Action* (PDCA). The social benefit initiator is the element in the competence development system of independent husbandry instructors who are tasked to disseminate the program to relevant stakeholders, hence a robust network in the program can be built. No matter how good a program is, when it is not known and understood by the community, it will certainly be hard to obtain adequate participation support. The role and task of this social benefit initiator are just like the task and role of a marketing department in a company. The difference lies in the "goods" for sale to the public. The goods for sale in this competence development system of independent husbandry instructors takes the form of a program, while in a company it is products. However, both have the same essence, i.e. making the community aware and conscious of the "goods" benefits, so that they will be willing to participate in order to obtain the benefit. The social benefits to be received by all elements in the competence development system of independent husbandry instructors should be clear and measurable. An ideal program should be able to provide social benefits widely for every one of its beneficiaries.

No one can perform the complex functions alone in the effort of community's economic, social and cultural empowerment [7]. An alternative model proposed by [7] is "Collaboration Work Model" is highly relevant to the global demand for a corporation to implement *Good University Governance* by involving numerous stakeholders. The involvement of alumni and campus' internal institutions in the community empowerment in APEKA indicates that stakeholders play some role in the operation of this community empowerment program, despite the fact that a management unity in a structured system and institution within APEKA's supporting

organization has not been clear.

The collaboration of stakeholders' roles in the community empowerment program in APEKA can be illustrated in a scheme as shown in Figure 1. Humans are connected to other humans in some kind of structure which provides an organizational form. Nevertheless, the form is not just connecting lines in an organizational chart. The form also states the direction of influence in a complex system, thus certain people use their influence on other people, certain groups use their influence on other groups, and certain systems use powers to control or rule other systems. Weber's theory defines an organization as an interpersonal activity system with certain intention designed to harmonize individual's tasks, which can be done only when there are some authority, specialty and regulations [8].



**Figur 1:** Collaboration of Stakeholders' Roles in Community Empowerment Program in APEKA

The fact that there is a form of care to the surrounding community in need as what has been done through the community empowerment program in APEKA shows that University Social Responsibility (USR) exists. In line with Mitchell and his colleagues (1997) theory as cited by [9] it is stated that the right USR concept formulation is based on stakeholders' approach as they are the parties or individuals who can influence and be influenced in the university goal achievement.

Opening ways for the formation of an association of caring student and community entity (including the alumni) within the campus can influence the success of university social responsibility. Figure 1 indicates that the caring student and community entity (including the alumni) as the college's external stakeholders can contribute to such roles as initiator and social beneficiary at the same time in such community empowerment effort [10].



#### 4. Conclusion

The pattern of collaboration made by the parties in the management of program of expanding access to higher education for poor families in APEKA is still normative, limited only to internal orientation which provides study completion facilitation for program beneficiary students and increasing the number of students. However, there is a great potential which can be developed into a sustainable system by performing strategy integration from the existing activity innovations in a place which has been formed by its executing board.

#### 5. Recommendation

The program of expanding access to higher education for underprivileged families must be developed and synergized with relevant and synergic campus programs so that it can produce independent livestock extension workers with private entrepreneurship status of private universities or self helpers in the community.

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