

THE USE OF PHOTOVOICE IN FORMULATING THE STRATEGY OF DEVELOPMENT COMMUNICATION PROGRAM FOR INCREASING THE CAPACITY OF YOUTH IN THE AGRICULTURAL SECTOR

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ABSTRACT

Participatory communication is one of approach to realizing development goals through the active participation of the community to aspire the needs with the support of policies and government intervention in development programs. The participatory communication approach places the community as the subject in the communication process. In line with the purpose of photovoice as a method or approach that focuses on the community, including the process of empowerment, participation and direct role of the community in the development process at the community level. The photovoice activities are designed based on community initiatives and participation that focus on the needs, potentials and capabilities of the local community. This study aims to formulate a strategy of development communication program that can be developed in increasing the capacity of youth in the agricultural sector through the photovoice method. The results of the study show that photovoice has provided an opportunity for youth to participate in identifying their problems, potential, communities and regions in order to formulate strategies and programs based on their needs. In addition to increasing the capacity of youth in the agricultural sector, the communication strategy program is expected to have an impact on increasing the income of farmers.

Keywords: *agricultural development, farmers, participatory communication, photovoice*

INTRODUCTION

Society empowerment most of times are thought to be similar to economy empowerment. However, empowerment might be done in any other aspects besides economy Alsop et al., (2005). suggesting that empowerment is an effort to give out chances and abilities inside the community (poverty) to express voice, influence decision making, ideas, or manage more capably collective conflicts that affected their

lives for the best.

Main approach for empowerment concept is the society is not an object of development project. Instead, they are the subject on their own development. Based on society empowerment as development model concept, the approaches divide into three, the first is targeted; the effort must be in line on those who in need by following the concept which was designed to overcome their problems. The second is to let them involve and participate in the concept. The purpose is to ensure the aid is well targeted and effective based on their needs. This also marks the enhancement of their empowerment in designing, executing, managing, and holding responsibility for their self- improvement and economy. The third one is by using community approach, because those who live in poverty tend to have difficulty in solving their problems individually (Noor, 2011).

Society empowerment can be done through active participation by society, supported by empowerment actors. The target for the empowerment is those who are weak and powerless, who has no access on productive resources or those who are marginalized (Widjajanti , 2011). The goals for empowerment refer to circumstances or outcomes in social alteration, which points out to empowering society with ability or knowledge in meeting their needs; economically, physically, and socially (Suharto, 2005;Ibad, 2017).

In agricultural sector, farmers' empowerment is a determinant factor which required for farmers community so the community to be the main role or the development subject in agriculture management resources. The Youth has a strategic position to develop their capacity so that they can function as an enhancement to determine the success of national development, especially agricultural development. Youth need to be prioritized in planning agricultural development programs to become the next generation, pioneers who are innovative, creative, professional, independent, able to compete, and have a global perspective. Based on Indonesian Law Number 19 of 2013 concerning the Protection and Empowerment of Farmers, in the implementation of empowering farming communities which states that farmer empowerment is all efforts to improve the ability of farmers to carry out better farming activities through education and training, counseling and assistance, development systems and means of marketing agricultural products, consolidation and guarantee of agricultural land area, ease of access to science, technology and information, and strengthening of farmer institutions.

In most found cases regarding the farmers' poor participation in their community, we aware that their bargaining position is low in "upstream downstream" agribusiness system. This, somehow marginalized them. This is probably caused by non -empowerment approach (Sumardjo et al., 2014). To achieve empowerment, farmers should hold on a process. One of which, is to communicate in farmer's group discussions. Participation of farmer groups in the discussion, as well as participation in decision-making related to planning, implementation, monitoring and evaluation of agricultural development programs are expected to increase their empowerment (Jaya et al., 2017).

Participatory Communication is one of many approaches to achieve development goals through the active participation of the community to aspire to needs

with the support of government policies and interventions in development programs. This communication tries to approach the community to think about their needs so that it comes to government approval in the form of a program (Muchtar, 2016). Participatory communication is one form of development communication carried out in community empowerment programs (Syarah & Rahmawati, 2017). The participatory communication approach puts the community as the subject in the communication process. This is similar to the purpose of photovoice as a tool or method to voice the views, thoughts and hopes of farmers as a marginalized group while also elevating the profession of farmers and strengthen their understanding and concern for the problems faced by farmers.

Photovoice is a community-oriented method or approach that emphasizes the process of empowerment, participation and the direct role of the community in the development process at the community level. Photovoice activities are designed based on community initiatives and participation with an orientation to the needs, potentials and capabilities of the local community. Wang, (1999) explains that photovoice is a process of photographic technique that can help individuals identify, express, and improve community through images/photos. Photovoice is a photo that contains meaning, in which it tells the portrait or self of the photographer, a particular community, or a phenomenon.

There are three main purposes of photovoice; 1) to help those who are marginalized, enabling them to record and reflect on their experiences and the condition of their communities, both positive and negative; 2) to foster critical awareness by selecting, discussing and reflecting on the subjects of their photographs, photographers can achieve a clearer understanding of their circumstances and the economic, social, psychological and political forces that formed them; and 3) to be transformed into improving conditions and lives by reaching and influencing policy makers (Wang & Burris, 1997). Thus, the purpose of this study is to breakdown a development communication program strategy that can be developed in enhancing the capacity of youth in the agricultural sector through photovoice method.

METHODOLOGY

This research uses photovoice method. The premise of photovoice is "empowering the community through documentary photography". Photovoice is a special method that puts cameras in the hands of people whose voices are often silenced by the power elite. These people often have no audience for their voices because they have little power or access to those who have power over their lives. The camera will be their tool, their voice. Photovoice can be seen as a grassroots approach to social action. It is a process that can reach out, inform and regulate community members for social alteration (Wang & Burris, 1997).

The stages of implementing photovoice carried out in this research is based on the photovoice process developed by Wang & Burris, (1997). The steps are: 1) determining the problem and the target parties, 2) collecting participants, 3) introducing the photovoice method through Focus Group Discussions, 4) taking pictures by participants, 5) discussing the results of photos and 6) planning follow-up activities.

This research is conducted in Polewali Teteaji Village, Tellu Limpoe District, Sidrap Regency, South Sulawesi. The research location was chosen due to Sidrap Regency

is one of the rice granary areas in South Sulawesi and most of the villagers work in the agricultural sector which makes it approachable for participants to photograph the behavior of farming communities and agricultural activities in the village. Determination of research subjects or informants was carried out by purposive sampling. Determination of research subjects in the photovoice method according to Wang, (1999) that the size of 7 (seven) participants is ideal for encouraging in-depth group conversations.

The subjects of this research are youths who are members of the youth organization in the village, POSPEMTA which stands for Taro Ape Youth Sports and Arts Association. This study involved 15 youths consisting of 1 woman and 14 men. The women are still not actively involved in this study because the majority of those who are active in the organizations in the village are men. The youth involved in this study are aged 18-26 years with different professional backgrounds including: farmers, shopkeepers, art workers, sports teachers, barbers, and students. The selection of different professions is done so that the photos produced can be varied and the idea of agriculture can be an understanding for young people who are not farmers.

The collecting data in the study was carried out in two ways: 1) in-depth interviews. In-depth interviews were conducted throughout the research. The researcher uses open-ended questions and narrative questions as a guide, also provides space for the interviewer to come up with ideas during the interview. These characteristics allow the interviewer to gain access to individual perceptions. 2) Focus Group Discussion (FGD). The FGD in this study was conducted with a focused discussion on the photos that had been collected by the photovoice participants. FGD participants are photovoice participants. Questions were asked in the FGD process through the SHOWeD technique. SHOWeD stands for *what do you see here? what is really happening here? how does this relate to our live? why does this problem/condition exist? how could this image educate the community/policy makers? and what can we do about it.*

Wang & Burris, (1997) explained that there are three main ways to analyze data in photovoice as follow:

1. Selecting photos

The photo selection process made participants choose photos that they thought reflected the strengths and struggles of their community. Participants choose the photo they want to include as proof of the photovoice and the photo they feel represents their experience. This analysis phase helps participants open up opportunities to talk more. Each participant must choose three to five photos that are the most important, the most significant or the most liked that represent their life struggles. Wang, (1999) suggested that photo selection and stories is guided by using a structured analysis technique called "SHOWeD". The acronym with a series of questions prompted participants to critically analyze the content of their photographs. The participants then compiled their problems, themes and theories that emerged from the photos and discussed (Wang & Burris, 1997).

2. Contextualization

Participants contextualize the photos by telling stories about what the photos mean to them. Participants tell their stories with group members. During the talks and discussions led by the facilitator, participants can voice their individual and group experiences. VOICE, which stands for Voicing Our Individual and Collective

Experience, reminds participants to think not only about their own living conditions, but also about shared life events and conditions.

3. Coding

In the final stage, participants identify the various types of dimensions that emerge from the group discussion: problems, and themes or theories. During group discussions, participants codify issues (concerns for pragmatic and most applicable actions), and themes or theories (recommendations based on data that have been systematically collected and analyzed in collective discussions). The coding stage in this study uses the model from Erlingsson & Brysiewicz, (2017) condensation, code, category, and theme.

RESULTS AND DISCUSSION

In the implementation of photovoice research, the role of youth as participants is needed from the beginning to the end because this photovoice research activities is carried out by prioritizing youth as the main subject in this study. Youth are the main actors in the empowerment process. Thus, the involvement of youth in photovoice research leads to a form of participation. Youth participation in photovoice research involvement makes youth not only positioned as objects of research, but also as research subjects because participants involve themselves in every stage of implementation and they take part in taking roles and responsibilities.

The empowerment process through photovoice is so that participants are able to express their point of view or represent their community by taking photos related to the research theme, namely about agricultural potential in the village, farming problems, and agricultural activities. This is in line with Royce et al., (2006) which states that one of the alternative media that can be used by the public for expression is photo media. The photos are interpreted collaboratively through discussions in both small and large groups. The discussion process provides space for the exchange of knowledge and experiences, and helps participants identify problems. The discussion process also raised awareness about the struggles of farmers' lives, farming problems and raised admiration for agriculture potential in the village.

Youth opportunities to act as the main role in the empowerment process help them gain self-confidence. As Torris-Hedlund's (2019) state, photovoice gave participants the confidence to discuss issues using pictures as guidance. In addition, through photovoice this research has provided an opportunity for youth to participate in identifying problems and potential in themselves, their communities and surrounding in order to breakdown strategies and development programs that suit their needs.

Each development communication program strategy is planned specifically depending on the personal background of community members as well as their social and natural conditions. In addition, development communication should harmonize with the characteristics of community communication which involve elements of communication (communicators, message content, communication channels, and communication targets). In community empowerment programs, development communication strategies are ways to achieve their participation and designing messages that are needed in the process on changing their behavior, in the sense of having the knowledge, skills and attitudes to behave in implementing the selected

development messages (ideas or technology) to achieve the desired quality of life improvement. According to Purnaningsih, (2009) there are several things to make the program design:

Determine the purpose of communication, which is related to behavior change: knowledge, attitude, motivation and action. Usually, the purpose of communication is directed to the KAP (Knowledge, Attitude, Practice).

Identify the target audience, decide who the target audience is with a certain segmentation. Studying the individuals of the target group, what their interests, their exposure to the mass media, their attitudes regarding communication programs; for, neutral or against.

Develop messages specifically for specific target groups. By paying attention to who you want to reach through a certain message, what impact you want to achieve by conveying a certain message, what is the expected target action after receiving a certain message.

Choosing the media for the most appropriate messages depends on the target groups you want to reach, what media they like or need. Also consider the effectiveness and efficiency of program communication.

The first step in implementing a development communication program strategy in Polewali Teteaji Village is to conduct a situation analysis and audience analysis. Situation analysis is needed to explore information, agricultural potential and agricultural problems that exist in Polewali Teteaji Village as a reference material for developing a development communication program strategy that can be implemented in the village. While audience analysis is needed to find out specifically, according to the principle of audience segmentation, who or what institutions will be the audience for the program. Based on the results of discussions with photovoice participants and supporting informants in data collection activities using the photovoice method, the data collected in the form of agricultural potential and farming problems in Polewali Teteaji Village are:

Agricultural potential

Polewali Teteaji Village has great potential in the agricultural sector. This is shown in available data related to the number of people who make a living in the agricultural sector and have a large area of land for agricultural land;

A number of farmers have used agricultural tools and machines that make their work easier in cultivating agricultural land;

The traditions of Tudang Sipulung, Mappalili, Mappadendang which are still preserved by the farming community in Polewali Teteaji Villages;

Gotong royong in processing agricultural land which is still being carried out because it is action-oriented to lighten the workload between farmers;

The principle of togetherness and close solidarity relations among farming communities in Polewali Teteaji Village due to the farming communities have kinship relationships, such as brothers or cousins.

Farming problems

Garbages found around the farmers' rice fields;

The occurrence of pests attacking rice plants in the village;

Inadequate facilities and infrastructure, such as damaged irrigation facilities;

Difficulty in obtaining subsidized fertilizers due to the limitation of the subsidized fertilizer quota which is a policy of the government;

Lack of awareness and understanding of farmers about organic farming;

Lack of special coaching and training for young farmers in increasing their interest and knowledge in the agricultural sector.

Based on the results described above, not every problem can be solved through a communication program, depending on whether it is related to human behavior problems or not. Thus, the development communication program strategies that can be carried out are (1) socialization and training programs to increase skills in the manufacture and processing of organic fertilizers; (2) farmer youth empowerment program through business development of agricultural machine tool services (UPJA); (3) a public speaking training program in encouraging the communication skills of young farmers in the village to be able to advocate for policy makers, and (4) a farmer inspiration class program as an effort to alter the image of the farmer profession by providing awareness and understanding to youth that the agricultural sector is an attractive and promising sector. The communication program strategy is expected to have an impact on increasing farmers' income and resilience, thereby changing youth perceptions about agriculture towards a more positive assessment.

Socialization and Training Programs to Increase Skills in the Manufacture and Processing of Organic Fertilizers

Program Background

Fertilizer is an important part in agriculture. Organic fertilizers as one of the important elements in increasing production and productivity long known and used by farmers. Besides being able to provide various nutrients for plants, organic fertilizers also play an important role in maintaining the physical, chemical, and biological properties of the soil. Along with its development, opportunities to produce organic fertilizers are wide open because in addition to abundant and renewable raw materials, this type of fertilizer can be made and produced by various groups including small and medium entrepreneurs (SMEs) by utilizing various sources of in situ agricultural waste (such as crop residues, crop residues) and livestock waste (Darwis & Rachman, 2013).

As a balancer to nutrient and soil enhancer, organic fertilizer has potential and prospective development opportunities. However, the development of organic fertilizers is faced with obstacles. Farmers' constraints while using organic fertilizers are viewed from three things; technical, economic, and social constraints. Technical constraints, farmers have difficulty in the transportation process of organic fertilizers. This is sufficient because the volume of fertilizer required is large, especially if organic fertilizer must be transported from far place to the farmers' rice fields. It is different when using chemical fertilizers which is the size of a bag to make it easier to transport. Organic fertilizer is seen as something that is a hassle and requires more manpower to manage and use e. Economic constraints, the use of organic fertilizers has a slower impact on the growth of rice plants than chemical fertilizers, farmers' plant growth is more fertile, which makes them reluctant to use organic fertilizers, though considered cheap.

Meanwhile, social constraints related to work culture, such as habits, cannot be separated from conventional farming. Chemical fertilizers are another important input in conventional-based farming systems. Farmers are accustomed to using chemical fertilizers that provide a quick response to the plants. One of the chemical fertilizers that farmers rely on is urea. The farmers in PolewaliTeteaji Village who only rely on urea are difficult to change, although counseling is carried out on the advantages of balanced fertilization. In addition, the lack of understanding and limited information about organic fertilizers causes confusion for some farmers in terms of their development and use.

Basically, the socialization of organic fertilizers has also been carried out by extension workers to farmers in Polewali Village but has not shown an increase in the use of organic fertilizers. Therefore, it is necessary to carry out more intensive socialization and assistance in the manufacture of organic fertilizers to farmers, both land owners, cultivators and farm laborers and small-scale organic fertilizer industries. The use of organic fertilizers is an entry point to introduce organic farming at the farmer level. Organic agriculture is seen as having high economic prospects, along with changes in human consumption patterns that prioritize health even though at high costs. The use of organic fertilizers in addition to having an impact in fertilizing the land, also provides benefits in cultivation because it reduces the purchase of chemical fertilizers. The use of organic fertilizer is also one of the efforts to overcome the scarcity of subsidized fertilizer that is currently happening in the village.

Program Goals and Objectives

The objectives of this program are; (1) farmers understand the importance of implementing organic farming systems and better understand how to cultivate organic farming. (2) farmers understand how to make natural fertilizers without the use of chemicals. The manufacture of organic fertilizer is adjusted to the availability in Polewali Village. So that farmers can get materials for natural fertilizers from the village at ease. The program targets are farmers (land owners, sharecroppers, and farm laborers) and young farmers. Raising understanding and awareness of young farmers on organic farming, thus holding responsibility with the knowledge they have, to practice their knowledge by organic farming. Although not fully using organic fertilizers yet, there is a willingness to change step by step towards environmentally friendly organic agriculture.

Method

The method used in this program uses two approaches as follows: (1) interactive face-to-face communication in farmer groups and interpersonally. The method used is learning by doing, so that farmers can learn while practicing the use of organic fertilizers directly. The practice of using organic fertilizers carried out through demonstration plots to program targets needs to be shown tangible evidence that can be seen with their own eyes, if they already believe they will be more quickly compelled to try and apply it. (2) Print media such as leaflets, brochures, newsletters, posters and magazines. The form of the message is designed in an informative, clear and easy-to-understand language, accompanied by the benefits obtained, an attractive combination of images and colors on how to use organic fertilizers.

Farmer Youth Empowerment Program through Business Development of Agricultural Machine Tool Services (UPJA)

Program Background

UPJA can be viewed as a business unit, or can be developed into an organization or economic institution, which is engaged in the service (rent) of agricultural tools/machines. As a rural economic institution, UPJA should use and manage these machine tools optimally to obtain business benefits based on market-oriented economies of scale, supported by professional human resources, and able to provide collective positive feedback for agricultural economic activities in rural areas. Therefore, it makes sense if UPJA is managed by UPJA managers in a professional and independent manner. The principles of professionalism are: (1) technically sound business oriented; (2) economically profitable; (3) sustainable; and (4) based on the principle of business partnerships that symmetrically need each other, strengthen each other and benefit each other (Mayrowani & Pranadji, 2016).

One component important in UPJA is "UPJA Manager", namely farmer/youth farmer who owns ability manage alsintan-alat mesin pertanian (Agricultural Machine Tools) in amount certain with principle profitable business. UPJA is responsible answer in optimizing use alsintan and speed up technology transfer to public agriculture in rural areas. Role other is increase Planting Index in one unit time on area certain, speed up and increase quality processing land, reduce lost results harvest, increase quality and processing results, as well as increase efficiency production. One important role of a manager is to develop institutional related business with development system agribusiness in rural areas. The reality is that most of the UPJA are not yet business oriented, have not been managed based on economies of scale, and are not yet market oriented (Indraningsih et al., 2017).

The main function of UPJA is to carry out economic activities in the form of agricultural machinery services. Services can take up a wide space in the handling of farming activities which include land preparation and processing services, irrigation water supply, planting, maintenance, plant protection, harvesting, postharvest and product processing, harvesting, threshing, drying and milling of rice, product development in the context of increased value added, market expansion, competitiveness and improvement of farmers' welfare. UPJA is engaged in the service sector in the context of optimizing the use of machineries to gain business profits. The business must be managed separately from the poktan or gapoktan, by a manager who oversees the operators, administrative officers, finance, and technicians.

The formation of the UPJA is carried out by a number of person farmers, including youth farmer and organization soulful farmer entrepreneur. Needed manager who owns soul Entrepreneur tall and always attempted increase profit his efforts. people young especially farmer young must be given opportunity for take part active in UPJA development. According to Proctor & Lucchesi, (2012) wrong one alternative solution for promote people young in the countryside is through expansion program development effort based agriculture; development chain score effort agricultural and non-agricultural, as well as support development organization youth and cooperatives production. By because of that, youth need given opportunity for each other learn, participate in process making decision and policy formulation wrong the

only one through the UPJA development and management program.

Program Goals and Objectives

The objectives of the program are (1) to help farmers in obtaining income extra outside product results agriculture at harvest; (2) existence rental tool machine agriculture (alsintan) managed by UPJA helps farmers small in thing management land agriculture. Farmers small sometimes difficulty in buy alsintan because the price is expensive. By Therefore, UPJA is needed by farmer as solution for fulfilling needs for alsintan. With use service UPJA machineries, farmers only Secrete cost service rent in accordance deal without must buy alsintan alone; (3) there is a growing UPJA through application modernization agriculture will grow interest of nearby farmers to return working in the fields. This modernization too add amount farmers Millennials around environment with open field profession for them. The program objectives are farmer who became UPJA members are target service service alsintan most main. If whole member already served, UPJA will serve non-member farmers.

Method

UPJA can be developed to be an institution advanced economy but UPJA administrators must increase each other's ability to get results good optimal effort through training independent or through government organized trainings local. In the case of the Department of Agriculture, it can cooperate with the Job Training Center to carry out training for the younger generation. The youths were given training in the operation of machine tools and maintenance of machine tools. The training materials include introduction to machineries parts, operational methods, maintenance and storage of machineries.

Public Speaking Training Program in Advocacy Skill Development Program Background

Advocacy is a form of persuasive communication, which aims to influence stakeholders in making policies or decisions. This advocacy process is very important for young farmers in communicating the results of studies and important issues, carried out with strategic planning with the main target being policy makers. Advocacy skills are both a science and an art, which of course is greatly influenced by the ability to communicate. Improved communication skills can help young farmers to improve their performance, especially in advocacy. Improvement of communication skills can be done through public speaking training programs.

The ability of public speaking requires preparation that is more than just speaking because of its nature which aims to communicate about a topic in front of many people to influence, invite, change opinions, and provide information. Public speaking skills are an important part of the complexity of youth in rural areas. Qualified youth must have public speaking skills. In reality, there are still few rural youths who have public speaking skills. This is reflected in the implementation of this photovoice research, when the session discussed photos, some of the youths were still embarrassed to express their opinions. The ability to dare to come out with ideas and opinions from young farmers is important to be honed

Program Goals and Objectives

The objectives of this program are (1) participants are able to do good public speaking so that they can develop their potential and improve persuasive communication skills; (2) participants are able to contribute ideas through the ability to speak and express opinions in public, foster self-confidence, and improve critical thinking skills; (3) increase participants' understanding of advocacy, and how to plan and carry out advocacy for the fulfillment of farmers' rights. For this reason, advocacy is one way that can be used to encourage parties to provide good support for the fulfillment of farmers' rights which are often ignored.

The target of this program is rural youth as the spearhead of rural development. One of the factors why the condition of young farmers is increasingly marginalized is because young farmers are not brave enough to express their ideas and ideas both in group discussions, training and even during organizational meetings. Whereas the voices of youth are the determinants of future agricultural progress in conveying innovations and creative ideas for agricultural development. Therefore, through this program, youth are encouraged to be involved in fighting for interests in making Village Regulations and rejecting Village and/or supra-Village policies that are not in favor of the interests of the Village community. For example, in a case related to the problem of garbage accumulation at village gates and around rice fields which has been described in the previous sub-discussion, through this program youth can be directed to make village regulations (*perdes*), the village regulations that have been prepared by youth will be lobbying the Village Government or proposed through village meetings such as *musrenbang* to issue Village Regulations related to waste management.

Method

The methods that can be used during the public speaking training process are short lectures and questions and answers, brainstorming, and role playing. This training method is based on the following principles: (1) providing opportunities for learning by doing and learning from experience; (2) active participation of participants; (3) fostering a democratic and dynamic climate for the creation of communication from and to various directions.

Farmer Inspiration Class Program Program Background

The low interest of youth in the agricultural sector is indeed due to the fact that the profession of farmers is still viewed by youth as a profession that is not promising and does not provide hope. Farmers suffer losses, and struggle with poverty. This view needs to be straightened out and needs to change the perception of dirty, difficult, and high-risk agriculture into one that is technological and prestigious. In fact, many young people in agriculture are progressing with their agricultural business. And because the level of world food demand is increasing, being a farmer is actually a good business opportunity to develop.

Since farmer is seen as not promising profession, new paradigm must be introduced so that young generation will be interested to be farmers but they need a

strong figure which will become the example. These figures which will give insight, farming knowledge from their experiences.

Inspiration class farmer is wrong one method for promote agriculture to youth as a profitable livelihood, other than that the program does not only presenting and accommodate peasant figures successful millennial but also farmers of generations other or entrepreneurs in the field agriculture for share story inspiration they in working in the agricultural sector to young people countryside. Hope through the inspiration class program this farmer is young rural have motivation for keep going working in the agricultural sector.

Through this inspirational class program, no will immediately be able influence view youth on profession farming from gloomy Becomes cool and contemporary image. Farmer and generation young made proud of profession those who become wrong one mover wheel economy nation and become the spearhead of self-sufficiency food. In addition, youth will see the potential for developing in the agricultural sector and slow negative stigma could fade. When the spirit to engage in the agricultural sector arises from youth, the government need to provide agricultural infrastructure.

Program Goals and Objectives

Class program goals are (1) providing opportunity for rural youth to learn and build imagination about being farmers as promising future careers in the agriculture sector, as well as strengthen self-trust and determination for struggling in the agriculture sector. (2) Rebranding farmers as promising profession that could earn satisfying income (3) Giving room for successful farmers to inspire youth in agriculture sector.

Method

The methods used in this program include starting to recruit a number of prominent farmers who have success and inspirational stories to work with in implementing the program. Involving these farmer figures at the beginning of the activity, even from planning, is expected to guarantee the effectiveness and success of program implementation. Then, a workshop or workshop was held in the village to gather information on opportunities, problems/obstacles, solutions and suggestions in rice development from the perspective of rural youth and at the same time disseminate information about creative agribusiness to rural youth in the hope that the agricultural sector can provide a better image. in the eyes of each young man. In particular, the knowledge disseminated to the younger generation is expected to increase their interest in agribusiness. In addition, it is also hoped that the younger generation's awareness of the importance of groups and networks will grow, as well as efforts to develop agricultural-based creative communities in rural areas.

CONCLUSION

The photovoice method has great potential to enhance youth empowerment. The youth who were involved as participants in this research, participated in everything; from collecting photos, identifying potentials and problems, as well as offering solutions in overcoming problems that exist in the community to determine programs that suit their needs. The development communication program strategies

that are structured to increase the capacity of youth in the agricultural sector are: (1) socialization and training programs to improve skills in the manufacture and processing of organic fertilizers; (2) farmer youth empowerment program through business development of agricultural machine tool services (UPJA); (3) a public speaking training program in encouraging the communication skills of young farmers in the village to be able to advocate for policy makers, and (4) a farmer inspiration class program. In addition to increasing the capacity of youth in the agricultural sector, the communication program strategy is expected to have an impact on increasing farmers' revenue.

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