



## Contribution of higher education in the development of village-owned enterprises (BUMDes) Jejama Village Suak Sidomulyo District Selatan Lampung District



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### ABSTRACT

South Lampung Regency has 256 Village-Owned Enterprises (BumDes). A total of 47 of them are in the developing classification, so BumDes in the developing classification must be encouraged to become advanced BumDes. In order to encourage BumDes to progress, Universities (PT) have a strategic position to help develop Village-Owned Enterprises (BumDes), this is because PTs with their human resources are seen to have reliable expertise in accordance with the demands for developing BumDes. This research aims to describe the contribution of PT in the development of BumDes. The research location is Suak Village, Sidomulyo District, South Lampung Regency as a village that has a BumDes in the developing category towards Advanced BumDes. Data collection was carried out through interviews, documentation and literature study methods with BumDes actors, namely, BumDes administrators and members. Then, to complete the data, interviews were conducted with the Village Head and several people from the Suak community. Other important data was exported from secondary data, namely documentation related to BumDes and the contribution of universities. The research results illustrate that universities have contributed to developing BumDes. BumDes collaboration with PT is carried out through joint activities, where universities through teaching staff (lecturers) become facilitators and sponsors of these activities. Through community service activities as one of PT's tridharma, lecturers (academics) provide several materials related to efforts to develop BumDes. The weakness of the contribution from academics is that service activities are not carried out continuously or unsustainably so that they do not reach the evaluation of BumDes development. Therefore, the contribution of PT with BumDes can be further increased in the form of providing more concrete material/knowledge/skills.

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## Introduction

Increasing village development through well-managed BUMDes (Village-Owned Enterprises) can maximize the potential that exists in the village. To make this happen, two approaches are needed, namely: a) The desire of the community in the form of a need to change, namely making efforts to change and preventing undesirable things, and b) Political will and the ability of the village government together with the community to implement development plans that have been implemented. compiled (Rutiadi, 2001; Bachrein, 2010).

The efforts made by the Village Government are to encourage village economic development. Efforts to revive the community's economy can be achieved through village entrepreneurship, where village entrepreneurship becomes a strategy for developing and growing prosperity (Ansari et al., 2013). This village entrepreneurship can be accommodated in Village-Owned Enterprises (BUMDes) which are developed by the government and village communities (Prabowo, 2014 in Anggraeni 2016). Article 1 number 6 Law no. 6 of 2014 concerning Villages, that BumDes is a business entity where most of the capital owned comes from village

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assets which are then separated, to manage existing assets, such as services and other businesses for the welfare of village communities. In the Minister of Home Affairs Regulation number 6 of 2014 concerning Village-Owned Enterprises, it is stated that BumDes is a Village business formed or established by the village government whose capital ownership and management are carried out by the village government and the community.

The establishment of BUMDes is intended to carry out village development programs. Initially, the formation of BumDes was to encourage or accommodate all activities to increase community income. BumDes then developed against the background of local customs and culture. Furthermore, with the aim of maximizing economic activities, BumDes is handed over to be managed by the community through Government and Regional Government programs or projects. In its development, BumDes becomes a village business and is further expected to be able to maximize the potential of village communities in terms of economic aspects, natural resources and human resources (Ubi Laru & Suprojo, 2019). BUMDes has the role of regulating the economy in the village, especially business sectors in various fields, such as renting goods, simple social businesses, service businesses, micro financial businesses, and community joint ventures.(Pangestu, 2020). The role of BUMDes can be seen in the existence of sources of funds to increase income, community needs that can be felt by the community as a whole, as well as independent village development that does not only depend on budgets and aid (Kirowati & Setia, 2018). Thus, BUMDes is a breakthrough alternative for empowering village communities because ideally it can improve the economy of all communities in the village.

Gunawan (2011) explained that the formation of BUMDes aims to accept activities that develop according to customs, activities based on Government programs and all other activities that support efforts to increase community income. According to Ridwan (2015), the aim of establishing BUMDes is to create equal business opportunities while increasing community income. Apart from its objectives, BUMDes has a function as a commercial institution through offering local resources aimed at making a profit and a social institution through contributing to the provision of social services that are in favor of the interests of the community. BUMDes has made a positive contribution to strengthening the rural economy in developing the community economy (Alkadafi, 2014). The existence of BUMDes is needed to mobilize village potential and can help in poverty alleviation efforts. This is also supported by Hardijono et al (2014) that the establishment of BUMDes is a way to form an independent rural economy as an effort to increase Original Regional Income (Agunggunanto et al., 2016).

Universities are higher education organizing units. Higher education teachers (lecturers) are required to carry out the Tri Darma of Higher Education, including teaching, research and service. One of the lecturers' Tri Darma of Higher Education is community service activities, where the lecturers go directly into the field to see the real situations and conditions faced by the community, as well as providing solutions and enlightenment to the community in order to achieve prosperity and welfare of the community. Therefore, the form of community service by universities is through lecturers, which is carried out, among other things, by providing knowledge and skills through training forums, socialization, mentoring, workshops, discussions, etc. Higher Education Services covers all fields, namely agriculture, health,

Likewise, for the development of BumDes, universities through lecturers can help village communities in managing the BumDes. Through community service activities, lecturers provide knowledge and skills which are the expertise of each lecturer. Service activities by providing material, experience and direct practice related to efforts to develop BumDes including the obstacles and challenges faced by BumDes, especially BumDes in Suak Village, Sidomulyo District, South Lampung Regency.

From 2015 to 2019 in South Lampung Regency there were 256 BumDes with 571 business branches and their capital reached IDR. 57,158,850,296. In 2020, from the results of their efforts, BumDes throughout South Lampung Regency can contribute to PADes (Original Village Income) Rp. 1,419,775,526. BumDes in South Lampung Regency is divided into four classifications, namely basic, growing, developing and advanced BumDes, as presented in table 1.

**Table 1:** Recap of the classification assessment of Village-Owned Enterprises (BUMDes) Lampung Province 2019

Recap of Village-Owned Enterprise Classification Assessment (BUMDes) Lampung Province September 2019						
No	Regency	Number of Bumdes	Classification of Bumdes			
			Base	Grow	Develop	Proceed
1	LampungSouth	256	120	89	47	0
2	Lampung Middle	259	186	72	1	0
3	North Lampung	232	123	99	10	0
4	Lampung West	123	52	71	0	0
5	Bone Onion	147	147	0	0	0
6	Tanggamus	85	70	13	0	2
7	East Lampung	248	4	241	3	0
8	Right Way	136	108	25	2	1
9	Pesawaran	128	93	26	9	0

10	Pringsewu	126	70	43	13	0
11	Mesuji	105	105	0	0	0
12	Bone West Onion	82	47	34	1	0
13	Coastal West	61	25	30	6	0

Source:(Lampung Community and Village Empowerment Service (DPMD), 2019)

Based on the table above, of the 13 regencies in Lampung Province, South Lampung Regency is ranked second with the highest number of BUMDes after Central Lampung with a total of 256 BUMDes and a growing number of 47. This makes South Lampung Regency superior compared to other regencies in Lampung Province . One of the villages whose BumDes is developing very rapidly in South Lampung is Suak Village, Sidomulyo District. After being hit by the tsunami disaster that occurred on Saturday 22 December 2018, Suak Village, Sidomulyo District, South Lampung Regency, is a village with a strategic area and has many potential tourist attractions, especially beaches or marine areas. The revival of marine tourism in Suak Village has been seen with the opening of several tourist beach attractions with restaurant and resort concepts. Suak Village has tourist attractions to revive the community's economy.

Based on the background of the problem, the objectives of this writing are (1) to describe the contribution of universities through lecturers/academics in the development of BumDes in Suak Village, and (2) to describe the obstacles faced by universities in contributing to the development of BumDes in Suak Village. Sidomulyo District, South Lampung Regency. Theoretically, this research is useful and contributes to the scope of concentration in Government Science, especially in Governance and Government Management, namely in the management of BumDes to improve the welfare of village communities.

## Literature Review

### Conceptual Background, Empirical Review, and Hypotheses Development

The progress or decline of BumDes is influenced by the roles of various stakeholders. BumDes must have management capabilities in managing BumDes. Good BumDes management stated by Solekhan (2014) includes: (1) BUMDes management must be open, and can be known by the public. (2) BUMDes management must be accountable to the village community by following applicable rules and regulations. (3) village communities are actively involved in the planning, implementation and supervision processes. (4) and the management of BUMDes must provide results and benefits for community members in a sustainable manner.

As an effort to build BumDes, universities have a strategic position to develop BumDes. Universities must show real evidence that universities are not ivory towers that cannot touch society. Universities must be able to show their contribution to the development of BumDes. Universities with the resources they have, namely lecturers, are obliged to provide service as part of the Tri Darma of Higher Education. Based on this background, this article looks at the contribution of universities in developing BumDes in Suak Village. According to Soemaryani in Syaharbanu (2019:5) Higher education through lecturers/academics act as drafters such as formulating standards for policies or programs that will be implemented by BumDes.

BumDes is an alternative solution that can become a driving force for the village economy and if its management is carried out professionally it can improve the village economy and have an impact on improving the welfare of village communities. But BumDes cannot develop optimally if it only depends on the Village Government or BumDes administrators alone. BumDes management requires collaboration, communication and coordination from various relevant stakeholders (various parties) to advance and develop BumDes. Parties from various backgrounds, one of which is universities. Practically, this research can provide additional knowledge and information about the contribution of universities in managing BumDes. In summary, the flow of thought in this article is as follows:

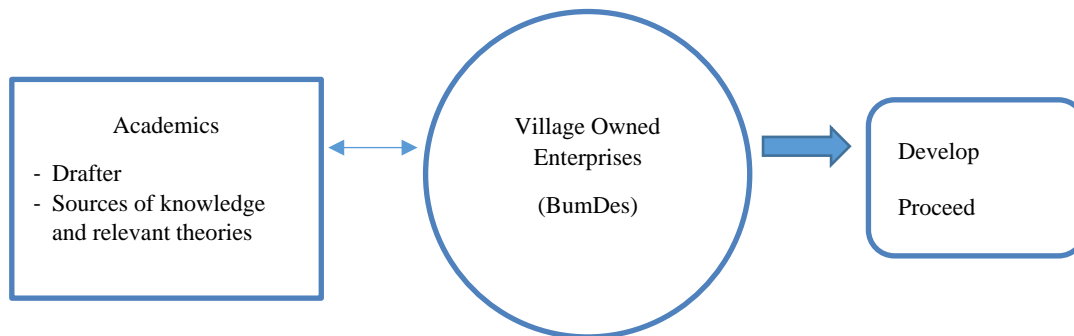


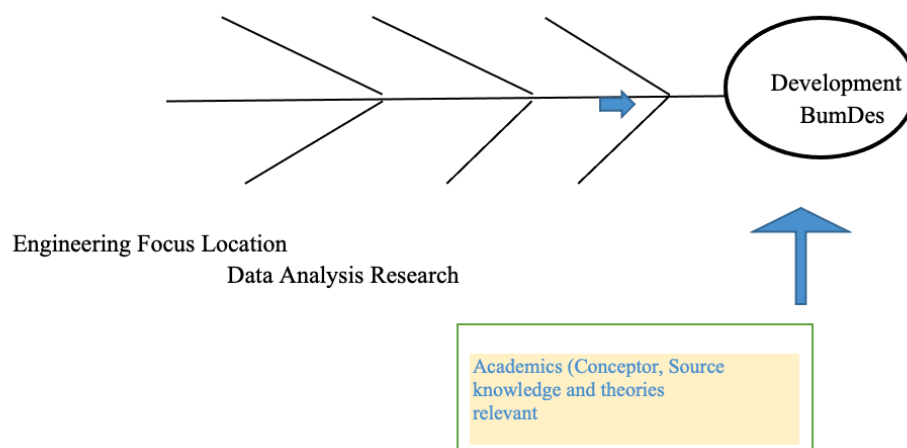
Figure 1: Research Framework

## Research and Methodology

### Study

#### Descriptive Collection Techniques

Qualitative Information Data



**Figure 2:** Qualitative Research and Development BumDes

This type of research is descriptive qualitative because it aims to describe in detail and comprehensively the various conditions and situations that arise which are the object of research. According to Creswell (in Djam'an Satori & Aan Komariah, 2017: 24) qualitative research is inquiry process (questioning/investigation) regarding the understanding of something to obtain data, information, texts of respondents' views using various methodologies on a social or humanitarian problem or phenomenon.

research that produces and processes descriptive data, such as interview transcriptions, field notes, images, photos, video recordings and so on. Through a qualitative approach, the researcher carried out an objective representation of the symptoms contained in the research problem, namely the contribution of universities in developing BumDes in Suak Village, South Lampung Regency. Research focus on academics, and the government as the leading sector.

Research informants purposively, namely officials from the South Lampung Regency Community and Village Empowerment Service (DPMD), Village Government, as well as academics/lecturers. Data was obtained from interview techniques, observation and documentation. Next, analyze the data by reducing the data, presenting the data and verifying/drawing conclusions.

## Findings and Discussions

The management of BUMDes in Suak Village, Sidomulyo District, South Lampung Regency shows that the contribution of universities is not seen completely or clearly, there are gaps between universities and other parties. because apart from universities, several other parties also contribute to the development of BumDes. such as business/private sector, media, community and Village Government itself.

BUMDes Jejamo Jaya Suak on January 9 2023 held a lato-lato competition at Muara Indah Suak Beach. There were 201 participants, with the majority of participants being public elementary school children from Sidomulyo, Sragi and Katibung sub-districts, making the beach atmosphere crowded with visitors. Competition activities involve several parties. As the initiator is the Jejama Jaya Suak BUMDes Tourism Business Unit. The committee in implementing the competition is assisted by universities, in this case the Sumatra Institute of Technology (Itara) through students who are carrying out Real Work Lectures (KKN) in the village. Furthermore, another party involved is the Suak Village Government itself which always supports BUMDesa activities.



**Picture 1:** Tempat, Pantai Muara Indah Suak

The aim of the competition is to introduce Muara Kapuk Beach to the wider community, because the beach is not just a relaxing tourist spot, but also educational for children. Another goal is to revive traditional games that have become extinct and forgotten. BUMDes also invites the private sector to get involved in this competition to become sponsors. These private parties are RNR International Group, Surya Jaya Motor Sidomulyo and AE Creative Konveksi & Clothing which gave the main prize in the form of a BMx bicycle to the winner of the Doorprize lottery.

#### **BUMDes Collaboration with Academics**

One alternative that can be taken by Village-Owned Enterprises in order to optimize the management of potential village economic resources is to open up opportunities for collaboration with outside parties. This can be done because it is difficult to imagine that Village-Owned Enterprises will be able to move quickly if Village-Owned Enterprises pursue business alone. However, in order for the collaboration to strengthen the business, of course this step cannot be implemented haphazardly. In general, business actors then make a cooperation agreement. Through this agreement, both parties who collaborate can know all the rights and obligations they have. One of the university's efforts to collaborate with BumDes for sustainable development is the consistent implementation of student creativity programs which require strategic collaboration between the community and the university so that it has clear goals in achieving the university's vision, namely service, education and research.

The ability of BUMDes Jejama Jaya Suak Village to make cooperation agreement letters is still limited, therefore BUMDes collaborates with academics from the University of Lampung (Unila). This form of collaboration is through Community Service activities by Unila academics who present related material. Strengthening the Capacity of BUMDes Management through Formulating Collaboration Agreements with Third Parties. The PKM activity was carried out on April 8 2021 and was attended by 13 activity participants, consisting of Suak Village officials and Suak BUMDes administrators. Unila academics were represented by Mr Syamsul Ma'arif, MAP and Team.



**Picture 2:** Unila academics were represented by Mr Syamsul Ma'arif, MAP and Team.

BUMDes collaboration with academics is very beneficial, especially if BUMDes collaborates with other parties which must be regulated by a joint agreement. Ideally, a cooperation agreement is carried out in writing in the form of a collective agreement which produces a document in the form of a cooperation agreement letter. It is important for a cooperation agreement to be made in writing so that in the future it can be used as an instrument that can be used to collect commitments from each party during the implementation of the cooperation later and can be used as a reference for Village-Owned Enterprises when they want to collaborate again with other parties. In fact, a collective agreement can be made in writing or unwritten, depending on the agreement of the parties making the agreement. In practice, The rural social environment which is generally dominated by informal relationship patterns encourages parties to tend to enter into unwritten agreements. The agreements reached are often based solely on mutual trust. In addition, the agreements reached are sometimes produced not through formal discussions, but from informal discussions at home or on the edge of the fields. In a few moments, there has been progress where some of the collective agreements have been put in writing into cooperation agreements. Unfortunately, some cooperation agreement letters are often not made by yourself, but are made through the services of other parties. This is where the problem lies, considering that all the consequences that arise as a result of the agreement will later be borne by the parties who made the agreement themselves.

## Conclusions

Village-Owned Enterprises (BumDes) in South Lampung of the 47 that are classified as developing are encouraged to become developed. In order to encourage the development of BumDes to advance, the contribution of universities is very important. The form of contribution from higher education institutions is the provision of knowledge and skills in outreach activities, workshops, training, delivered through community service activities, carried out by representative lecturers from higher education institutions. BUMDes collaboration with academics is very beneficial, so to increase the empowerment of BumDes in Suak Village, Sidomulyo District, South Lampung Regency in the future, it is hoped that the contribution of universities can be further increased in more concrete forms such as developing BumDes, increasing the capacity of BumDes resources and efforts to increase BumDes capital. The limitations of the research at the research location in Suak Village are not being able to generalize the potential of BUMDes throughout the village.

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