

THE ROLE OF THE VILLAGE GOVERNMENT IN IMPROVING HUMAN RESOURCE DEVELOPMENT IN PADAHERANG VILLAGE, PADAHERANG DISTRICT, PANGANDARAN REGENCY

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Abstract

This research is motivated by the suboptimal role of the Padaherang Village government in providing equitable access to education and training for the community. Skills training such as culinary arts, sewing, or organic farming is still rare and limited to specific groups such as the Family Welfare Movement (PKK) or the Youth Organization (Karang Taruna). Non-formal learning programs that can reach all ages are also underdeveloped, for example, there are no evening classes for illiterate adults or group learning activities at the village hall. Furthermore, the community's use of technology has not been directed towards productive activities. Although many residents own Android phones, their use is limited to basic communication and entertainment. Training to improve digital literacy, such as promoting MSME products or accessing online services, has never been conducted. The purpose of this study is to analyze the role of the village government in human resource development. Using a qualitative descriptive method, the results show that of the five government roles according to P. Siagian's theory, the roles as stabilizer and innovator have not been optimally implemented. The main obstacles include limited funds, training personnel, internet infrastructure, and low community literacy. However, the role as a modernizer is beginning to be seen through the active involvement of residents. Efforts include collaborating with training institutions, submitting programs through village meetings, involving volunteers, and planning basic technology training for youth. The village government has also begun promoting the benefits of technology through community forums as part of its official work program.

Keywords: Role of Village Government, Human Resources (HR), Padaherang Village

A. INTRODUCTION

Human Resource (HR) development is a crucial factor in the development process of a region, particularly at the rural level. Villages play a strategic role as development bases that involve all potential local resources, including human resources. Quality human resources in villages can drive the economic, social, and cultural progress of local communities. Human

Resource Development in Indonesia is regulated by Law Number 13 of 2003 concerning Manpower, which states: "Employment is all matters related to labor before, during, and after employment."

Human Resources are a national asset that can be utilized according to the country's needs. However, it is crucial to develop and nurture human resources in accordance with their nature as individuals who will become leaders in this world. Therefore, human resource development is considered essential.

In this context, the role of village governments is crucial in designing and implementing programs aimed at improving the quality of human resources in their regions.

Padaherang Village, located in Padaherang District, Pangandaran Regency, boasts diverse local potential that can be developed through targeted human resource development. However, various challenges remain in efforts to improve the quality of human resources, such as low levels of education, limited access to skills training, and minimal public awareness of the importance of education. Therefore, an active role from the village government is needed to plan and implement programs that can improve the quality of human resources, such as providing educational facilities, skills training, and increasing public awareness of the importance of education.

In implementing human resource development in Padaherang Village, the village government plays the role of Stabilizer, Innovator, Modernizer, Pioneer, and Implementer. This role is crucial in creating a village community that is independent, competitive, and able to contribute to sustainable development. The village government is expected to not only carry out administrative functions but also be able to introduce new breakthroughs to create opportunities to increase the capacity of village human resources. This includes providing access to education and training, developing the community's economic potential, and empowering social groups within the village. Through this role, the village can become a center for the development of a productive, creative, and innovative community.

However, the village government's role in improving human resource development in Padaherang Village, Padaherang District, Pangandaran Regency, has not been optimally implemented. This is evident in the following indicators:

1. The village government has not fully provided free education and training facilities accessible to all levels of society who are willing to improve their knowledge. For example, in Padaherang Village, skills training such as culinary arts, sewing, or organic farming is only held once a year and is only intended for members of specific groups such as the Family Welfare Movement (PKK) or Youth Organization (Karang Taruna).
2. Non-formal learning innovations in the village are still underdeveloped, despite their potential to reach residents of all ages. For example, Padaherang Village lacks programs such as evening study classes for adults who cannot read and write. There are no activities such as "learning together at the village hall" or an active village library.
3. There is a lack of village activities that encourage the community to become familiar with and understand technology, such as training in appropriate technology or digital

literacy. For example, many residents of Padaherang Village own Android phones, but most use them only for basic communication and entertainment. The village government has never held training on how to use the internet for productive purposes, such as promoting local MSME products through social media, accessing digital health services, or using agricultural applications.

B. LITERATURE REVIEW

The Importance of Human Resource Development (HRD)

Human resource development (HRD) is a fundamental aspect of national and regional development, including in rural areas (Wahid et al., 2024). According to Law Number 13 of 2003 concerning Manpower, HRD development is closely linked to improving the quality of the workforce before, during, and after employment. This demonstrates that HRD development is not solely the responsibility of the central government but also falls under the authority of regional governments, including village governments as development actors at the grassroots level. Superior HRD plays a crucial role in driving the economic, social, and cultural progress of communities. In the village context, HRD development can create independent, creative, and highly competitive communities (Imran et al., 2025). Therefore, investment in education, training, and strengthening local capacity is an urgent need for sustainable development.

The Strategic Role of Village Governments in HRD Development

Village governments have five primary roles in HRD development: stabilizer, innovator, modernizer, pioneer, and implementer (Siagian, 2014). Through this role, village governments are expected to not only perform administrative functions but also actively design policies and programs aimed at improving the quality of life of village communities. Providing non-formal education, skills training, and facilitating digital literacy are crucial components of village human resource development strategies. However, in many villages, including Padaherang Village, the implementation of this role has not been optimal. Skills training remains exclusive and limited, innovation in non-formal learning is minimal, and there are no programs encouraging the productive use of technology. Yet, mastery of information and communication technology (ICT) is key to increasing community competitiveness in the digital era (Parlina et al., 2023).

Challenges and Efforts to Develop Human Resources in Villages

Padaherang Village faces challenges such as low levels of education, limited skills training, and a lack of public awareness of the importance of self-development. Limited facilities, budgets, and training personnel also pose obstacles. Furthermore, although residents have digital devices such as smartphones, their use is still limited to entertainment and basic communication. To address these challenges, a holistic approach involving the village government, training institutions, the community, and support from the local government is required. Programs such as appropriate technology training, digital literacy, and the provision of evening study classes and village libraries can be concrete solutions to improving the quality of village human resources (Markhamah et al., 2021).

C. RESEARCH METHODOLOGY

This research was conducted using a qualitative descriptive method, with informants including the Head of Padaherang Village, village officials involved in human resource development programs, community leaders who actively participate in community empowerment activities, and Padaherang Village residents who have participated in training or education programs organized by the village government. Data collection techniques used interviews, observation, and documentation. Data analysis used data reduction, data display, and verification or conclusions.

D. RESULT AND DISCUSSIONS

The village government plays a very strategic and crucial role in encouraging the development of human resources (HR), including in Padaherang Village, Padaherang District, Pangandaran Regency. Improving the quality of human resources is the main foundation for realizing sustainable, productive, and independent village development. In the local context of Padaherang Village, efforts to improve HR not only involve the provision of educational and training facilities, but also involve the village government's commitment to creating a social environment that supports community progress.

Based on research conducted in Padaherang Village, the village government's role in improving HR development can be analyzed through five role dimensions as proposed by P. Siagian (2014):

1. Stabilizer

The stabilizer role is the role of creating stable, safe, and orderly conditions so that development activities can proceed smoothly. In the context of human resource development, this stability is essential for the community to have comfortable access to education and training.

2. Innovator

The role of an innovator means having the ability to create new ideas that are relevant and beneficial to development. In human resource development, innovation is essential to adapt learning and working methods to current developments.

3. Modernizer

The role of a modernizer is to encourage society to move towards a more modern mindset and lifestyle that is open to change. This includes the use of technology, work patterns, and perspectives on education and training.

4. Pioneer

A pioneer is the first to initiate something. In the context of human resource development, the village government's role as a pioneer means serving as an example and initiator for the community in efforts to improve the quality of life and the environment.

5. Implementer

As the implementer, the village government not only designs and plans but is also directly involved in program implementation and evaluation. This demonstrates the village's independence and commitment to human resource development.

To understand the role of the village government in development, interviews were conducted with five informants with the following dimensions:

Stabilizer

The government's role as a stabilizer is to create stable, safe, and orderly conditions so that development activities can proceed smoothly. This is supported by two indicators: the village government providing free education and training facilities for communities willing to improve their knowledge and the village government providing funding to improve community capabilities. To determine the implementation of these two indicators, the author conducted interviews with five informants. The findings revealed that the implementation of the indicator, "The village government providing free education and training facilities for communities willing to improve their knowledge," has not been implemented effectively and has not been a top priority in village programs due to budget constraints that have not yet been realized. Therefore, the village government has not yet provided free education and training facilities for the community. However, efforts have been made by the village government, including establishing communication and collaboration with training institutions and relevant agencies, submitting training proposals through the Village Development Planning Forum (Musrenbang), and initiating the idea of establishing training information posts. Furthermore, community volunteers are being empowered to assist in training activities, although this is not yet formal and ongoing.

Based on observations conducted by the researcher to verify and clarify the interview results, it was found that the free education and training facilities provided by the village were not yet physically or administratively available. No training rooms, training schedules posted in the village office, or training planning documents such as participant lists and activity materials were found. This indicates that the informants' statements align with the actual conditions on the ground, where the training program is still in the discussion stage and has not yet become a priority.

Based on the research results on the Stabilizer dimension, with the indicator "The village government provides free education and training facilities for people who are willing to improve their knowledge," it can be concluded that this indicator has not been implemented because the training program is only a discussion, not yet a top priority, and remains merely a discussion. The main obstacles faced include limited village budget, a lack of human resources to handle training, and a lack of information and outreach to the community. Nevertheless, the village government has made several efforts, such as establishing collaborations with training institutions, submitting proposals through the village Musrenbang (Development Planning Meeting), empowering community volunteers, and planning training information posts, although these have not yet been realized. Observations also indicate the lack of physical and administrative training facilities and supporting documents. Therefore, a more focused strategy and commitment is needed from the village government so that this indicator can be implemented in a real and sustainable manner in order to support increasing human resource capacity.

Innovator

The government's role as an innovator is to create new ideas that are relevant and beneficial for development. This is supported by two indicators: the village government's breakthrough to develop community resources by installing internet access at the village hall (Bale Desa), and the village government's creation of study groups as a form of learning innovation that can be participated in by all ages. To determine the implementation of these two indicators, the author conducted interviews with five informants. The indicator indicated that the implementation of the indicator, "The village government's breakthrough to develop community resources by installing internet access at the village hall" (Bale Desa), is running well and has a positive impact on the community. This is because the internet facilities installed at the Bale Desa are actively used daily by various groups, including students, youth, and small business owners. Based on observations conducted by the researcher to verify and clarify the interview results, it was concluded that the village government has made a breakthrough in developing community resources by installing internet access at the village hall, which is accessible to everyone, as it can be used for various community activities.

Based on the research results, the innovation dimension, with the indicator "The village government has made a breakthrough in developing community resources by installing internet access at the village hall," has been implemented well and has had a significant impact on the progress and access to information for the village community.

The government's role as a modernizer is to encourage the community to move towards a more modern mindset and lifestyle that is open to change. This includes the use of technology, work patterns, and perspectives on education and training. This is supported by two indicators: the village government encourages active community participation in village development and the village government facilitates the community in implementing human resource development. To determine the implementation of these two indicators, the author conducted interviews with five informants, with the following results:

1. Pioneer

The village government's role as a pioneer is to be the first to initiate something. In the context of human resource development, the village government's role as a pioneer means serving as a role model and initiator for the community in efforts to improve the quality of life and the environment. This is supported by two indicators: the village government's role as a pioneer in developing human resources in the village community by providing public facilities that provide knowledge to the community, and the village government's role as a pioneer in realizing a community's desire to learn more about technology. To determine the implementation of these two indicators, the author conducted interviews with five informants, with the following results: The implementation of the indicator, "The village government's role as a pioneer in developing human resources in the village community by providing public facilities that provide knowledge to the community," has been well-understood and the benefits are directly felt by the community. The village government is strongly committed to supporting human resource development through the use of educational and inclusive public facilities.

Based on observations conducted by the researcher to verify and clarify the interview results, it was stated that facilities such as the village hall have been actively used as education centers, with scheduled training activities, free internet access, and the provision of reading materials and teaching aids.

Based on the research results, the pioneer dimension, with the indicator, "The village government's role as a pioneer in developing human resources in the village community by providing public facilities that provide knowledge to the community," has been implemented positively and demonstrates a commitment to community progress.

2. Self-Implementation

The implementation of the indicator "The government is the sole implementer of human resource development in the village" has been well-executed, participatory, and has had a tangible impact on residents. The village government serves not only as a facilitator but also as the primary implementer of human resource development activities through a direct approach, based on local needs, and involving the community. Based on observations conducted by researchers to verify and clarify the interview results, it was found that various training and community empowerment activities implemented by the village government can be seen through activity documentation, information boards, and community testimonials.

Based on the research results, the self-implementation dimension, with the indicator "The village government is the sole implementer of human resource development in the village," has been implemented effectively and in accordance with local characteristics and potential.

This aligns with Siagian's (2014) opinion, which states that as the sole implementer, the village government not only designs and plans but is also directly involved in program implementation and evaluation. This demonstrates the village's independence and commitment to human resource development.

Based on the above opinion, it can be concluded that the village government has successfully carried out its role as the sole implementer of human resource development in the village. The village government does not rely solely on external support, but actively designs, organizes, and implements various training and community empowerment programs tailored to local potential and needs. These activities demonstrate effectiveness, efficiency, and responsiveness to real-world conditions.

E. CONCLUSION

Based on the results of the research and discussion that has been conducted, there are several conclusions that of the five roles of the village government that are used as a benchmark for government success, using the theory of P. Siagian (2014) there are two government roles that have not been implemented well, namely the role of some stabilizing functions, especially in terms of providing funding sources to improve community capacity. This is known because there are still budget limitations, a lack of trainers, and the absence of a training information system that makes it difficult for the community to access programs evenly. Likewise, the role of the government as an innovator has not yet been implemented, because innovation has not reached all levels of society evenly and is still in the discourse stage. The role as a modernizer, shows success in encouraging active community

participation in development. The role of the pioneer is still in the pioneering stage and has not been optimally realized. The village government not only plays a role in planning, but also directly implements and evaluates human resource development programs. Financial support, community involvement in evaluation, and program documentation indicate the existence of a structured and independent work system. The direct involvement of village officials in the implementation of training and monitoring the sustainability of the program proves that the village government is able to carry out its implementing function effectively. This is a major strength in human resource development in Padaherang Village.

The obstacles faced include limited village budgets, a lack of human resources to handle training, and a lack of information and outreach to the community. Other obstacles include limited learning facilities, a lack of competent tutors or mentors, and a lack of information, outreach, and direct community involvement. The final obstacle is low digital literacy, limited internet infrastructure in certain areas, and the uneven distribution of information regarding technology training programs. Furthermore, the perception of some, particularly older people, who still consider technology a non-essential necessity also poses challenges.

However, efforts have been made to collaborate with training institutions, submit proposals through village development planning meetings (Musrenbang), empower community volunteers, and plan training information posts, although these have not yet been realized. Other efforts include submitting proposals for assistance to relevant agencies, proposing programs through village meetings, and initiating informal activities. Finally, the final effort is conducting basic technology training, collaborating with young digital volunteers, and promoting the benefits of technology through community forums such as neighborhood association (RT/RW) meetings and religious or other community activities. Village governments have also begun to include technology training as part of official work programs, targeting youth groups and entrepreneurs.

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