



UDC 332

GOOD ENVIRONMENTAL GOVERNANCE AND SUSTAINABLE DEVELOPMENT: MILLENNIAL EMPOWERMENT STRATEGY THROUGH THE COFFEE SCHOOL PROGRAM

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ABSTRACT

The West Lampung Regency Government, Indonesia, has pioneered a millennial empowerment initiative through the establishment of a coffee school. This program encompasses vocational education in coffee cultivation and processing, designed to enhance both economic and social outcomes. The coffee school, located in Sukajaya Village, not only serves as a training center but also promotes agro-tourism due to its strategic location. The program aligns with sustainable development principles, emphasizing resource preservation for future generations and environmental consciousness. Millennials, known for their adaptability and openness to innovation, are a key focus of this initiative, benefiting from its practical training and entrepreneurial opportunities. The study explores the relationship between good environmental governance, sustainable development, and the empowerment of millennials, particularly through the Coffee School Program, and highlights its potential to improve community welfare and the local coffee industry.

KEY WORDS

Millennial empowerment, sustainable development, coffee school, good environmental governance, agro-tourism, community, welfare.

The West Lampung Regency Government, Indonesia, has initiated an innovation in the coffee sector through the establishment of a coffee school aimed at empowering millennials. This vocational education model, focused on the entire coffee commodity chain from cultivation (on-farm) to processing and barista training (off-farm), is designed with a long-term vision of improving both economic and social outcomes. Located in Sukajaya Village, one of the largest robusta coffee-producing regions, the coffee school also serves as an agro-educational tourism attraction due to its strategic location (Long Term Performance Report of the West Lampung Regency Plantation and Livestock Service, 2023). Community empowerment, as a development strategy, emphasizes the active involvement of people in shaping their own destinies by addressing local needs and priorities, fostering ownership, and promoting sustainable development (Piccoli, A., 2023). The concept aligns with sustainable development principles, which prioritize preserving resources for future generations while considering environmental impacts (Yanto H. et al., 2024).

Millennials, with their technological literacy and openness to innovation, are well-positioned to benefit from the Coffee School Program. Their adaptability and entrepreneurial spirit make them ideal for contributing to the coffee sector's growth (Sebastian in KPPPA & BPS, 2018; Ajeng et al., 2018). Characteristics like creativity, social networking, and empathy are key for social entrepreneurship (Irengun & Arikboga, 2015; Zahra et al., 2009; Martins et al., 2017). This research explores the connection between good environmental governance, sustainable development, and millennial empowerment in the Coffee School Program, highlighting its role in improving community welfare and enhancing coffee production in West Lampung.

METHODS OF RESEARCH

The research method used is a qualitative method with a descriptive approach. A qualitative approach is meaningful and appropriate for advancing insight into the practice of



empowering millennials through the Coffee School program within the framework of good environmental governance and sustainable development, and it is the focus of this research. Qualitative data collection methods were used to help researchers capture the role of millennials in empowerment activities carried out through the coffee school program at the research location. Data was collected through interviews and focus group discussions with sources relevant to this research study, including the head of the Main Coffee Plantation Technical Implementation Unit (West et al. School), plantation instructors and plantation managers of the West Lampung Coffee School, West Lampung Coffee School Managers, millennials (young people) who are members of the awareness group West Lampung tourism, academic from Lampung University.

This research is aimed at producing innovation/newness. Referring to Stake in the writings of (Baxter & Jack, 2008, p. 549), the research delves into existing literature to identify gaps and opportunities. Employing a qualitative research methodology, as outlined by Denzin & Giardina (2022). The investigation will produce descriptive data through thorough observations and analysis. It is noted that the qualitative research method involves a research procedure that generates descriptive data, which is then analyzed through the stages of data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

The West Lampung Coffee School Program represents a strategic initiative aimed at enhancing millennial empowerment through sustainable coffee production and education. Rooted in good environmental governance principles, the program aligns with sustainable development goals, prioritizing resource preservation for future generations. It emphasizes community engagement, access to information, transparency, and decentralization, ensuring broad participation in coffee cultivation and processing.

The Coffee School contributes to economic development by training young individuals in effective coffee management, promoting agro-tourism, and improving coffee quality through sustainable practices (Purniawati et al., 2020). This empowerment initiative fosters the millennial generation's ability to create jobs, support local coffee farmers, and increase the economic value of coffee products. Additionally, it ties into broader regional development strategies, particularly West Lampung's mission to enhance the quality of life through agriculture, tourism, and technological innovation.

Fred R. David's strategic framework (Huda et al., 2018) underpins the Coffee School's approach, focusing on corporate and institutional strategies that address the region's needs while adhering to environmental and social sustainability. By adhering to the guidelines of the National Curriculum for Sustainable Coffee Cultivation (GAP), the program aligns with both local and national development goals, ensuring long-term community benefits. Thus, the West Lampung Coffee School exemplifies how sustainable development and good governance principles can empower communities and improve regional economies through education and practical agricultural training.

The research had several limitations, particularly regarding the small sample size and online testing method. Participants, including Scrabble players and a general population sample, completed the tests online without consistent timing, though they received thorough instructions. However, education and occupation factors weren't considered in sample matching. The study highlights the need for exclusion criteria in future research to avoid biases, like chess masters or crossword solvers in the general population sample.

Additionally, replication studies with larger sample sizes are recommended to validate the findings. The online test format presented challenges, including the development of a customized Bourdon test and potential biases from participants' typing speeds. Despite these issues, the study's design allowed for some predictive value, though findings might have been affected by respondents' computer proficiency.

Regarding the West Lampung Coffee School, its mission is to improve the agribusiness and agro tourism economy, especially in coffee cultivation and processing. The program offers various training, such as coffee cultivation, roasting, and barista classes, aimed at



empowering local farmers and the community, especially millennials. However, the coffee school faces challenges in terms of building facilities and infrastructure, and improvements in human resources are needed for optimal training outcomes.



Figure 1 – Coffee Plant Cultivation Class Training Activities (Source: Researcher Documentation, 2024)

Based on the results of the documentation above, apart from attending the training, the training participants were also taught to go directly into the field to practice the material from the previous training. This is done to test how well the training participants understand the material they have received.

Jack Kooten (in Salusu, 2006) defines the use of existing supporting resources in an organization, such as budget resources, technology, and human resources (HR), to support the acceleration of achieving the goals of the organization. The same thing was stated by Soekanto (Yulianti, 2018), who said that strategy implementation is the management of various organizational and management tools that direct and control the utilization of company resources (financial, human, equipment, etc.) through the strategy that has been chosen. Human resource management (HRM) includes a variety of activities that are necessary for effectively managing the workforce of an organization. These tasks include planning for future HR needs, recruiting and selecting qualified candidates, providing training and development opportunities, managing employee compensation and benefits, ensuring workplace efficiency, fostering positive employee relations, addressing healthcare concerns, enhancing employee satisfaction, and offering various employee services (Anwar et al., N. N, 2021). Resource Support Strategy focuses on existing resources so that the organization can improve its performance in implementing program outputs that have been formulated so that organizational goals can be achieved. Resource Support Strategy includes financial resources, human resources, and so on.

Table 1 – Stakeholders Related to the Construction of the West Lampung School

NO	West Lampung Coffee School Stakeholders
1	Coordinating Ministry for the Economy of the Republic of Indonesia.
2	Ministry of Agriculture through the PPHP Directorate.
3	Bekraf.
4	Coffee Lab 5758 Bandung.
5	Ranin Coffee House Bogor.
6	Lampung Plantation Service.

Source: 2021, West Lampung Coffee School Staff Report.

The construction of the coffee school and the determination of the West Lampung Coffee School curriculum were carried out in collaboration with various stakeholders. Facilities and infrastructure at the West Lampung Coffee School are as follows:



Table 2 – West Lampung Coffee School Facilities and Infrastructure

NO	Facilities and Infrastructure
1	Coffee School Building and trellises
2	Coffee shop
3	Gazebo 6 x 8 meters
4	Guest House 2 units, a total of five rooms
5	West Lampung Coffee School Nomenclature
6	Robusta Coffee Plantation 3.13 ha
7	Road Agency for access to and from coffee school
8	Rabat Coffee school ring road (jogging track) 60 meters long
9	23,000-watt power grid

Source: 2021, West Lampung Coffee School Staff Report.

Based on the data obtained, the implementation of this coffee school still has obstacles, namely the provision of inadequate building facilities and infrastructure. This could hinder the implementation of the West Lampung Coffee School's Postharvest Class Training Curriculum as a place for training and Education regarding coffee.

The implementation of this coffee school coaching is carried out through several applications, as well as the website provided by the West Lampung coffee school. In distributing information regarding class registration, the development of the West Lampung coffee school and activities at the coffee school can be accessed on several applications and *the website* that has been provided. All coffee school information can be accessed via email and social media.

Based on the research results, the West Lampung Coffee School's budget resources have utilized the budget well for the needs of the Coffee School. However, in the budget resources of the West Lampung Coffee School, there are obstacles in the green grading (postharvest) class training, namely in the completeness of building facilities and infrastructure, namely houses for postharvest. Sources like Abdullah (2017) emphasized the critical role of human resources in organizational success, while the school's promotion and technological adaptation through platforms like social media and WhatsApp have been positive steps. Still, issues like inadequate budget allocation for training facilities need to be addressed.

The West Lampung Coffee School utilizes technology, including platforms like social media and email, to promote its programs. However, resource support remains insufficient, hindering the optimal implementation of the program. According to Heide (Taufiqurokhman, 2016), without adequate resources, achieving organizational goals becomes challenging. The West Lampung government has institutional strategies, such as issuing Regional Regulation No. 4 of 2023 and No. 24 of 2023, to manage regional agricultural affairs, including coffee production. The Coffee School Program is part of the "Pitu Program," aimed at improving infrastructure, education, healthcare, farmer prosperity, and public service performance. This initiative aligns with West Lampung's mission to enhance the community's welfare, particularly focusing on the coffee industry. West Lampung's Liwa Robusta Coffee has received various recognitions, such as Geographical Indication (IG) Certification in 2014, and the release of Korola Clones 1-4 as superior varieties in 2019. These efforts reflect the government's commitment to developing the coffee sector as a key economic commodity.

CONCLUSION

Suggestions of this research that West Lampung Coffee School should provide guidance to the community to increase human resources so that the coffee school program can be implemented well. To ensure the continued success of the West Lampung Coffee School, it is imperative to prioritize human resource development. By providing guidance and support to the community, the school can cultivate a pool of qualified individuals equipped to contribute meaningfully to its operations. Human resources are the lifeblood of any



organization, driving its growth and development. Investing in quality human capital is essential for achieving organizational goals and ensuring long-term sustainability.

A deficiency in both the quantity and quality of human resources can significantly hinder the progress of the West Lampung Coffee School. Such deficiencies often stem from errors in future HR planning and projections. By neglecting to anticipate and address the organization's future human resource needs, the school may find itself ill-equipped to meet its objectives. In addition to human resources, adequate funding is crucial for the success of the Coffee School Program. The government is vital in providing the necessary budget to support the development and maintenance of coffee school facilities and infrastructure. By allocating sufficient funds, the government can ensure that the school has the resources to deliver high-quality education and training programs. Therefore, the West Lampung Coffee School must prioritize human resource development and adequate funding to achieve its full potential. By investing in these areas, the school can create a sustainable and thriving environment that benefits the community and contributes to the growth of the coffee industry.

The concept of a sustainable and well-managed environment aims to promote a healthy environment and maintain ecological balance, thereby contributing to societal progress and empowerment. Mature This Wrong One The biggest threat to humanity is environmental damage, so implementing good environmental governance is one solution to reduce the impact of damage and maintain and increase community empowerment. Sustainable or sustainable development also becomes a concept that initiates balance that needs to be applied in today's development. Empowering communities does not just happen on its own; it takes effort. Creating a healthy environment and maintaining ecological balance are critical steps in making community empowerment a reality.

It can be concluded that the four indicators have been implemented well. This can be proven by the government's vision and mission and coffee school programs to improve community welfare and the quality of coffee school human resources. Meanwhile, the Resource Support Strategy has yet to be appropriately implemented because the supporting resources are in the form of Budget Resources and Human Resources Tutors who have not been certified and cannot support the achievement of the Program's goals and objectives.

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