

An Interest of Santri in Agriculture in Vegetable Farming Communities in Tarogong Kidul Garut, West Java, Indonesia

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Abstract The current phenomenon is the need for farmer regeneration involving the younger generation due to a decrease in human resources in the agricultural sector. The current younger generation is not interested in agricultural activities because of the unfavorable perception of the world of agriculture. In line with these problems, this study aims to: (1) describe the level of interest of students in agriculture, (2) analyze the factors that influence students' interest in agriculture, and (3) formulate strategies to increase students' interest in agriculture as an effort to regenerate farmer. This quantitative descriptive research was carried out from March to June 2022 in Tarogong Kidul District, involving 80 students as the sample from a population of 335 people. The Slovin formula with a 10 percent galloway is used to determine the sample. Data collection uses a questionnaire containing closed questions according to the parameters of the research variables and indicators. Before being used as a data collection tool, the questionnaire was tested for validity and reliability. Data analysis was carried out in two ways, namely descriptive statistical analysis and multiple linear regression analysis. The results showed that most of the students (76.25%) considered that they were not fully interested in agriculture. Factors that influence students' interest ($\alpha 0.01$) are the role of parents, while knowledge of agriculture, motivation, and the role of friends have a significant effect on $\alpha 0.05$. The strategy to increase students' interest in agriculture is to involve parents and friends to guide and encourage students in agricultural

activities so that they have knowledge and are motivated in agriculture.

Keywords Interest, Santri, Farmer Regeneration, Multiple Linear Regression

1. Introduction

Sustainable agricultural development requires quality human resources to be able to play a role and adapt to the times. Currently, human resources in the agricultural sector have decreased, according to the Central Statistics Agency (BPS) [1], and the number of agricultural workers in West Java in 2019 was 19.01 percent, down to 18.22 percent in 2021.

In the current era of globalization, the younger generation is less interested in agriculture because they are influenced by unfavorable perceptions of agriculture. For example, agriculture is synonymous with poverty, and agriculture is considered tacky and dirty. This condition should not be tolerated, so it needs basic (systematic) and sustainable (structured) efforts to improve and change this assumption.

Effendy et al. [2] concluded the results that the interest of millennial farmers in continuing their parents' agricultural business is determined by the characteristics of

millennial farmers, external factors, and the social environment. In detail, according to Effendy et al. [2], characteristics are reflected by age, formal education, farming experience, and area of land tenure. Furthermore, external factors are represented by the role of extension workers, counseling activities, family support, and government, while the social environment is determined by social responsibility, fulfillment of needs, and program implementation.

In line with the results of these studies, in order to accelerate the regeneration of farmers, it is necessary to foster the interest of the younger generation in agriculture, including students from religious-based educational institutions.

Garut Regency is one of the areas known as the city of students because it is dominated by Islamic boarding schools. Pesantren is an Islamic educational institution that acts as a learning facility for students (santri). Learners are individuals who receive educational services in accordance with their talents, interests and abilities so that they grow and develop properly in the learning process.

The government has created a training program especially for students in a millennial farmer group in collaboration with the Ministry of Agriculture. This program aims to increase the knowledge, skills and attitudes of millennial farming students towards gunu agriculture to support the growth of a new generation of agricultural farmers.

Based on the description above, the focus of the problem in this study is that farmers' interest in agriculture has not yet been identified, thus the research questions are formulated: (1) the extent of the students' interest in agriculture, (2) what factors influence the students' interest in agriculture, and (3) what are the strategies to increase students' interest in agriculture. To answer these questions, this study aims to: (1) describe the level of students' interest in agriculture, (2) analyze the factors that influence students' interest, and (3) find strategies to increase students' interest in agriculture.

2. Literature Review

Interest

Semiawan [3] says that interest is a mental state that produces a directed response to a particular object or situation that is satisfying and enjoyable. Wasti [4] argues that interest indicators are divided into four main elements, namely feelings of pleasure, interest, attention, and involvement.

Students

The name santri is always used specifically for students in educational institutions based on Islamic boarding schools as one of the learning components.

Santri can be defined as students who are seeking knowledge at Islamic boarding schools or schools, either living in the hut or going home after completing their study time [5]

Farmer Regeneration

Zagata and Sutherland [6] interpret farmer regeneration as a consistent delivery process of replacement actors related to the agricultural business as well as agricultural youths who act as replacement actors in the agricultural business.

Lowland Vegetables

The main thing that must be considered before planting is to adjust the type of plant to the height of the place. Types of plants according to altitude can be divided into 3 categories, namely locations with altitude in the highlands, lowlands and plants that can be planted in both. Some types of vegetable plants that are suitable for thriving in the lowlands are kale, spinach, eggplant, long beans, and winged bean.

Internal Factors

Internal factors in this study are factors within individuals that are able to influence students' interest in the agricultural sector, especially in the vegetable community, including motivation, knowledge, and skills. Motivation is a driving factor or encouragement that can trigger a sense of enthusiasm and is also able to change human or individual behavior towards things that are better for themselves [7]. Knowledge is the result of knowing, and this occurs after people sense a certain object, most of which are obtained through the senses of hearing (ears) and sight (eyes) [8]. Effendy [9] states that skill is a person's ability to act after receiving certain learning experiences

External Factors

External factors are factors that come from outside the individual which are able to influence students' interest in the agricultural sector, including the availability of natural resources, infrastructure, and access to information. Natural resources are all sources of supply that can be potentially utilized. Facilities are anything that can be used as a tool in achieving certain goals or objectives supported by infrastructure capable of supporting the implementation of these goals. Information about agriculture is currently easy to access electronically and non-electronically due to developments in technology and communication.

Environmental Social

Social environmental factors are closely related to human relations that occur in various social situations, such as the family environment, school, and friends. Social

environmental factors that can affect students' interest in agriculture include the role of parents, the role of teachers, and the role of friends. Parents have an important role in influencing the level of a student's interest related to parenting and work owned by parents. Apart from parents, teachers are the second parents of students at school who have an important role in influencing students' interests. Third parties who also have an important role in influencing the level of a student's interest are friends around their environment.

Research Thinking Framework

The framework shown in Figure 1 consists of 3 (three) independent variables (X) and 1 (one) dependent variable (Y) modified from several previous research studies. Independent variables are thought to influence students' interest in agriculture (Y) as the dependent variable, namely internal factors (X₁), external factors (X₂), and social environment (X₃). Students' interest (Y) includes fun (Y₁), interest (Y₂), and involvement (Y₃) according to Wasti's research (2013). Internal factors (X₁) include motivation (X_{1.1}), knowledge (X_{1.2}), and skills (X_{1.3})

referring to research by Makabori and Tapi (8). External factors (X₂) include the availability of natural resources (X_{2.1}), facilities and infrastructure (X_{2.2}), and access to information (X_{2.3}) referring to research by Effendy *at al.* (2020). Social and environmental factors (X₃) include the role of parents (X_{3.1}), the role of the teachers (X_{3.2}), and the role of friends (X_{3.3}) referring to research [10], as presented in Figure 1.

Hypothesis

Ho: Allegedly motivation (X_{1.1}), knowledge (X_{1.2}), skills (X_{1.3}), availability of natural resources (X_{2.1}), facilities and infrastructure (X_{2.2}), access to information (X_{2.3}), the role of parents (X_{3.1}), the role of the teachers (X_{3.2}) and the role of friends (X_{3.3}) together have no effect on the interest of students (Y) in agriculture in Tarogong Kidul District.

H1: It is suspected that motivation (X_{1.1}), knowledge (X_{1.2}), skills (X_{1.3}), availability of natural resources (X_{2.1}), facilities and infrastructure (X_{2.2}), access to information (X_{2.3}), the role of parents (X_{3.1}), the role of the teachers (X_{3.2}) and the role of friends (X_{3.3}) jointly influence the interest of students (Y) in agriculture in Tarogong Kidul District.

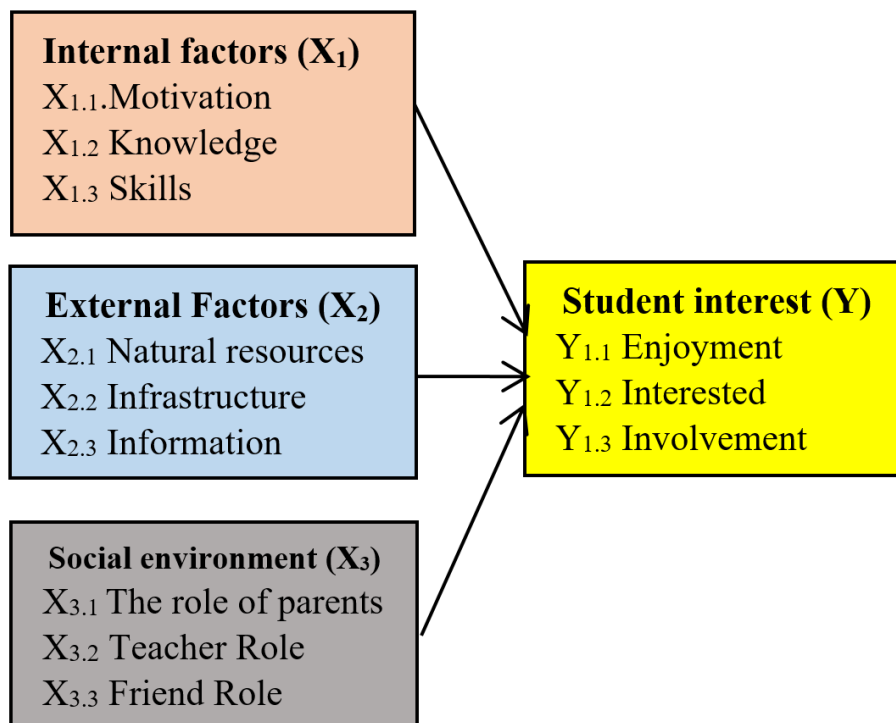


Figure 1. Research framework for students' interest in agriculture

3. Research Methods

This type of research is descriptive quantitative, namely data in the form of numbers supported by qualitative data or verbal information. The research was carried out from March 2022 to June 2022 in three villages in Tarogong Kidul District, Garut Regency, West Java Province.

The study population consisted of 335 students from three Islamic boarding schools spreading over three villages, namely Sukabakti, Haurpanggung, and Cibunar Villages. The selection of pesantren or schools is adjusted to the number of pesantren in each village. The total sample is 78 people who are determined using the Slovin formula with a 90 percent confidence level ($e = 10\%$). To make it easier to calculate the number of samples for each location, the sample is rounded up to 80 people. Determination of the sample from each school was determined by means of proportionate stratified random sampling, so that class VIII or equivalent to level 2 of junior high school was selected as a respondent. At this level, students are experiencing a transition from class VII to class IX which is a period when students are highly curious and want to try new things.

The instrument used was a closed questionnaire or a questionnaire with available answer choices, so that respondents only chose one answer. Before being used for data collection, the questionnaire was tested for validity and reliability against 30 people outside the research respondents. The results of the reliability test obtained a cronbach alpha value of 0.853 (> 0.06) which can be concluded that the questionnaire is reliable and stable for use as a data collection tool [11].

The collected data were analyzed using descriptive statistical methods, to explain the variability of the variables studied. Then to find out the factors that influence students' interest in agriculture, multiple linear regression analysis is used with the equation:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \epsilon$$

Prior to regression analysis, the data was first subjected to classical assumption tests to find out whether the data met the assumptions applied, namely: data normality, multicollinearity, and heteroscedasticity tests. To formulate a strategy for students' interest in agriculture, it is formulated from the results of regression analysis and descriptive analysis.

4. Results

4.1. Characteristics of Respondents

Based on the results of data processing, the number of santri respondents spread from 3 villages in pesantren-based schools, namely Hikmah Middle School, Al-Anwary Middle School, and Al-Kohar totaled 80 people consisting of 50 male students (62.5%) and 30 female students (37.5%). Most of the students' parents worked in the non-

agricultural sector as many as 63 students (78.8%), and as many as 17 students (21.3%) had parents who worked in the agricultural sector.

4.2. Description of Internal Factors

Internal factors are factors that arise within the respondent. Assessment of internal factor indicators consists of motivation, knowledge, and skills which are divided into 3 (three) categories, namely low, medium, and high categories. The results of the descriptive analysis of internal factor variables for 80 respondents can be seen in table 1.

Table 1. Performance of internal factor variables

No	Indicator	Percentage (%)		
		Low	Moderate	High
1	Motivation	5	56.25	38.75
2	Knowledge	42.5	33.75	23.75
3	Skills	8.75	73.75	17.5
Average		18.75	54.58	26.67

Table 1 shows that the majority of the 45 students rated their motivation towards agriculture in the medium category (56.25%), 34 people rated knowledge in the low category (42.5%), and 59 people rated skills in the medium category (73.75%). The average internal factor is in the moderate category (54.58%).

4.3. Description of External Factors

External factors are factors that come from outside the individual who are able to influence students' interest in agriculture. Assessment of external factor indicators consists of the availability of natural resources, infrastructure, and access to information which are divided into 3 (three) categories, namely low, medium, and high categories. The results of the descriptive analysis of external factor variables for 80 respondents can be seen in table 2.

Table 2. Performance of external factor variables

No	Indicator	Percentage (%)		
		Low	Moderate	High
1	Natural resources	13.75	67.5	18.75
2	Infrastructure	7.5	61.25	31.25
3	Information access	6.25	71.25	22.5
Average		9.17	66.67	24.17

Table 2 shows that the majority of the students (54 students) rated the availability of natural resources in the surrounding environment as moderate (67.5%), 49 students rated the available facilities and infrastructure to support

agricultural activities in the moderate category (61.25%), and as many as 57 people assess access to agricultural information obtained in the moderate category (71.25%). The average external factors are in the medium category (66.67%).

4.4. Description of the Social Environment

Social environmental factors are closely related to human relations that occur in various social situations, such as the family environment, school, and friends. Assessment of environmental social variable indicators consists of the role of parents, the role of teachers, and the role of friends. The results of the descriptive analysis of environmental social variables for 80 respondents are presented in table 3.

Table 3. Performance of social environmental variables

No	Indicator	Percentage (%)		
		Low	Moderate	High
1	The role of parents	22.5	56.25	21.25
2	Teacher's role	1.25	63.75	35
3	Friend's role	11.25	60	28.75
Average		11.67	60	28.44

Table 3 shows that most of the students, as many as 45 people, rated the role of parents in introducing agriculture in the medium category (56.25%), as many as 51 people assessed the teacher's role in directing protecting the environment in the moderate category (63.75%), and as many as 48 people assess the role of friends in influencing their decisions in the medium category (60%). The average social environmental factors are in the moderate category (60%).

4.5. Interests of Santri

The assessment of indicators to measure the level of students' interest in agriculture consists of fun, interest, and involvement which are divided into 3 (three) categories, namely the low, medium, and high categories presented in table 4.

Table 4. Diversity of students' interest variables

No	Indicator	Percentage (%)		
		Low	Moderate	High
1	Enjoyment	11.25	81.25	7.5
2	Interest	17.5	70	12.5
3	Involvement	2.5	77.5	20
Average		10.42	76.25	13.33

Table 4 shows that the majority of students, as many as 65 people, rated their enjoyment of activities related to agriculture in the medium category (81.25%), as many as 56 people rated their interest in activities related to

agriculture in the moderate category (70%), and as many as 62 people rated their involvement in activities related to agriculture in the moderate category (77.5%). The average level of interest of students is in the medium category (76.25%).

4.6. Factors Affecting Santri's Interest in Agriculture

The results of the multiple linear regression analysis found several indicators that influenced the students' interest, as presented in table 5.

Table 5. Results of multiple linear regression analysis

Description	Unstandardized Coefficients B	T test	Lvel of Significant.	Information
R ² (square)	0.610			
(Constant)	0.119	-0.453	0.652	
Motivation (X _{1.1})	0.222	2.212	0.030	Significant
Knowledge (X _{1.2})	0.263	2.216	0.030	Significant
Skills (X _{1.3})	0.026	0.390	0.697	Non-significant
Natural resources (X _{2.1})	0.032	0.424	0.673	Non-significant
Infrastructure (X _{2.2})	0.031	0.249	0.804	Non-significant
Information access (X _{2.3})	-0.115	-1.276	0.206	Non-significant
The role of parents (X _{3.1})	0.304	4.104	0.000	Significant
Teacher Role (X _{3.2})	0.120	1.303	0.197	Non-significant
Friend Role (X _{3.3})	0.167	2.053	0.044	Significant

Table 5 shows that the R square obtained is 0.610 or 61 percent, meaning that the independent variable (X) selected in this study contributes 61 percent to the research results, while 39 percent is outside this study. Factors that had a significant effect (p<0.01) were the role of parents with a coefficient of 0.304, and others that had a significant effect (p<0.05) were knowledge about farming, motivation, and the role of friends with coefficients of 0.263, 0.222 and 0.167 respectively.

Testing of multiple linear regression analysis was carried out after the classical assumption test [12]. There is no classic assumption problem for 80 respondents because the normality test on the Kolmogorov Smirnov formula produces Asymp. Sig. (2-tailed) 0.200, it means that it is normally distributed, the heteroscedasticity test on the scatterplot is spread out and does not form a clear pattern, and the multicollinearity test is for tolerance numbers above 0.1 and VIF <10. The results of multiple regression analysis of indicators of students' interest are presented in table 5.

Table 5 shows four of the nine indicators influencing students' interest in agriculture, namely motivation ($X_{1.1}$), knowledge ($X_{1.2}$), the role of parents ($X_{3.1}$), and the role of friends ($X_{3.3}$) at the significance level ($P < 0.001$ and $P < 0.05$) with a coefficient of 0.119. The regression equation analysis results can be formulated as follows:

$$\hat{Y} = 0.119 + 0.222X_{1.1} + 0.263X_{1.2} + 0.304X_{3.1} + 0.167X_{3.3} + \epsilon$$

The magnitude of the constant value on the results of the analysis has a positive value of 0.119, meaning that if the indicators of motivation ($X_{1.1}$), knowledge ($X_{1.2}$), the role of parents ($X_{3.1}$), and the role of friends ($X_{3.3}$) are equal to zero (0) then the interest of students in agriculture is equal to 0.119.

5. Discussion

Table 5 shows motivation ($X_{1.1}$) has a significant value of 0.030, meaning that the motivational indicator ($X_{1.1}$) has a significant effect on the sustainability of students' interest in agriculture because it has a significance value that is lower than the 5 percent significance level or ($p < 0.05$). Motivation ($X_{1.1}$) gives a regression coefficient value that is directly proportional to the interest of the students, which is equal to 0.222 and has a positive value, meaning that if knowledge ($X_{1.2}$), the role of parents ($X_{3.1}$), and the role of friends ($X_{3.3}$) are of value equal to zero, every one unit increase in motivation ($X_{1.1}$) will be able to increase students' interest by 0.222.

Knowledge ($X_{1.2}$) has a significant value of 0.030, meaning that the knowledge indicator ($X_{1.2}$) has a significant effect on the sustainability of students' interest in agriculture because it has a significance value that is lower than the 5 percent or 0.05 significance level. Knowledge ($X_{1.2}$) gives a regression coefficient value that is directly proportional to the interest of the students, which is equal to 0.263 and has a positive value, meaning that if motivation ($X_{1.1}$), the role of parents ($X_{3.1}$), and the role of friends ($X_{3.3}$) are of value equal to zero, then every increase in knowledge ($X_{1.2}$) of one unit will be able to increase the interest of students by 0.263.

The degree of sustainability of the students' interest in agriculture is influenced by internal factors or factors within each individual, namely motivation and knowledge. In line with the results of Budiati's research [13] which says that the most dominant factor influencing the sustainability of students' interest in farming is internal factors or factors that are influenced by encouragement from within the individual. Ilvira [14] in his research on growing students' interest in the concept of urban farming, concluded that the motivation given in the form of videos, training and success stories about urban farming can generate students' interest in applying the concept of urban farming. Low knowledge in individuals can cause low interest in doing something. Effendy and Lastri [15] emphasized that the lack of youth participation in agricultural activities was caused by a lack of experience and a lack of technical knowledge in

agriculture.

The role of parents ($X_{3.1}$) has a significant value of 0.000, meaning that the indicator of the role of parents ($X_{3.1}$) has a significant effect on the sustainability of students' interest in agriculture because it has a significance value that is lower than the 1 percent significance level or ($p < 0, 01$). The role of parents ($X_{3.1}$) provides a regression coefficient value that is directly proportional to the students' interest, which is equal to 0.304 and is positive, meaning if motivation ($X_{1.1}$), knowledge ($X_{1.2}$), and the role of friends ($X_{3.3}$) are equal to zero, then each increase in the role of parents ($X_{3.1}$) one unit will be able to increase students' interest by 0.304.

Parents are the main role holders who are able to influence the level of the sustainability of a student's interest. Therefore, it is important for parents to introduce agriculture to their children. This is in line with Rusadi's research [16] which states that parents are the ones who are fully responsible in the process of determining a child's personality, one of which is interest. Effendy and Lastri [15] state that the role of parents in introducing agriculture has a high influence on interest.

The role of friends ($X_{3.3}$) has a significant value of 0.044, meaning that the indicator of the role of friends ($X_{3.3}$) has a significant effect on the sustainability of students' interest in agriculture because it has a lower significance value ($<$) than the 5 percent significance level or ($p < 0, 05$). The role of friends ($X_{3.3}$) gives a regression coefficient value that is directly proportional to the interest of the students, which is equal to 0.167 and has a positive value, meaning that if motivation ($X_{1.1}$), knowledge ($X_{1.2}$), and the role of parents ($X_{3.1}$) are of value equal to zero, every increase in the role of friends ($X_{3.3}$) one unit will be able to increase students' interest by 0.167.

Peer environmental factors also provide an important influence and role in the development of sustainable student interests. The research by Wasa et al. [17] suggests that the learning interest of Grade VIII students of junior high school is influenced by their peer environment. Anggraini [18] says that through routine contact meetings in schools, both consciously and unconsciously students will begin to learn and develop interest and motivation within themselves that are obtained from peer social groups at school.

Hypothesis testing with 80 respondents and 9 exogenous variables, Ftable with a significance level of 95 percent and a 5 percent error yields 2.01. The results of the regression test using SPSS in the ANOVA table obtained Fcount of 12.169 with a calculated significance of 0.000, and it was concluded that H1 was accepted and H0 was rejected because Fcount $>$ Ftable and calculated significance $<$ predetermined significance.

Strategy for Increasing Santri's Interest

The strategy to increase students' interest in agriculture is designed based on Unstandardized coefficients B values

supported by data from descriptive analysis results, so that planning is formulated according to the priority scale. The priority scale designed successively consists of the role of parents with a value of 0.304 in the medium category, knowledge with a value of 0.263 in the low category, motivation with a value of 0.222 in the medium category, and the role of friends with a value of 0.167 in the medium category.

The strategy to increase students' interest in agriculture can be done by increasing the motivation and knowledge of respondents in the form of plant cultivation practices that involve all students, showing motivational videos about innovation and business in agriculture, forming study groups, and then holding discussions and lectures to parents. Counseling activities have been carried out in a participatory manner, where students play the main role and participate in activities. The counseling materials used tend to be easy to understand and easy to practice, namely cultivating plants in polybags, getting to know agriculture in general, and getting to know vegetable groups. The media used are counseling materials in the form of print media such as brochures and posters and electronic media such as PowerPoint and audio-visual displays. The methods used are lectures, discussions and demonstrations.

6. Conclusions

The conclusions of the research are as follows:

(1) The majority of students (76.25%) have not made the agricultural sector their first choice. Most of the students (54.58%) consider that individual characteristics consisting of motivation, knowledge, and skills contribute enough to determine interest in agriculture. External factors consisting of the availability of natural resources, infrastructure, and ease of access to information are considered by the majority of students (66.67%) to be sufficient to determine interest in agriculture. The variables of social environmental factors consisting of the role of parents, the role of teachers, and friends, are agreed by most of the students (60%) to determine interest in agriculture; (2) The role of parents has a very significant effect ($p < 0.01$) on students' interests, motivation, knowledge of agriculture, and the role of friends has a significant effect ($p < 0.05$) on students' interests; (3) The strategy of increasing students' interest in agriculture can be done by optimizing the role of parents and friends in providing motivation and knowledge about agriculture with interesting examples related to the success of agricultural development.

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