


COLLABORATIVE COMPETENCY FOR RURAL AREA DEVELOPMENT IN INDONESIA

Wahyuningrat^A, Bambang Tri Harsanto^B



ARTICLE INFO	<u>ABSTRACT</u>
<p>Article history:</p> <p>Received 08 May 2023</p> <p>Accepted 04 August 2023</p>	<p>Purpose: The aim of this study is to formulate a model of collaborative competence for village government officials in the context of rural development in Indonesia. This study is conducted to fill the research gap on collaborative competence in the context of rural development in Indonesia, which is considered a strategic key to supporting village development in the country.</p>
<p>Keywords:</p> <p>Rural Development; Collaborative Competency; Agrotourism; Banyumas.</p>	<p>Theoretical framework: The collaborative competency model is the concept of rural community development proposed in this study. Boyatzis (1982) defined competency as an individual's capability manifested in their attitude parallel to work demand. According to Woodruffle (1992), competency should not be considered an element, but rather a concept to demonstrate one's understanding of the relationship between the expected and desired implementations of a project based on previous implementation information.</p>
	<p>Design/Methodology/Approach: This study uses a qualitative approach with descriptive analysis, which emphasizes on context, research settings, and subjective references. Rural development in Indonesia has received focused attention through Nawacita, and Banyumas Regency in Central Java has built an agrotourism-based site in the villages of Tangerang, Klinting, and Kemawi in the Gunung Kendeng area, Somagede District. The results of this study are expected to contribute to the development of social sciences, particularly regional development.</p> <p>Findings: The results have Three key elements are required for effective conflict resolution. For starters, each party must be open to different perspectives and opinions while demonstrating mutual understanding and respect. Second, a collaborative capacity that allows parties to turn disagreements into opportunities for collaboration. Finally, despite existing conflicts of interest and disagreement, the ability to compromise is required to reach a mutual agreement.</p> <p>Research, practical & social implications: The findings of this study indicate that effective collaborative capabilities among all parties involved, including the government, community, and private sector, are necessary for the development of rural areas in Indonesia. This highlights the significance of cooperation and collaboration among different parties in striving to enhance rural welfare and development in the country. Additionally, this research contributes to the advancement of social sciences, particularly in the realm of regional development. Consequently, this article serves as a valuable resource for researchers and practitioners seeking to enhance their collaborative competencies within the context of rural development in Indonesia.</p> <p>Originality/Value: This research could provide novel insights and solutions that the government, society, and private sector can implement to enhance sustainable and competitive rural development. Additionally, this research may contribute to the advancement of social sciences, especially in the field of regional development, and</p>

^A Associate Professor. Department of Public Administration, Universitas Jenderal Soedirman. Purwokerto, Indonesia. E-mail: wahyuningrat@unsoed.ac.id Orcid: <https://orcid.org/0000-0003-2387-4213>

^B Associate Professor. Department of Public Administration, Universitas Jenderal Soedirman. Purwokerto, Indonesia. E-mail: bambang.harsanto@unsoed.ac.id Orcid: <https://orcid.org/0009-0001-5459-0654>



provide fresh perspectives on enhancing collaboration among the different parties involved in rural development.

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COMPETÊNCIA COLABORATIVA PARA O DESENVOLVIMENTO RURAL NA INDONÉSIA

RESUMO

Objetivo: O objetivo deste estudo é formular um modelo de competência colaborativa para funcionários do governo de aldeia no contexto do desenvolvimento rural na Indonésia. Este estudo é realizado para preencher a lacuna de pesquisa sobre competência colaborativa no contexto do desenvolvimento rural na Indonésia, que é considerado uma chave estratégica para apoiar o desenvolvimento de aldeias no país.

Estrutura teórica: O modelo de competência colaborativa é o conceito de desenvolvimento da comunidade rural proposto neste estudo. Boyatzis (1982) definiu a competência como a capacidade de um indivíduo manifestada em sua atitude paralela à demanda de trabalho. De acordo com Woodruffle (1992), a competência não deve ser considerada um elemento, mas sim um conceito para demonstrar a compreensão da relação entre as implementações esperadas e desejadas de um projeto com base em informações de implementação anteriores.

Design/Methodologia/Abordagem: Este estudo utiliza uma abordagem qualitativa com análise descritiva, que enfatiza o contexto, os cenários de pesquisa e as referências subjetivas. O desenvolvimento rural na Indonésia tem recebido atenção focada através de Nawacita, e a Regência Banyumas em Java Central construiu um sítio baseado em agroturismo nas aldeias de Tanggeran, Klinting e Kemawi na área de Gunung Kendeng, distrito de Somagede. Espera-se que os resultados deste estudo contribuam para o desenvolvimento das ciências sociais, particularmente o desenvolvimento regional.

Constatações: os resultados têm Três elementos-chave necessários para a resolução eficaz de conflitos. Para começar, cada partido deve estar aberto a diferentes perspectivas e opiniões, demonstrando ao mesmo tempo compreensão e respeito mútuos. Em segundo lugar, uma capacidade colaborativa que permita às partes transformar desacordos em oportunidades de colaboração. Por último, apesar dos conflitos de interesses e das divergências existentes, a capacidade de compromisso é necessária para se chegar a um acordo mútuo.

Pesquisa, implicações práticas e sociais: Os resultados deste estudo indicam que capacidades de colaboração efetiva entre todas as partes envolvidas, incluindo o governo, a comunidade e o setor privado, são necessárias para o desenvolvimento das áreas rurais na Indonésia. Isso destaca a importância da cooperação e colaboração entre as diferentes partes no esforço para melhorar o bem-estar rural e o desenvolvimento no país. Além disso, esta pesquisa contribui para o avanço das ciências sociais, particularmente no âmbito do desenvolvimento regional. Consequentemente, este artigo serve como um recurso valioso para pesquisadores e profissionais que buscam melhorar suas competências colaborativas no contexto do desenvolvimento rural na Indonésia.

Originalidade/Valor: Esta investigação poderá fornecer novas percepções e soluções que o governo, a sociedade e o setor privado podem implementar para melhorar o desenvolvimento rural sustentável e competitivo. Além disso, esta pesquisa pode contribuir para o avanço das ciências sociais, especialmente no campo do desenvolvimento regional, e fornecer novas perspectivas sobre o reforço da colaboração entre as diferentes partes envolvidas no desenvolvimento rural.

Palavras-chave: Desenvolvimento Rural, Competência Colaborativa, Agroturismo, Banyumas.

COMPETENCIA COLABORATIVA PARA EL DESARROLLO DE ÁREAS RURALES EN INDONESIA

RESUMEN

Finalidad: El objetivo de este estudio es formular un modelo de competencia colaborativa para los funcionarios del gobierno local en el contexto del desarrollo rural en Indonesia. Este estudio se lleva a cabo para llenar el vacío de investigación sobre la competencia colaborativa en el contexto del desarrollo rural en Indonesia, que se considera una clave estratégica para apoyar el desarrollo de las aldeas en el país.

Marco teórico: El modelo de competencias colaborativas es el concepto de desarrollo comunitario rural propuesto en este estudio. Boyatzis (1982) definió la competencia como la capacidad de un individuo manifestada en su actitud paralela a la demanda de trabajo. Según Woodruffle (1992), la competencia no debe considerarse un elemento, sino más bien un concepto para demostrar la comprensión de la relación entre las implementaciones esperadas y deseadas de un proyecto basado en información de implementación previa.

Diseño/Methodología/Enfoque: Este estudio utiliza un enfoque cualitativo con análisis descriptivo, que hace hincapié en el contexto, los entornos de investigación y las referencias subjetivas. El desarrollo rural en Indonesia ha recibido atención especial a través de Nawacita, y la Regencia de Banyumas en Java Central ha construido un

sitio basado en agroturismo en las aldeas de Tanggeran, Klinting y Kemawi en el área de Gunung Kendeng, distrito de Somagede. Se espera que los resultados de este estudio contribuyan al desarrollo de las ciencias sociales, en particular el desarrollo regional.

Resultados: Los resultados tienen tres elementos clave que son necesarios para la resolución efectiva de conflictos. Para empezar, cada partido debe estar abierto a diferentes perspectivas y opiniones, y al mismo tiempo demostrar comprensión y respeto mutuos. En segundo lugar, una capacidad de colaboración que permita a las partes convertir los desacuerdos en oportunidades de colaboración. Por último, a pesar de los conflictos de intereses y los desacuerdos existentes, se requiere la capacidad de llegar a una avenencia para alcanzar un acuerdo mutuo.

Investigación, implicaciones prácticas y sociales: Los resultados de este estudio indican que las capacidades de colaboración efectivas entre todas las partes involucradas, incluyendo el gobierno, la comunidad y el sector privado, son necesarias para el desarrollo de las áreas rurales en Indonesia. Esto pone de relieve la importancia de la cooperación y la colaboración entre las diferentes partes en el empeño por mejorar el bienestar y el desarrollo rurales en el país. Además, esta investigación contribuye al avance de las ciencias sociales, particularmente en el ámbito del desarrollo regional. En consecuencia, este artículo sirve como un recurso valioso para los investigadores y profesionales que buscan mejorar sus competencias colaborativas en el contexto del desarrollo rural en Indonesia.

Originalidad/Valor: Esta investigación podría proporcionar nuevos conocimientos y soluciones que el gobierno, la sociedad y el sector privado pueden implementar para mejorar el desarrollo rural sostenible y competitivo. Además, esta investigación puede contribuir al avance de las ciencias sociales, especialmente en el ámbito del desarrollo regional, y aportar nuevas perspectivas para mejorar la colaboración entre las diferentes partes implicadas en el desarrollo rural.

Palabras clave: Desarrollo Rural, Competencia Colaborativa, Agroturismo, Banyumas.

INTRODUCTION

Rural development is a purposeful process to improve the life quality of the rural community and address issues related to society, the economy, and the environment (Muta'ali, 2016; Diartika & Pramono, 2021). As a tool, rural development is expected to build a prosperous, competitive rural community (Sururi, 2017; Nain, 2019; World Bank, 2021). This context requires support from multiple parties, including the government, private stakeholders, non-profit institutions, and the rural community (Badri, 2016). In their effort at rural development, the government plays a vital role in providing support and facilities while ensuring that the rural development program can run in an effective and efficient manner (Adisasmita, 2016; Riskasari & Tahir, 2018; UNDP, 2021).

Friedman and Allonso (1978) stated that regional development is a strategy to utilize and combine internal factors (strengths and weaknesses) and external factors (opportunities and threats) as potentials and opportunities for improving the production of goods and services in respective regions. While internal factors include natural resources, human resources, and technology resources, external factors are opportunities and threats that often arise from interactions with other regions. Alkadri (2001) describes regional development as a harmonious relationship between natural resources, human resources, and technology resources that is nurtured by considering the environmental capacity in community empowerment. This current study is particularly significant in the field of village tourism development as it theoretically

develops a model that connects important variables in rural development, including leadership, entrepreneurship, and the local community's ability to develop creative tourism products and sustain them as a business. The external role serves as a moderating variable that is crucial in determining whether it strengthens or weakens the potential of village communities (Dewi and Ginting, 2022).

Andri (2006) stated that efforts to accomplish rural development goals are currently facing different challenges from the past. The first challenge is related to external factors, such as international development in the liberalization of investment flow and global trade. The next challenge is the internal conditions which include, to name a few, the transformation of economic structure, spatial migration and sectoral issues, food security, agricultural land availability, investment and capital problems, science and technology challenges, human resources, environmental issues, and others (Rosana, 2011; Imanullah et al. 2016).

In spite of this, the government of Indonesia has attempted to address these challenges through regulations, such as the RPJMN 2015-2019 (National Medium-term Development Plan), which is parallel to the visions of President Joko Widodo in the third point of Nawacita, namely building Indonesia from the outskirts by strengthening the regional and rural areas in the vicinity of unitary state (Budiharso, 2018). In addition, rural development programs are in line with Law Number 6 Article 83 of 2014 on Villages in terms of achieving the welfare and life quality in the rural community (Renstra Kemendesa, 2015). Technically, the rural development process is regulated by the Regulation of the Minister of Village, Development of Disadvantaged Regions, and Transmigration Number 5 of 2015 on the Development of Rural Areas. This Ministerial Regulation is accompanied by the Decree of Directorate General of Rural Development Number 14/DPKP/SK/07/2016 on the Establishment of Rural Development that includes institutions, proposal and establishment of rural areas, rural development planning, implementation of rural development, and a series of monitoring, evaluation, and reporting (Performance Report of the Director General of Rural Area Development, 2020).

Banyumas Regency, the research locus, has responded to the government policy in order to improve rural community welfare through the Decree of the Head of Banyumas Regency Number 414/879/ of 2017 and determined the location of rural development based on agrotourism, namely the Kendeng Mountain, Somagede Subdistrict, Banyumas Regency, Central Java. This Decree specifically selected three villages in this area for agrotourism sites, namely Kemawi, Klinting, and Tangerang, based on the argument that these villages already

have tourism objects but are difficult to develop autonomously, so there needs area-based development. the potentials of the three villages are presented in Table 1.

Table 1 Potential Rural Tourism in Tanggeran, Klinting, and Kemawi Villages

No.	Villages	Potential Top Tourism	Potential Supporting Tourism
1.	Tanggeran	Watu Kelir	Padepokan Eyang Nalabrata, Sendang Tirta Wiguna, Curug Silamin, Pasar Wisata
2.	Klinting	Pura Pedaleman Giri Kendeng	Watu Lintang, Watu Bangkong, Gardu Pandang Lemah Abang, Pertabatan Gunung Gujil, Curug Gong, Curug Gadung, Pertabatan Kiai talqbranta, Pertabatan Jenggot Mresi, Curug Beluk
3.	Kemawi	Curug Gemawang	Embung Tapak Bima, Wisata Alam Pringombo, Curug Cileret, Wisata Religi

Source: Researchers, 2022

These tourism potentials are not optimally managed by the apparatus and community in three villages. A study by Piani (2019) reported that although the Government of Banyumas Regency has formed the Coordinating Team for Development of Rural Area (TKPKP) of the Agrotourism in Kendeng Mountain Somagede Subdistrict using collaborative governance approaches and engaged the community, subdistrict government, and Universitas Jenderal Soedirman, there is lack of positive results for Tanggeran, Kliting, and Kemawi villages. This finding shows that the original plans for the tourism potential failed to achieve without apparent development.

Upon evaluation of the development of rural tourism in Tangerang, Klinting, and Kemawi, it was found that there needs to be a synergy and solidarity between the apparatus and the community in each of the three villages. In addition, developing rural areas take collaborative actions between the village government and support from the regional government. Olberding (2002) in Harsanto (2012) stated that collaborative practice to achieve regional economic development may be undertaken in two ways. First, every village develops its agrotourism potential by competing with other villages. As a result, agrotourism can flourish in one village but fail in others, or worse, fail in all locations due to competition. Second, the collaboration between villages to develop area-based agrotourism. The second way is technically able to produce multiple benefits and profits so that tourism potentials in each area can develop. Therefore, it is the ideal option for the Government of Banyumas Regency to improve agrotourism through collaborative practice in three geographically close villages, namely Tanggeran, Klinting, and Kemawi.

Area-based development approach and collaboration between villages are new concepts implemented in Banyumas Regency. Nevertheless, collaborative practices face multiple challenges. Some studies found issues related to the collaborative administration model that did not support synergy and partnership between the stakeholders (Kurniasih, Setyoko, & Imron, 2017), commitment, lack of coordination, lack of trust between stakeholders, and limited access to information (Muhammad et al., 2017). According to Huxham et al. (2000), collaborative competency determines the level of success of the collaboration. Based on these issues, this study aims to build a model of collaborative competency from actors engaged in area-based rural development.

LITERATURE REVIEW

Rural development is a concept implemented in many regional areas in Indonesia based on Law Number 5 of 2014 on Village aiming to put forward villages as one of the development objects. Andri (2006), in his study, concluded that villages need to be perceived as the potential basis of economic activities and expected to be the new paradigm in the overarching economic development programs in Indonesia. Meanwhile, Badri (2016) stated that the current development has undergone significant changes in both the concepts and the process. Today, the concept of development is no longer limited to the agriculture sector and basic infrastructure but instead moving towards the development of information, communication, and technology (ICT). Further, considering community participation as one of the vital elements in the development process, it is necessary for the rural government to first ignite community participation as one of the targets of rural development itself (Muslim, 2012).

The concept of rural community development proposed in the present study is the collaborative competency model. The term competency was first introduced by Boyatzis (1982) as the capability of individuals embodied in their attitude parallel to work demand. Woodruffe (1992) stated that competency should not be considered an element but rather a concept to illustrate one's understanding of the relationship between the expected implementation and the desired implementation of a project based on the information of the previous implementation. Meanwhile, Wibowo (2016) mentions that competency is the ability to carry out or execute a job or a task by harnessing skills and knowledge supported by the appropriate attitude required at the respective workplace.

Spencer & Spencer (1993) defined competency as the basic characteristics of an individual through the cause-and-effect relationship with the criterion-referenced effect or high

performance at particular work or situation. Further, five characteristics according to Spencer & Spencer (1993) are Motive (something that is constantly pondered or wanted that makes someone act), Trait (characters that make individuals act or respond to something in particular manners), Self-concept (personal attitude and values), Knowledge (information on particular field collected by individuals), and Skill (the ability to carry out physical or mental tasks).

Competency measurement involves evaluating individual or group capabilities in carrying out particular tasks or work, and how they demonstrate knowledge, skills, and attitudes required for the job. The measurement may take the form of tests, direct observations, or interviews (Boyatzis, 1982). Further, competency development would engage learning and improving necessary skills to achieve success at work or career. It may be carried out through training, formal education, or work experience obtained from work (McClelland, 1973). Competency is also related to human resource management which includes a series of selection, development, and performance evaluation of employees. The implementation of competence-based management of human resources can help organizations to identify aspiring employees who demonstrate a particular aptitude to achieve success in certain positions and enable the development of effective evaluation of work performance (Hart & Banbury, 1994). As the employment world gets more competitive, employees' capacity and skills become crucial factors in an organization's success. Accordingly, competency development and measurement are important to optimize organizational performance and individual careers (Parry, 1996).

The term collaboration refers to a partnership between two or more individuals or groups to achieve common goals. Collaboration requires open communication, coordination, information and resource sharing, and enabling individuals and groups to harness each other's forces to reach shared goals. collaboration is a crucial practice in many sectors, including business, education, and research (Bresnen, Eldman, & Newell, 2015). Some types of collaboration include internal collaboration within an organization, inter-organization collaboration, inter-region collaboration, and global collaboration. While internal collaboration engages partnerships between individuals or units within one organization, inter-organization collaboration involves a partnership between multiple organizations. Inter-region collaboration refers to a partnership between different regions within one or different countries, and global collaboration is an interindividual or intergroup partnership between different countries to achieve shared goals (Cross & Cumming, 2004; Leenders & Gabbay, 1999).

Collaboration can provide multiple benefits, such as improved creativity, better effectiveness, and enhanced capacity to address complex problems. However, collaborations

are not without challenges which may include communication barriers, poor coordination, and different perception or goals that may hamper the improvement of collaboration (Huxham & Vangen, 2005; Rentsch & Klimoski, 2001). The implementation of information, communication, and technology also enables more effective collaboration. Technology tools like video conferencing platforms, online collaboration platforms and software for project management enable individuals and groups to collaborate effectively regardless of being in different locations (Kahn, 2004). Unambiguous and open communication can help ensure that every individual in the team shared common goals and work in parallel. In the collaboration, every individual also needs to consider individual differences and uniqueness, and find a way to integrate their contribution to the whole project (Vargas-Herandez, 2021; Beyerlein & Beyerlein, 2016; Wageman & Donnenfeld, 2017).

A previous study by Ernawati (2019) specifically discusses four types of collaborative competency: attitude (value and ethics in collaboration), Culture (competence in own professions), Knowledge (understanding the role and responsibility of others), and Skills (communications, coordination, leadership skills). Riggio (2017) stated that collaborative competency is the individual or group's capability to work together with other people to reach shared goals. this type of competency includes the ability to communicate effectively, build a positive working relationship, appreciate the difference and uniqueness of others, and handle conflict well (Hackman, 2011; Oliver, 2018). The study also demonstrated the importance of collaboration among various stakeholders, such as government, local communities, and the private sector (Alim, et.al, 2023)

Furthermore, transformational leadership has a positive impact on creative behavior, whereas transactional and laissez-faire leadership styles have negative effects. Moreover, effective succession planning and management can enhance the positive impact of transformational leadership on creative behavior. Therefore, the study recommends that leaders in Jordanian medium and small companies adopt transformational leadership styles and implement effective succession planning to foster a creative work environment and achieve better organizational outcomes (Hamour, 2023).

In a more complex and dynamic working environment, collaborative competency has never been more important to create a productive and innovative working environment. In collaboration, individuals with different backgrounds and employment experiences come together to create better and more innovative solutions. Additionally, collaborative competency is the key solution to complicated problems that cannot be addressed single-handedly. Some

crucial elements of collaborative competency according to Ribbers and Wijnhoven (2018) are as follows:

1. The capacity of effective communication. Individuals must be able to listen and talk clearly and effectively to ensure that the intended message is delivered and understood correctly by other people.
2. The capacity to build a positive working relationship. Individuals must be able to build a positive relationship with other people, including the ability to appreciate the differences and uniqueness of others.
3. The capacity to work as a team. Individuals must be able to work in a team and contribute their skills and knowledge to come up with better and more innovative solutions.
4. The capacity to mitigate conflict correctly. Individuals must be able to address conflict well and solve problems constructively.

DATA AND METHODOLOGY

Type of Research

This research applied a qualitative approach which, according to Marshal and Rosman (1989:46), leans towards describing and emphasizing contexts, research backgrounds, and subjective references. To obtain reliable data, the researchers delved into the vast amount of information related to the experience, knowledge, and facts from the informants about the collaborative development programs between the villages of Klinting, Tangerang, and Kemawi.

Location and Research Sampling Techniques

This study was conducted in Banyumas Regency, focusing on three villages as the research loci: Klinting, Tangerang, and Kemawi. The location was selected purposively because the three villages were in the middle of developing inter-village collaborative programs for agrotourism in their area. These villages have great potential for tourism to flourish.

Research Data Collection Methods

Data collection was performed through three techniques. First, focus group discussion with people whom we perceived capable of discussing the topics related to collaborative competency, namely the actors of inter-village collaboration in Somagede Subdistrict. Second, in-depth interviews to collect robust data through face-to-face surveys with informants with or

without an interview guide, and the interviewer is involved in their social life for a relatively long time (Bungin 2013: 108; Creswell, 2009:11). Third, documentation which collects data from written sources related to the focus of the research problems in form of documents owned by the object or subject of research (Bungin, 2013:121). Lastly, the observation that requires the researchers to field visit to relevant sites and events in terms of space, time, place, actors, activities, things, and feeling (Patilima, 2007:60).

Data Analysis Methods

This research utilized a descriptive-qualitative analysis design. Data were built up from the results of interviews and focus group discussions for further analysis and deduction. Data processing used MaxQDA to codify narratives emerging from the interviews. The data were subjected to the steps of data flow analysis proposed by Miles & Huberman (2014) which includes data reduction, data presentation, and deduction/verification. In the current study, this method was implemented through several steps. First, data and information were categorized, sorted, and simplified to compile the main problems related to the roles of stakeholders in the management of primary education units that were obtained from observations and non-structured interviews from the key informants. Second, the results of data categorization were subjected to triangulation using notes and documents obtained from the field. Third, these issues were grouped into relevant concepts with the research problems, then drawn into conclusions.

RESULTS AND DISCUSSION

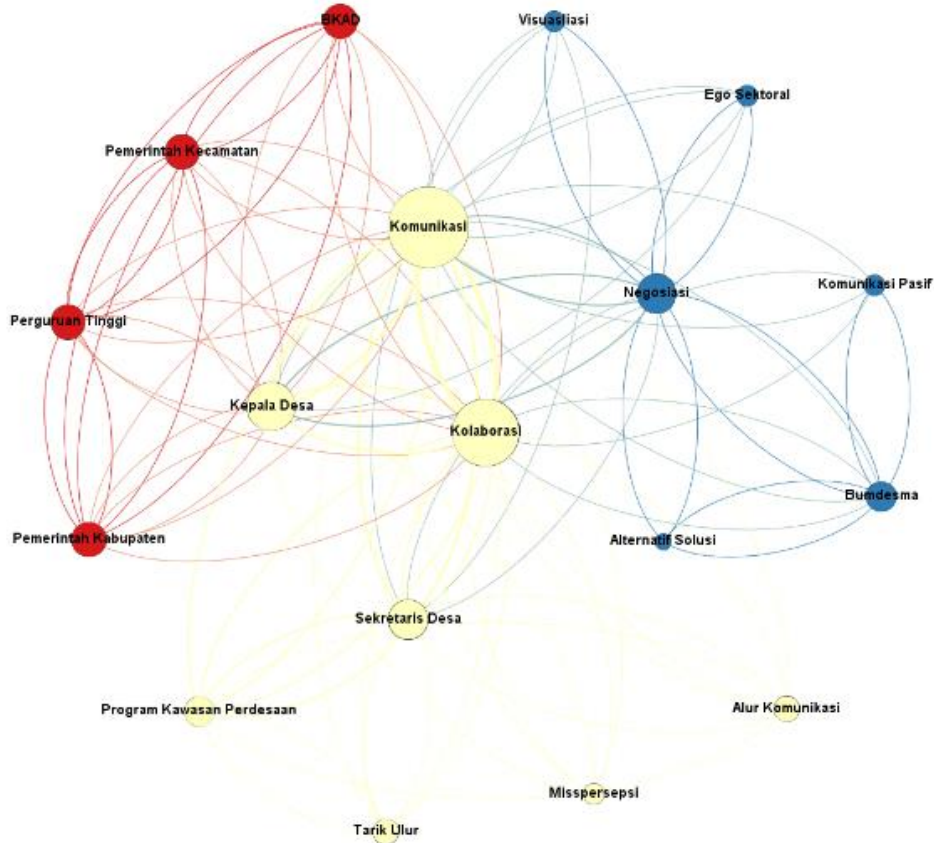
This section elaborates on the findings of the collaborative competency study on the actors of inter-village collaboration for rural development. Four relevant competencies are communication, giving and receiving feedback, decision-making, and conflict management. Each aspect is explained in detail below.

Communication

Santosa (2000) explains that communication, including the behavior of actors or external parties and the way they influence the interests and interpretation of others, is one of the processes toward conflicts. Effective communication between parties may occur when trust is built among them.

Similarly, the pattern of communication competency in the inter-village collaborative programs found several issues related to communication in sectors as illustrated in Figure 1 below.

Figure 1. Relational Pattern of Actors and Narratives of Communication Competency



Source: Researchers, 2022

Figure 1 shows an intercorrelation pattern between issues and actors in the collaborative competency of communication. In this term, the respondents agreed that communication is a crucial factor in the success of rural area development in Kendeng Mountain. Reflecting on the pattern of issues emerging in communication, some issues revolved around the strong sectoral ego, misunderstanding or misperception, extremely passive communication between authoritative parties, the ambiguous flow of communication between institutions, and conflicts of interest that potentially harmed the collaborative practices implemented in three villages.

Further embodiment showed that some stakeholders were involved in supporting and bridging the communication process between villages. It demonstrates that at least they engaged multiple stakeholders including a higher education institution as the supporting partner, the subdistrict government as the leading sector to manage the administrative area, the regency government as the actor for program monitoring and evaluation, and other institutions such as

BKAD (Inter-village Partnership Agency) which is expected to act as a communication forum to prevent ineffective communication. However, in reality, the issues mentioned above remain to exist in the collaborative practice.

There are several contributing factors to these communication issues in the development of collaborative competency. First, sectoral ego emerged because the government of one village and others attempted to show off their own features, and hence no synergy. It was due to a lack of capacity for negotiation among village apparatus. Second, misperceptions or misunderstandings due to administrative affairs, such as correspondence between parties led to a misunderstanding about the content of the letters. Then, passive communication because the strategic actors were unable to maintain a good relationship with both internal parties within the organization and the external parties including the supporting organization. Next, the communication flow in which the village government preferred consultation with the subdistrict government instead of the BKAD forum which had been designed to manage the operational affairs of inter-village collaboration.

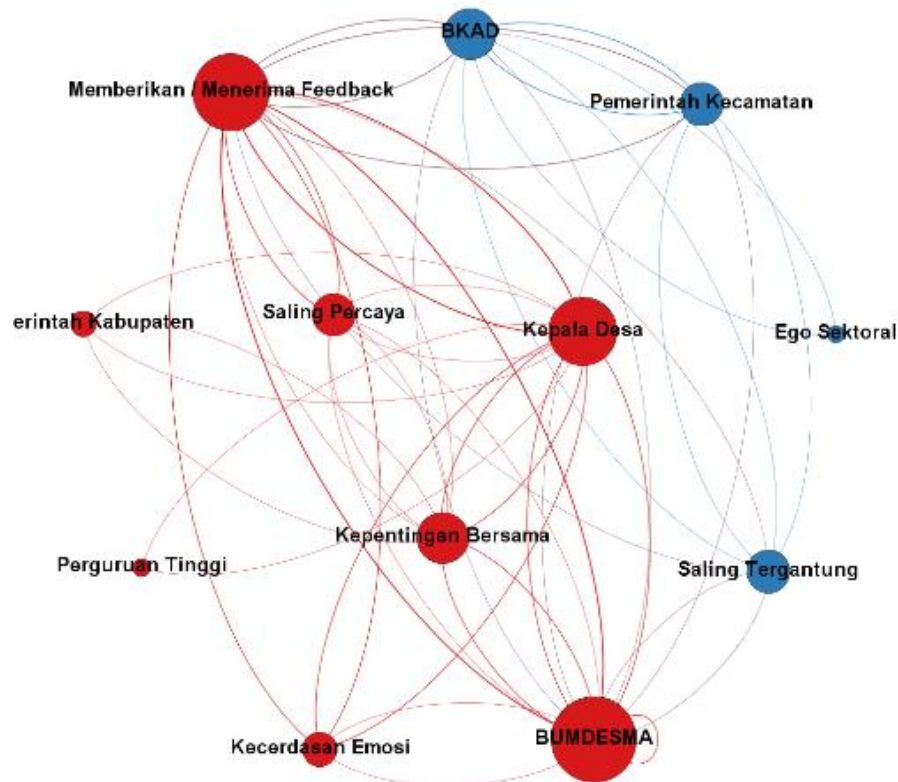
Considering the dynamics pattern of communication within the Collaborative Governance framework, communication competency is crucial to carry out collaborative action for rural development. Communication competency includes verbal communication for negotiation, explaining programs to stakeholders, and defending arguments about the problems and solutions; non-verbal communication in form of reliable behavior; written communication to compile program planning and reporting; visual communication to present visual program and creativity in form of figures and videos.

Giving and Receiving Feedback

Feedback or giving advice is an important element in an organization. Armstrong (2009) stated that feedback given to individuals about their performance is crucial for performance management. In this regard, feedback provides information on performance results, events, critical incidents, and significant behavior. While positive feedback informs the recipients of their good conduct and constructive feedback offers suggestion on how to do something better, negative feedback tells the recipients of their poor performance (Armstrong, 2009). It has been reported that feedback can reinforce effective behavior and point out where and how behavior should be changed. Rusli Lutan (2001) explains that feedback is acquired knowledge relative to particular tasks, actions, or responses given. Based on these expert definitions, we conclude that feedback is information related to individual and management capacity to keep improving

their competency, and such information should contain what has been done, what results they produce, and how to improve them. The pattern of the narratives and actors in giving and receiving feedback emerging from the present study is as follows.

Figure 2. Relationship Pattern between Actors and Narratives in Giving and Receiving Feedback



Source: Researchers, 2022

Collaboration between institutions creates a mutually influential or interdependent relationship. Similar to the pattern of network involvement in Figure 2, the inter-village collaboration will lead to a high level of interdependency, especially between collaborating villages and other stakeholders such as Rural Collective Business Entity (BUMDESA), BKAD, and subdistrict government. In other words, when one party is underperforming, the overall collaboration will suffer. Giving and receiving feedback is a crucial competency in order to produce the best performance to achieve shared goals.

Nevertheless, giving and receiving feedback may be perceived as taboo because local culture and tradition have suggested that correcting other people should be avoided in order to remain sensitive to others' feelings. As mentioned before, giving and receiving feedback becomes urgent when problems like sectoral ego emerge. However, despite establishing a memorandum of understanding between the parties, each village frequently upheld its own

interests. The key solution for this problem is each party should remind one other in order to maintain sustainable collaboration.

Reflecting on previous studies, we highlighted that the contributing factors to the success of giving and receiving feedback for the community to create constructive collaboration practices in rural development are:

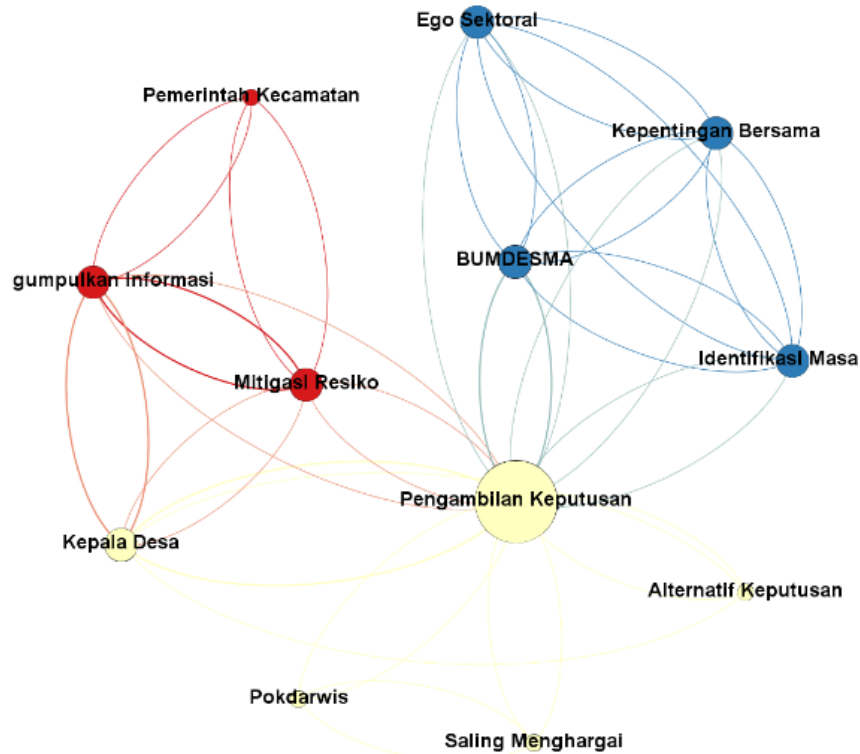
1. Give and receive feedback using emotional intelligence embodied in polite, emotionally controlled manners;
2. Give and receive feedback sensibly for their shared problems;
3. Give and receive feedback trustfully;
4. Give and receive feedback that focuses on performance rather than personal character.

Decision Making

Ansell and Gash (2017) define Collaborative Governance as a regulation set by one or more public entities which directly involve non-public stakeholders in the process of making collective, formal decisions oriented towards consensus and forum discussion aiming to stipulate or implement public policies or management of programs and public assets. Agrawal and Lemos (2007) (in Emerson et al, 2012). Engaging both approaches, we concluded that decision-making competency is a crucial aspect of the issue of collaborative governance. The pattern of the narratives and actors in decision making which emerged from the present study is as follows.

Figure 3 illustrates the relationship pattern between actors and narratives emerging from the decision-making process in carrying out collaborative rural development. Similar to giving and receiving feedback competency, collaboration, and intercorrelation patterns have made decision-making as a required instrument in the overall competency because every decision made will affect the achievement of targets in shared interests.

Figure 3. Relationship Pattern between Actors and Narratives in Decision Making



Source: Researchers, 2022

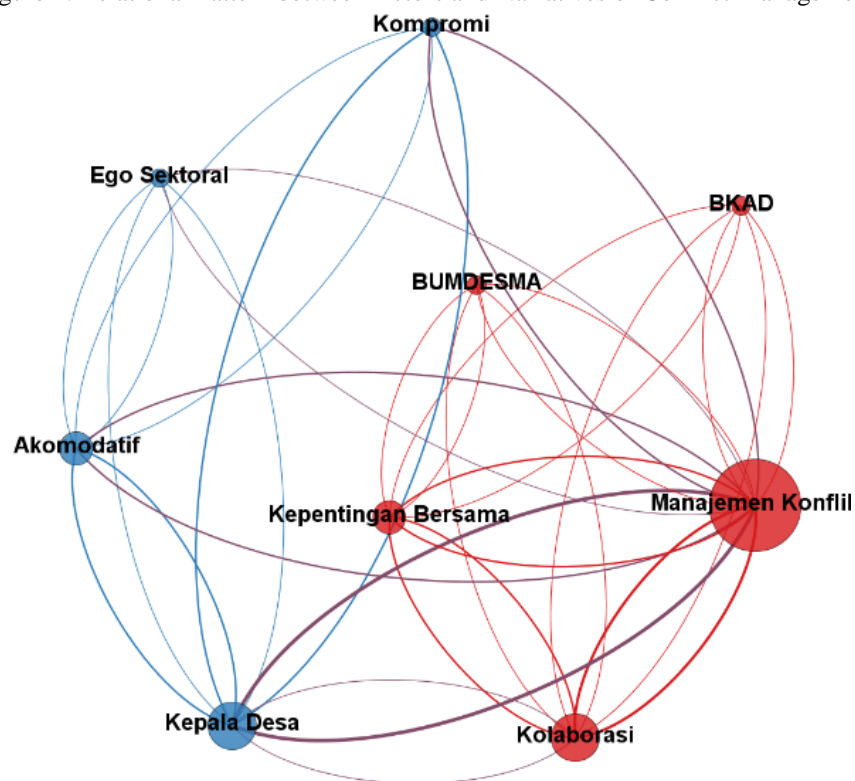
Discussions and arguments about decision making highlighted the program planning and execution in which the decision makers should fully consider all aspects to come up with the decision which is the best and acceptable solution for all parties.

To arrive at the best decision alternatives in collaborative rural development, some elements need to be considered. First, decision-making needs to better understand the problems currently faced. The situation may turn worse when every stakeholder promotes their interests, so decisions made should uphold mutual interests so that no party feels disadvantaged. Then, the decision maker should anticipate the potential issues or challenges after the decisions have been made. Therefore, the ability to gather information and analyze data is crucial to arrive at the right decision. By considering all available information and relevant data about the issues, decision-makers are expected to produce several alternatives with their risks and benefits. Then, these alternatives should be communicated in the forum for collective analysis to arrive at mutual decisions. Developing such a competency pattern is also expected to encourage mutual respect between parties so that the collaboration will be strengthened and impact the progressive development of the rural area that provide benefits for the local community.

Conflict Management

The last aspect of this finding is management conflict competency. Conflict is a dispute between multiple interests, values, actions, or directions that have historically integrated into life (Johnson & Lawang, 1994). Conflict, either positive or negative, is inevitable. The positive aspects of conflict may emerge when conflict can help identify the process of managing ineffective resources, clarify ambiguous ideas and information, and explain the misunderstanding. The root of prevalent conflict includes four aspects: different knowledge and understanding, different values, different interests, and personal affairs or historical background (Mitchell, B., B. Setiawan, 2003). In this conflict management competence, we found the patterns between actors and narratives as follows.

Figure 4. Relational Pattern between Actors and Narratives of Conflict Management



Source: Researchers, 2022

Figure 4 illustrates the narrative patterns emerging from the management conflict competency in inter-village collaborative development. The conceptual definition of conflict management is the process, arts, knowledge, and all resources available for individuals, groups, or organizations to achieve the goals of conflict management (Santosa, 2002). Conflict management is a series of actions and reactions between the actors and external parties in a conflict. This competency requires the involved parties to manage conflict because it potentially

emerges from the efforts to balance the interests of different villages. In many ways, one party took action without discussing it with other parties when implementing programs in rural areas. As explained by Mitchel, disagreement and conflict behavior are the common roots of conflict. This issue is fueled by the sectoral ego of each village which wants better development for their area than others. Meanwhile, each village has previously agreed to form a partnership and collaborate in rural development.

Some findings of this study concluded that conflict management must meet several elements. First, it must have an accommodative capacity which means that each village must be open-minded to different aspirations, perspectives, and opinions. In this way, every collaborating party should have mutual understanding and respect. One of the ways to manage conflict is by listening to others' opinions, respecting differences, and upholding others' interests proportionally. Second, collaborative capacity is the capacity to turn conflict into a positive by offering opportunities to parties involved in the conflicts to enable them to collaborate. Third, the capacity to compromise is crucial to arrive at common ground. Disputes frequently occurred between the three villages, and conflicts of interest and disagreement will always exist. Therefore, every party should try to compromise and respect one another to come up with a mutual agreement.

CONCLUSION

This study develops a collaborative competency model between the actors of inter-village collaboration to develop rural areas. There are four aspects of competency required in this process. First, communication is crucial in collaborative development to build rural areas because communication enables all parties to express and achieve the shared goals in rural development. Second, giving and receiving feedback is an important competency to carry out collaborative development in rural areas. Positive or negative feedback may offer beneficial impacts on both organizations and individuals engaged in the collaboration. Third, decision-making is required in every implementation of collaboration because the decision will impact the achievement of mutual goals. Lastly, conflict management is vital for implementing collaborative development in rural areas because it serves as an evaluation system in the development of collaboration.

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