

WHY WE SHOULD TALK? THE POTENTIALS OF COMMUNITY DIALOG IN GROUNDING AN INTEGRATED RURAL DEVELOPMENT

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Citation: Suryani, A., Soedarso., Endarko., and Mukhlason, A. 2020. Why we should talk? The potentials of community dialog in grounding an integrated rural development, *J. Asian Rur. Stud.* 4(2): 154-177

Abstract: Rural development is a social process. It involves local community in all stages of development. Community dialog is a means for facilitating community involvement in determining a development direction, potential development plan and development sustainability in the future. Frequently, local community is considered as the development target. This position puts them just being development watchers, spectators, silent and passive recipients. Moreover, these silent roles make them remain unempowered since they do not know how to determine their future, how to take part in collective decision and feel being neglected. This study examines potentials of community involvement in dialog. A qualitative research paradigm is adopted. The data are collected by recording, transcribing and analyzing community dialog at *Klagen, Nganjuk, Jawa Timur*. The study finds that community dialog offers considerable potentials. The first potential of community dialog is generating local community commitment, awareness, sense of belongingness and supportive character to build their own homeland. These positive development psychological states, characters and ethos are soft human dimensions which can be critical drivers in rural development. The second is creation of local knowledge and scientific knowledge joint enabling innovation and collective learning process. This joint-knowledge allows the combination of local wisdom and scientific insight. The third is building shared or collective development vision and plan. This plan and vision allow the development prioritizing process and development of rural strength, potential competitive advantage and resource building. The fourth is expanding rural networking and exercising rural people capacity to build wider internal and external social relationship.

Keywords: community dialog; rural development; local knowledge; rural networking; vision; plan

1. Introduction

Community participation and engagement are required in development at all of its' stages: planning, execution and sustaining. A region development that is initiated top-down without considering local fitness contexts, without involving the local community to engage and participate and without educating the targeted society to be self-reliant and self-developed, is likely to unsustain.

Local community is an invaluable human resource in development. Their local insights, including social cultural, environment, nature instinct, traditional skills and wisdoms are vital asset and investment for tackling local issue and enabling development. Furthermore, the local community development mindset, behavior, attitudes, commitment, awareness, sense of community and change of readiness are the vital human software for development facilitation. Thus, local community roles are genuine local developers since they potentially occupy various determinant roles in development. They can be need analysts, initiators, planners, executors and sustainers of development.

One of many approaches to promote local community contribution in development is through local community dialog. Many studies explore roles, promises and benefits of community dialog for development in different angles (Filomeno, 2019). Community dialog is a tool to support development and a strategy to generate community engagement (Wallerstein & Bernstein, 1994). It is a technique for solving community issues (Anetzberger et al., 2004; Coyle, 2016; Ounvichit & Yoddumnern-Attig, 2018; Wegs et al., 2016). Numerous rural development studies explore the effectiveness of community dialog (Figuroa et al., 2016), its challenge, peril and tension (Chen et al., n.d.), process, rules and procedures for guiding constructive dialog (Holloway, 2014), power relations in dialog (Mercer-Mapstone et al., 2019), dialog viewed from the communication perspective (Pearce & Pearce, 2000), role of dialog in local-social capital (Meinzen-Dick et al., 2004), dialog as a tool for integrating local knowledge (Richards, n.d.) and dialog roles in policy design, especially for the underserved community (Beck et al., 2002). In spite of numerous studies on community dialog, how rural community engages in a dialog for initiating a smart village building remains unexplored widely. Thus, this study aims to examine the promises of community dialog towards *Klagen* smart village, particularly at the initial stage of development. It is expected that the findings can fill the gap and enrich understanding and knowledge on rural local community engagement in development. It is also expected that rural community empowerment through community dialog can encourage them to attain better living, especially through an integrated rural development. This integrated rural development is constructed as an ongoing development process which involves collaboration of external intervention and local aspirations to improve rural community livelihood, preserve rural values through resource distribution, minimize comparative disadvantages and innovate rural resource (Nemes, 2005, p. 23). The implementation of integrated rural development is supported by the employment of integrated rural development systems which integrate and coordinate social network, administration, knowledge decision making systems and information in a coherent structure (Nemes, 2005, p. 23). This paper adopts an integrated development paradigm as a central perspective in understanding and examining smart village building initiative at *Klagen*, *Nganjuk*, *Jawa Timur*.

1.1. Community dialogue and sharing

Recently, the participatory and bottom-up approach in developing rural is widely proposed and recommended to synergize community and act collectively. It is widely examined by rural development studies that local people participation is a necessity to

ensure development process and its sustainability. Community active participation is a fundamental pre-requisite of development (Ounvichit & Yoddumnern-Attig, 2018).

Community dialog is identified as a participatory strategy which generates multi-benefits for rural development. Dialog is a conversation conducted intentionally to increase understanding, target certain issues, inquire thoughts and actions which differs from debate since dialog is focused to build relationship among the participants in order to collectively explore the targeted issues (Romney, n.d., p. 2). Dialog can be attended by just five people in roundtable setting to five hundred people in a large civic (Beck et al., 2002, p. 30). Relational issues are likely to be neglected in dialog since it highlights the process of thinking together (Pearce & Pearce, 2000, p. 414). It is a form of communication as the primary social process (Pearce & Pearce, 2000). Dialog represents an ethical communication which considers public voices and values joint creation and decision making (Kent & Taylor, 2002, cited in Chen et al., n.d.). Dialog is not only communication arena among brotherhoods, but also a means to reach agreement, facilitate discussion and establish communication without pressuring (Johnson, 2002, p. 1). Dialog is a part of social change process (Wheatley et al., 2012, p. 3).

Community dialog serves various functions. Community dialog facilitates community collective action (Ounvichit & Yoddumnern-Attig, 2018, p. 369), increases community engagement and participation (Capizzo, 2018; Mercer-Mapstone et al., 2018). It promotes relationship building, trust and fairness impacting on social acceptance (Mercer-Mapstone et al., 2018; Park & Kang, n.d.). A company-community dialog is a means to obtain social license and implementation of social democracy (Mercer-Mapstone et al., 2018, p. 675), coordination (Pearce & Pearce, 2000) and collaboration (Filomeno, 2019, p. 2). Community dialog brings together all stakeholders' knowledge and their expertise (Anetzberger, Ishler, Mostade & Blair, 2004, cited in Woolrych et al., 2015, p. 239). The effectiveness of community dialog process is enhanced by transparency and engagement, learning orientation and contextualizing knowledge within community (Minkler & Wallerstein, 2010, cited in Woolrych et al., 2015, p. 239). Community dialog is potentially allowing power redistribution, community engagement and social license (Mercer-Mapstone et al., 2019, p. 191). Informed understanding of different views and decision making focusing on solution-seeking can be attained through community dialog (Coyle, 2016). Community dialog is a means for deliberative engagement, developing democracy and acknowledging civic knowledge (Coyle, 2016, p. 235), generating participatory democracy, democratic deliberation and providing basis for social policy (Bonham et al., 2009, p. 5). It facilitates community voices expression, interests and expectations elicitation (Bonham et al., 2009, p. 11). Community dialog opens up the gate for executing planned community program through communication facilitation (Wegs et al., 2016). Dialog is also an education tool (Barrow, 2010), deliberative democratic education, pedagogy, and community education (Longo, 2013). Community dialog is a part of deliberative pedagogy since it provides conversation space for community to connect and transform based on their real life situation (Longo, 2013, p. 5). Community dialog promotes collective communication, builds conjoint agreement through shared, genuine discourse and culture creation (Laszlo & Laszlo, 2005). Community dialog has normative, substantive and legitimate functions. Normatively, dialog is a forum for

enforcing community right to participate, substantively it can improve the decision quality and instrumentally, dialog increases legitimacy and eases implementation of decision (Parker & Duignan, n.d.). Community dialog addresses community concerns in the process of community building (Beck et al., 2002), facilitates interrelationship and better understanding on targeted community, develop achievable plan and strategies to fit community concern (Beck et al., 2002, p. 38). Community dialog benefits in generating stakeholders' perspective taking, acknowledging diversity, increasing interaction and communication and strengthening commitment for action (DeTurk, 2006; Wheatley et al., 2012), mitigating conflict (DeTurk, 2006, p. 49), ending disputes (Holloway, 2014) and minimizing risks (Mercer-Mapstone et al., 2019, p. 194).

Several studies examine the supporting elements of constructive community dialog. A fruitful community dialog is grounded on collective concern on socio-ecological relations, the need for joint management and understanding of common management principles (Ounvichit & Yoddumnern-Attig, 2018). Progressive community dialog needs effective communication, dialog facilitators who have a broad range of knowledge and skill (including knowledge on sustainable development, communication and common management), neutrality, conflict management, reason-based thinking (Ounvichit & Yoddumnern-Attig, 2018). The Mayor's Office of Immigrant and Multicultural Affairs of Baltimore City (MIMA) defines several components of effective community dialog, including participants' equal status, organizational support, common goals, participants' cooperation, individual readiness, varied and repeated contact, continuous dialog, dialog rules, participants' potential friendship and dialog meeting duration (Filomeno, 2019, p. 4). Meaningful engagement in community dialog requires dialogue participants' capacity to be able to comprehend information, communicate effectively and solve conflict, inclusivity and diversity (Mercer-Mapstone et al., 2019). Community dialog can be enhanced by participants' technical information, communication skills, education and conflict management (Mercer-Mapstone et al., 2019, p. 196). Trust, positive relationship, reciprocal understanding, shared decision making and common goal can promote constructive dialog (Mercer-Mapstone et al., 2017, cited in Mercer-Mapstone et al., 2019, p. 197).

1.2. Rural Development: Its' Ground and Changing Paradigm

Rural development paradigm is shifting today. Formerly, rural is the backbone and agricultural supplier for urban. Currently, rural areas are occupying multi-roles. They are servicing agricultural needs, becoming centre of business, opening creative home industries and developing eco-tourism. This demonstrates that rural are not dependent to urban anymore.

Through rural development process, it is expected that rural community well being can be improved. Rural communities are frequently stigmatized as unwell being, poor and suffer from inequality (Kay, 2009, p. 104), vulnerable and deprived (Bayes, 2001, p. 4). Rural living welfare is likely to be obstructed by resource-type disadvantages which impede rural people from communication access, suffer from limited infrastructure facilities, restrict communities' ability and resources to produce goods and services (Nemes, 2005, p. 12). Rural development is understood as an effort to benefit rural populations by sustainably improving rural people's welfare and living standards (Anriquez & Stamoulis, 2007, p. 2). However, rural development is not only

the matter of improving rural people's economic capacity, but also empowering people and building community's self-control, destiny determination and threat-coping capacities (Shortall & Shucksmith, 2001, p. 123). Rural development involves complexities of multi-levels, multi-actors and processes (van der Ploeg et al., 2000, p. 1). Rural development relates to agriculture-society interrelation in global context, a changing paradigm of agriculture, individual farm household, roles of countryside and economic actors and interlinked practices (van der Ploeg et al., 2000, p. 392). Today's rural roles are changing due to the global warming, food crisis and deforestation (Kay, 2009, pp. 103–104; Maxwell et al., 2001).

The new paradigm of rural development views rural as not always associated with farming. Enhancing agricultural activities only cannot eliminate rural poverty (Ellis & Biggs, 2001; Mack et al., 2005) since rural poverty is caused by rural over dependence on agricultural income and production (Bayes, 2001, p. 2). This new paradigm emerges many arguments, ways and approaches to potentially develop rural communities. Cross-sector and diverse rural occupations may potentially and effectively decrease rural poverty in the future (Ellis & Biggs, 2001, p. 445). Even though one activity cannot alleviate rural poverty, livestock and poultry are still suggested as the dominant sector in rural development (Mack et al., 2005, p. 8). Farming is still regarded as an integrative and a major element in newly emerging rural development model. This new emergent development model provides a basis for farm enterprise growth, mobilization and resource diverse utilization (van der Ploeg, 2000, p. 502). Multifunctional agriculture remains the major element in rural development (Kitchen & Marsden, 2009b, p. 279). Rural development can be intervened through various sectors: land consolidation (Pašakarnis & Maliene, 2010), education (Atchoarena & Gasperini, 2003, p. 56), ecological modernization, social structures, governments, business and market transformations (Marsden, 2004, cited in Kitchen & Marsden, 2009a, p. 276), natural resource-related development basis, including economy diversification, tourism and biodiversity economical use (Fabricus et al., 2004, p. 13), natural resource management development (Fabricus et al., 2004) which is consisting of resource renewal, quality of life management, management of livelihood and management of participatory resource (Bruckmeier & Tovey, 2008), non farm economy activities (Anríquez & Stamoulis, 2007; Ashley & Maxwell, 2001; van der Ploeg & Roep, 2003) or "pluriactivity" (van der Ploeg, 2000), rural tourism (Ashley & Maxwell, 2001, p. 410; van der Ploeg, 2000), small-and medium-scale farm-based enterprises (van der Ploeg, 2000), energy use (Cabraal et al., 2005), entrepreneurship and innovation, especially using agricultural commodities (Gale, n.d.; Nemes, 2005), agriculture-industries synergy (Kay, 2009), ecological economics, eco-system services and ecological modernization (Kitchen & Marsden, 2009a).

2. Method

This study aims to explore the potential promises of community dialog in promoting *Klagen* smart village development, especially at the initial stage. The dialog is established between *Klagen* local community and an external developing agent from a higher education institution (Figure 1).



Figure 1. Map of *Klagen* location (source: eprints.umm, n.d.)

The initiative of smart village which rapidly flourishes and becomes a new trend in Indonesia is relevant to the new paradigm of integrated rural development. A smart rural is not only relying its' growth on agricultural commodities, but also multi-development activities on the basis of agriculture/farming, for instance entrepreneurship, technology, business, energy, tourism (Anderson et al., 2017; Fennell et al., 2018; Prinsloo et al., 2017; Shukla, 2016). A smart rural is associated with both community as agricultural producers and community as entrepreneurs, innovators, self-empowered and resilient people (McManus et al., 2012; Phahlamohlaka et al., 2014; Ristianti, 2016). Smart village is developed by incorporating multi-components of smart environment, mobility, economy, living, governance and people (Santoso et al., n.d., p. 14), smart energy, connectivity, agriculture, education, health, environment and infrastructure (NIRDPR, n.d.). Recently, many villages in Indonesia start to transform themselves into smart rurals (Subekti & Damayanti, 2019) as an attempt to adapt to the globalization changes and 4.0 industrial revolution (Santoso et al., n.d.). The needs to reduce unemployment, eliminate poverty, increase economic condition and empower its' community members are the impetus of *Klagen* community to collectively initiate to develop their village.

The research is conducted as an integrated component of community service program at *Klagen*. *Klagen* is located at *Kabupaten Nganjuk, Jawa Timur*. Corn, red onion and coconut are its' main agricultural commodities, while its' poultry sector is developed through duck breeding (Kementerian Dalam Negeri Republik Indonesia-Direktorat Jenderal Bina Pemerintahan Desa, 2019). Demographically, the majority of *Klagen* population's occupations are farming and working at private institutions. In educational sector, the majority of *Klagen* population are only graduated from the primary level (1.772 persons), while there is only 1 person holds doctorate degree (Kementerian Dalam Negeri Republik Indonesia-Direktorat Jenderal Bina Pemerintahan Desa, 2019). *Klagen* has several facilities and infrastructures to support its' development, including local government office, health facilities (*puskesmas, posyandu*), schools, praying facilities, transportation, clean water, irrigation, sanitation and sport facilities (Kementerian Dalam Negeri Republik Indonesia-Direktorat Jenderal Bina Pemerintahan Desa, 2019)



Photo: an open space/field at *Klagen*

The study adopts qualitative method. A qualitative method can be applied to observe collective action, how a collective people implement shared decision or process of changes by using variety of data collection techniques, participant observation, case studies, interviews, focus groups and oral histories (Meinzen-Dick et al., 2004, pp. 15–16). The research participants are several representatives of *Klagen*, including head of village, secretary, treasurer, some senior members including migrated ones, elders and *karangtaruna* (youth association). The data are collected through direct natural observation during dialog process with *Klagen* community. The researchers participate in the dialog as the external developing agents. During the data analyzing process, the recorded data are transcribed and classified based on the emerging themes. Subsequently, the classified data are analyzed by describing, interpreting their meaning and linking to the existing studies. Steps/agendas of *Klagen* community dialog is represented in the following table (Table 1)

Table 1 .The Agenda and purposes of *Klagen* community dialog

No.	Agenda/Activities	Purposes
1.	<i>Silaturahmi</i>	Visiting <i>Klagen</i> for building familial/brotherhood relationship
2.	Welcoming	<i>Pak Kades Klagen</i> (head of village), as the representative of all local dialog participants, welcomes the community service team
3.	Self-introduction	Both parties, <i>Klagen</i> representatives/dialog participants and community service team introduce themselves
4.	Opening talk	Is delivered by <i>Pak Kades</i> , revealing recent condition at <i>Klagen</i> , issues relating to economic, public services, facilities/infrastructures, and population
5.	Hearing and spontaneous dialog	All of <i>Klagen</i> participants reveals issues emerging at <i>Klagen</i> , from their daily life natural observation/real situation, express their ideas to develop <i>Klagen</i> , commitment, willingness, expectation and enthusiasm to develop
6.	Dialog with <i>karang taruna</i>	<i>Karang taruna</i> members convey issue relating to youth, youth entrepreneurship and required facilities needed to support youth enterprises
7.	Agreement	Planning and shared commitment reinforcement
6.	Closing	Relaxing and eating <i>pisang goreng</i> , <i>ketela goreng</i>

3. Results and Discussion

The study shows that community dialog can potentially facilitate development process and prospective development sustainability since it involves the impacted community to contribute, express voices on what and how they want to develop, reveal feelings on what they are worry about, opens chances to determine their own future. Klagen community inclusion in dialog allows them be development partners, instead of passive recipients. The data prove that community dialog benefits development grounding process in several aspects: commitment and awareness building, joint-knowledge development, vision and plan building and networking.

3.1. Building Commitment and Awareness to Develop

Rural development is a social process which needs collective action of the impacted community. To execute a development program progressively and sustainably, active participation of local community is required. The data show that community dialog is the ground for generating community supportive psychological states, ethos, behavior and mental to develop. These software of people as human capital are fundamental for development. People attitude towards development determines successful development (Kuyan, 2010, cited in Aguila & Ragot, 2014, p. 25). The data indicate that community dialog can be a means for generating, increasing, reviving and spreading development spirit and commitment.

Table 2. Community Commitment and Awareness

No.	Dialog Participant	Data extract
1.	DP-1	<p>“I expect that there will be improvement for our village. Our village becomes more prosperous than other villages...” (DP-1-1)</p> <p>“...even though we just can finish our education at the secondary levels, we expect that our children can at least continue their study at tertiary level...” (DP-1-2)</p> <p>“...it will be better if we can develop this activity, and we ask <i>karang taruna</i> to be involved...” (DP-1-3)</p> <p>“...and the other important thing is togetherness of all village community to develop, such as village tourism. We actually have already started it by planting <i>cavendis</i> banana at <i>PakYudi</i> area...” (DP-1-4)</p>
2	DP-2	<p>“...in the future, we want to solve this problem. Next, we want to open a centre or an office for local people to come and borrow some money for their family enterprise...” (DP-2-1)</p>
3	DP-3	<p>“...in general we know the character of our community. We are part of community who interact with people in the field daily. We understand how to socialize with them. We try to move them, let’s develop...” (DP-3-1)</p>
4	DP-4	<p>“...to be honest, I personally expect that we open a new life, especially for today generation...don’t inherit the past failure...a failure at our generation. I mean, we hope it’s just us who feel the bad impacts of failure...” (DP-4-1)</p> <p>“...I expect that in the future, all people here can get and up-to-date with current information, are able to transform the information and become journalists for <i>Klagen</i>, this is <i>Klagen</i>, this is my village, and they are proud of their village...” (DP-4-2)</p>
5	DP-5	<p>“...so we don’t start from the top, we start from the bottom...” (DP-5-1)</p>
6	DP-6	<p>“...we expect our village can be a pilot project for smart village development. If <i>Banyuwangi</i> has its’ own concept, we have different concept. I am sure that we have strong commitment and wide thinking...” we just do not move in a long time.” (DP-6-1)</p>

DP=Dialog Participant

The data indicate that through community dialog, *Klagen* community shares their expectations to develop (*DP-1-1; DP-1-2; DP-2-1; DP-4-1; DP-4-2; DP-6*), commitment (*DP-6-1; DP5-1*), motivates each other and strengthens other community elements, including youth (*DP-1-3; DP-4-1; DP-4-2*) and other local members (*DP-3-1*), reveals need for revitalization (*DP-6-1*), senses pride and glory of their village (*DP-4-2*), expresses readiness to cooperate (*DP-1-3; DP-6-1*) and identifies some issues to be solved together (*DP-2-1*). Lack of community consciousness, knowledge and skills are major barriers constraining local community to participate in development planning and process (Razzaq et al., 2013).

Through community dialog, *Klagen* community also reveals their needs and passions to develop several areas, including education, tourism, agriculture, family enterprises, rural communication and information systems. They are engaging in collaborative thinking and analysis to define problems, what make them difficult to grow. The community dialog strengthens their intra-group sense and inter-relationship as they express common and shared goals. This indicates that community dialog can prospectively form social capital which is the resource and asset for rural development. Social capital promotes individual and collective action formed through relationship, network, mutuality, trust and social norm in development (Park et al., 2012; Surjono et al., 2015). Willingness to cooperate shown by *Klagen* community can impact on conflict mitigation and risk reduction (Leenstra, 2018; Park et al., 2012). Community capacity to define and solve issues are highly valued and needed in rural development, especially when the community faces “disequilibria” (Bollman, 2000, p. 5). Moreover, rural sustainability is determined by its’ local people capacity, including values, attitudes and institutions, to respond and adjust to external environment (Li et al., 2019, p. 140).

Through community dialog, the local people also voices and disseminates their passion to initiate development (voiced by *DP-5-1*). They are starting development from the ground, instead of waiting for top-bottom development plan. Farmers’ initiative is more likely generating intrinsic motivation and widespreading local enthusiasm to develop and socially change (Ye, 2002, p. 1, cited in van der Ploeg et al., 2015, p. 25). The data also show that community dialog strengthens their togetherness (as displayed in *DP-6-1*). This indicates that community dialog increases community awareness to align their individuality into social-collective dimension (Landini et al., 2014).

Klagen community’s positive psychological state, character, attitude towards development and constructive shared emotion contagion are key determinants for rural development. Their collective character, shared positive emotion, commitment, expectation and identity pride can result in positive intra-community connection, confidence, mutual trust and craftsmanship to promote their own development. Human-community factor is one of basic elements in development. It is human capital of development, a determinant of successful development (Aref & Gill, 2009; Bombiak & Marcysiak, 2017; Szymańska & Chodkowska-Miszczuk, 2011; Wu, 2015). Building physical infrastructure to develop rural only is not adequate, since it requires the integration of material, immaterial of local community attitude, norms, culture, values, institutions and external environment (Li et al., 2019).

3.2. Local Knowledge Generation, Collective Learning and New Knowledge Dissemination

The study finds that community dialog enables indigenous knowledge sharing, collective learning process and knowledge transfer. This is as evidenced by following sample of data excerpts.

Table 3. Knowledge and Shared learning

No.	Dialog Participant	Data extract
1.	DP-2	<p>“...in <i>Panggungharjo</i>. Its’ community has high mobility because it is close to urban area. Its’ current potential resource is culinary. The income from culinary is above target. The culinary can contribute to their economic income in 6 months, even though the target is 1 year. Its’ popular culinary is using <i>joglo</i> concept. They use <i>Mataraman</i> concept, the past style. So, 1 package for 1 family. This family will prepare their own food, they cook by themselves. The waitress will only guide....So, in general, they come, they cook by themselves, eat and pay...(DP-2-1)</p> <p>“...and about waste management. They have oil production. I forget the name. It is marketable...” (DP-2-2)</p> <p>“...and home industries are centralized in one location and trained. They also welcome other people to visit. They show their village product (<i>UMKM</i>) product. There are many visits. When I come there to observe, there are also some people from Sumatra come...” (DP-2-3)</p> <p>“...they also allow us to come and learn...it’s free of charge, but we have to find our own accommodation...” (DP-2-4)</p> <p>“...we also want to reduce bank <i>titil</i>. There is bank <i>titil</i>, not because the people needs it, but because of hobby. Even, they inherit debt to their children...” (DP-2-5)</p>
2	DP-1	<p>“...one more things is because they don’t have any other activities. They have many spare time...and because of their mindset. Their mindset is still unopen....they do it through back ways...” (DP-1-1)</p> <p>“...if we see outside there, outside <i>Nganjuk</i>, we also want to develop the same thing. But I am also aware that we have different social and economical backgrounds. The majority of our population are farmers. So...the financial circulation is not really supporting...” (DP-1-2)</p> <p>“the majority of our population works as farmers. Some of them do not work on their own land. They are paid. There are also <i>bawang merah</i> farmers. But the barrier is on the marketing. Sometimes, they want to process their farm products into other products...but they don’t know how to market it...” (DP-1-3)</p> <p>“...and there is an area..we call it <i>Dusun Kidul</i>. <i>Dusun Kidul</i> is a barren area, but we try to plant it gradually. The people here helps by providing <i>jeruk bali</i> plant, from <i>Mas Wiwit</i>. We try to centralize its’ planting there...” (DP-1-4)</p> <p>“maybe we have...we have some short trees to plant, so that the roadside view will be more beautiful. If we plant big trees, such as <i>waru</i>, <i>trembesi</i>, it is too big and will block road...maybe if we arrange the plants, along the road sides, at the right and left of the roads, or we plant flowers...” (DP-1-5)</p>
3	DP-4	<p>“...we call it <i>nyadran</i> or cleaning village. It is a unique thing, which other villages don’t have it. So...maybe when there is <i>nyadran</i>, we can inform the event to other people, to attract tourists, even though it is still local tourists. It will attract others to come and we also can sell...here, we start the ceremony by having <i>slametan</i> in burial ground, after slaughtering buffaloes, we have <i>tahlilan</i> together to express our thankful to God” (DP-4-1).</p>

DP=Dialog Participant

The study shows that through community dialog, diverse indigenous knowledge are generated, collected and shared. Several local knowledge are revealed, inter-connected with other participants' knowledge, added, reinforced and confirmed by other members. The data show that the local people know current changes around them (*DP-2-1; DP-2-2; DP-2-3*), uniqueness of their village (*DP-1-2*), human-related issues (*DP-2-5; DP-1-1*), environmental issues and conditions (*DP-1-4; DP-1-5*), economic issues (*DP-2-5*), and cultural uniqueness (*DP-4-1*). Various aspects of *Klagen* community local understanding is developed through their day-by-day interaction with their environment, other people and the neighboring village community (Aswani et al., 2018; Dawoe et al., 2012; UNESCO, 2017), embedded in practices, institutions, relationships and rituals (BRACED, 2018; World Bank, 1998). Local people tend to have detailed knowledge on their local environment, agriculture which can be resources for increasing their productivity (Dawoe et al., 2012; Taylor & de Loë, 2012, p. 1214).

Community dialog is also a place for disseminating new knowledge. DP-2 shares his new learning after visiting *Desa Panggungharjo*. He learns how *Panggungharjo* develops its' culinary tourism, water management system and home industries centre (as evidenced in *DP-2-3*). He disseminates his new findings to allow other participants understand and elaborate the new knowledge and adapt it with their own village environment, demographical and economical circumstances. This indicates that through community dialog, knowledge sharing and exchange occur. Moreover, the newly gained knowledge sharing can potentially promote innovative knowledge, performance (Roper et al., 2017) and combined knowledge through co-production of knowledge (BRACED, 2018, p. 4). Through community dialog, the dialog participants are expanding their knowledge as a responsive act towards changing environment. Local knowledge tends to be dynamic, expanding and renewing (UNESCO, 2017, p. 22).

The study confirms that the elicitation of local knowledge, combination of local and academic knowledge and transfer of new knowledge during the dialog is the basis for development. This is verified by existing studies by confirming the vital roles of local knowledge contribution to development and its' sustainability. Local knowledge provides information for community-based assessment development program (UNESCO, 2017), contributes to planning process, especially for technical information and technical investigation (Taylor & de Loë, 2012, p. 1213), increases community resilience and development sustainability (Ŝūmane et al., 2018, p. 239), provides basis for development (Fritz-Vietta et al., 2017; Smith, 2011; World Bank, 1998), informs development programs (Aswani et al., 2018; Kolawole, 2001), generates problem solving thinking (World Bank, 1998), increases community resilience and adaptation to changing environment and uncertainty (Beckford & Barker, 2007; García et al., n.d.; Setten & Lein, 2019; UNESCO, 2017), enhances ecological understanding (Bala, 2015), development resources (Warren & Rajasekaran, 1993), informs decision making (BRACED, 2018; García et al., n.d.; Kolawole, 2001), disaster mitigation and life-risk protection (Ngwes et al., 2018; Sultana et al., 2018).

The community dialog also facilitates the contagion of learning motivation. An individual who is actively exploring his surrounding and learning from village model is not only transferring new knowledge, but also inviting other people to observe and learn together (*DP-2-4*). The local knowledge pronounced by the *Klagen* indigenous community is also combined with the practical and academic knowledge of the external developing team (higher education institution). Thus, there is a shared learning between the local community participants and external developing agents through joint-knowledge. Local knowledge only is likely inadequate to boost development performance, joint knowledge between local and academic/external/scientific knowledge is needed (Bodorko's & Pataki, 2009; BRACED, 2018; Kolawole, 2001; Ŝūmane et al., 2018; Taylor & de Loë, 2012; Un & Rodríguez, 2018).

3.3. Development Vision and Plan

The findings show that community dialog is a means for the participants to voice their individual vision for their village development. The following table represents categories of individuals' vision informing the potential development programs.

Table 4. Individual Development vision and plan towards shared vision

Dialog Participant	Development Vision	Development Sector
DP-1	Online administration (DP-1-1-1)	Public service development (DP-1-2-1)
	Improving public services (DP-1-1-2)	Public service development (DP-1-2-2)
	Education, community training (DP-1-1-3)	Education-human resource development (DP-1-2-3)
	Administration training (DP-1-1-4)	Public service development (DP-1-2-4)
	Information transparency (DP-1-1-5)	Public service development (DP-1-5-2)
DP-2	Increasing agriculture productivity (DP-2-1-1)	Agricultural-economic development (DP-1-2-1)
	Marketing training (DP-2-1-2)	Economic development (DP-1-2-2)
	Loan centre (DP-2-1-3)	Economic development (DP-1-2-3)
DP-3	Reviving <i>Nyadran</i> culture (DP-3-1-1)	Cultural-social development (DP-3-2-1)
DP-4	Youth journalists (DP-4-1-1)	Human resource development (DP-4-2-1)
	ICT training (web, video, photoshop) (DP-4-1-2)	Education-human resource-technology development (DP-4-2-2)
	Information access (DP-4-1-3)	Information and technology development (DP-4-2-3)
DP-5	Business training (DP-5-1-1)	Economic development (DP-5-2-1)
	Base camp for activity (DP-5-1-2)	Human resource development (DP-5-2-2)
	Enhancing youth sport activities (DP-5-1-3)	Youth-human resource development (DP-5-2-3)
	Printing business (DP-5-1-4)	Economic development (DP-5-2-4)
DP-6	Trees planting along the side-roads (DP-6-1-1)	Environmental development (DP-6-2-1)
	Installing wi-fi connection (DP-6-1-2)	Information and technology development (DP-6-2-2)
	Proposal writing training (DP-6-1-3)	Education-human resource development (DP-6-2-3)

DP=Dialog Participant

The study shows that through community dialog, the community expresses development initiatives. Each member articulates his individual's development vision, ranging from economic, human resource/education, information-technology, public service, cultural-social and environment development. During the dialog, they articulate significant issues which should be solved. Some participants share identical development sector: education-human resource development (*DP-1-2-3; DP-4-2-1; DP-4-2-2; DP-5-2-2; DP-5-2-3; DP-6-2-3*), economic development (*DP-1-2-1; DP-1-2-2; DP-1-2-3; DP-5-2-1; DP-5-2-4*) and information-technology development (*DP-4-2-3; DP-6-2-2*). The study also proves that through community dialog, *Klagen* community articulates shared vision towards the elements of a smart village. A smart village is different from ordinary village as it is implementing integration of smart technology, resource and institution toward self-reliance and sustainability (ETR 90, smart village, energy & wetlands research group, CES, IISc, 2015, cited in Subekti & Damayanti, 2019, p. 20). The community dialog enables the articulations of individuals' vision, revealed rural constraints and information for building shared vision. This shared vision is necessary for the direction of development acts. This shared vision is also an input material for

framing a development plan. Thus, community dialog encourages shared development vision building and planning. Development vision plays significant contribution since vision projects organization's future orientation, long term and comprehensive view (Braun et al., 2012; Preller et al., 2018). Shared vision is stimulated from thinking based on knowledge and experience (Papulova, 2014). It plays multi-functions, such as provides a road map (Preller et al., 2018), defines and enables people to follow focused opportunity (Preller et al., 2018), envisions experience, product understanding and goals (Conroy & Berke, 2004; Kollmann et al., 2009), provokes commitment and professionalism (Martin et al., 2014), generates a driving force (Martin et al., 2014), presents strategic challenges and sets priority sectors (Asian Development Bank, 2006), informs strategies (Fuldauer et al., 2019), contributes some element of strategic management and strategy formulation (Corrall, 2009; Papulova, 2014; Revilla & Rodríguez, 2011), provides guidance and orientation (Papulova, 2014; United Nations, n.d.).

The cooperation between *Klagen* local community and external developing partners indicates that shared vision requires joint-knowledge, the integration between local and scientific knowledge. Vision building needs joint-learning (Lavergne & Saxby, 2001) and analysis of constraints, past experiences, strategic framework and investment (African Development Bank, 2000). Participatory discussion is needed in shared development vision and drafted vision (Dlouhá & Pospíšilová, 2018).

Besides facilitating vision articulation, community dialog informs development planning. At the end of the dialog, the local community and external agents/actors agree to start smart village development by executing business training for youth and women empowerment. Training on how to produce *krupuk bawang* will be provided to empower *Klagen's* women. This initiative action is relevant to community vision on economic-agricultural and education-human resource development. Development plan is vital for rural development as it provides development pathway (Battaglia et al., 2019; Leekwa-Teemane Local Municipality, 2014), need identification to achieve goals (Shapiro, n.d.), weakness analysis (Mikovits et al., 2018), new environment challenge response (Chimhowu et al., 2019), clear ways to achieve goals (Government of the Sultanate of Oman, 2016; Shapiro, n.d.), preparation process and decision making guidance (Bakır et al., 2018; Filho et al., 2019), development areas prioritization (Mouzughi et al., 2014), tools, techniques, ways to develop determinant strategy (SMS Research & Marketing Services, Inc., 2010), coordinated efforts guidance (Apanavičienė & Šalnienė, 2010; Pea, n.d.) and assurance (Conroy & Berke, 2004).

3.4. Rural Development Networking

Community dialogue allows the local community to exercise their capacities in building social relationship locally and externally. The success of rural development is determined by collective actions of communities and networks, rather than individual capacities (Dobay, 2011). *Klagen* networking capacity is vital for expanding their knowledge, innovation and sustain long-term development process. This is as evidenced by the following data.

Dialog Participant	Development Vision
EA	"...our position here is <i>Klagen's</i> partners. We expect we can invite experts to provide relevant, needed training. After our visit, we try to re-design. We think that training is just a gate for next activities, may be youth training, for building a smart village. I think we are going to use the result of our discussion today as materials for proposing program. We are going to do it step by step and we should prioritize which action should be taken initially." (EA-1)
	"...for instance, a simple example, may be <i>pak Kades</i> knows about this. There is a village, <i>Desa Jambu</i> , in which the head of the village is successful in building a smart village. They are starting with planting <i>kelengkeng</i> . It becomes their icon. Then they develop various things, including centre of <i>Kambing Etawa</i> . They are now becoming a smart village..." (EA-2)
	"...so what <i>pak Kades</i> designs as <i>nawa cita</i> is reflection of smart village...I mean it covers village

	independent economic aspect, education, public service...all aspects, including the IT..." (EA-3)
	"...we also appreciate and support <i>pak Kades</i> program...it is a good program...(EA-4)
	"...we come here also for <i>silaturahmi</i> , as <i>Pak Agus</i> says, we are going to be partner, being together and we don't want to disturb designed village programs...we are going to support it..." (EA-5)
	"...we support, facilitate...and principally higher institution is happy to contribute. It is not happiness I think...but this is our duty..." (EA-6)
DP-1	"...at south, we have a large area...maybe we can develop a garden. So, the local people don't have to go to city for recreation. We can have a large area for relaxing and gathering. At east, we have a large field...maybe we can build a swimming pool... <i>Rejoso</i> area still does not have any swimming pool..." (DP-1-1)
	"...at north, there will be the largest reservoir in east asia...(DP-1-2)
	"we are going to have synergizing program..." (DP-1-3)
DP-3	"...close to the next village, there will be <i>Waduk Semantok</i> (DP-3-1)
	"we expect that our village can be a pilot project...a pilot project foe smart village development. In <i>Banyuwangi</i> , they have their own concept...I believe that we have commitment, an open and wide thinking on developing our village..." (DP-3-2)
	"...the reservoir is very large...with <i>Gunung Pandan</i> as the background...it is the largest reservoir in East Asia...and we call it <i>Waduk Semantok</i> " (DP-3-3)

DP=Dialog Participant; EA=External Agent

The study indicates that community dialog strengthens social relationship between other local people and external agents. It is resulted in agreements on the roles of both sides of the parties (EA-1; EA-4; EA-4; EA-5;EA-6; DP-1-3), synergizing programs, knowledge and actions (DP-1-3; DP-1-1) and joint-response for facing future regional development changes (DP-1-2; DP-1-2; DP-3-2; DP-3-3). The potential development of *Waduk Semantok* stimulates *Klagen* community motivation to prepare themselves and adapts to prospective changes. Frequently, pressure to change is critical points forcing rural areas to change (Rivera & Qamar, 2003, p. 5). The dialog participants also demonstrate mutual understanding, support, appreciation and trust, which are the foundation of development. Rural development requires cooperation among different stakeholders (Ministry of Regional Development, 2013), social coordination, empowerment plan, mutual consultation and negotiation (Derkzen, 2008; IFAD, 2015), trust (impacted in bonding, bridging and linking) and reciprocity (Abbott & Fuller-Love, 2020; Kelliher et al., 2018). To develop, farmers should establish social relationship internally and externally: with industrial organization, surrounding people, educational institution and local authorities (Rustinsyah, 2019, p. 6). Rural networks should not only be limited to bordered geographical areas (Onitsuka & Hoshino, 2018). Holistic networks are created through collaboration of internal networks: project teams and community engagement and external networks, including external agency and peer to peer interaction (Morrison & Ramsey, 2019).

The community dialog also inspires local community to think on what they can expand to face *Waduk Semantok* development and how to increase their skills and competencies to be able to survive and enhance their livelihood (economy) after *Waduk Semantok* is built. This indicates that *Klagen* community feels the needs to expand their agricultural capacities and diversified economy and moves from traditional agricultural sector to more innovated ways of living (Douthwaite et al., 2006). This expansion process can be encouraged by joint knowledge and innovation created through networking. Rural networking facilitates agricultural knowledge extension (Rivera & Qamar, 2003), limited knowledge handling and diversified rural skills (Morrison & Ramsey, 2019), innovation (Douthwaite et al., 2006; Esparcia, 2014; Richter, 2019) which is consisting of knowledge innovation and innovation transfer (Dimitar et al., 2014), diversification impacted on economic improvement (Johny et al., 2017), group work character building, including trust, cooperation, knowledge and problem sharing, values respect, shared rules functioning and shared objective attainment (Landini et al., 2017) and networking competences (building effective, efficient, accountability and democratic interactions) (Bebbington & Kopp, 2012), the increasing employment, availability of natural resources (Rustinsyah, 2019), cooperation to face current situation (Jesus & Franco, 2016; Lee et al.,

2005), bond and social connectivity (Tiwari et al., 2019), competitive advantage addition (Abbott & Fuller-Love, 2020), rural community resilience (Li et al., 2019; van Aswegen & Retief, 2020), changing environment adaptation (Chaudhury et al., 2017), rural development program evaluation (ENRD, 2016). Moreover, community dialog increases rural partners' understanding on needs and characters of the targeted developed rural areas (Lucatelli & De Matteis, 2013).

This study presents the promises of community dialog conducted before the process of designing a rural village development program. Community dialog offers a wide range of advantages which can catalyze development program planning and process. The following figure encapsulates the findings and discussion of the study.

The model of potentials of community dialog for smart village development at initialstage shows several benefits of conducting local community dialog as the ground for developing community development program. It shows that community dialog can strengthen community commitment and awareness to develop. Through community dialog, the development actors can think and analyze collaboratively, share voices, develop relationship and mutuality, trust, mitigate conflict, strengthen commitment, motivation, enthusiasm, individual-social alignment and share goals. Community dialog generates knowledge sharing, local knowledge generation and group learning. This constitutes local knowledge identification, combined local-scientific knowledge, knowledge expansion, community-based assessment program, development process plan, development program information, problem solving, community resilience and adaptation, increasing development resource, disaster mitigation, life-risk protection, learning motivation contagion. Community dialog grounds development vision and plan. It informs vision building, future orientation, comprehensive view, road map, focused opportunity, driving force, prioritizing sectors, strategic planning, guidance, development plan, weakness analysis, tools, technique for development, assurance and coordinated efforts. Community dialog broadens rural networks. It expands social relationship, mutual understanding, consultation, negotiation, trust, reciprocity, collaboration, knowledge extension and transfer, innovation, diversification, problem sharing, bonding and connectivity, adaptation, competitive advantage and program evaluation.

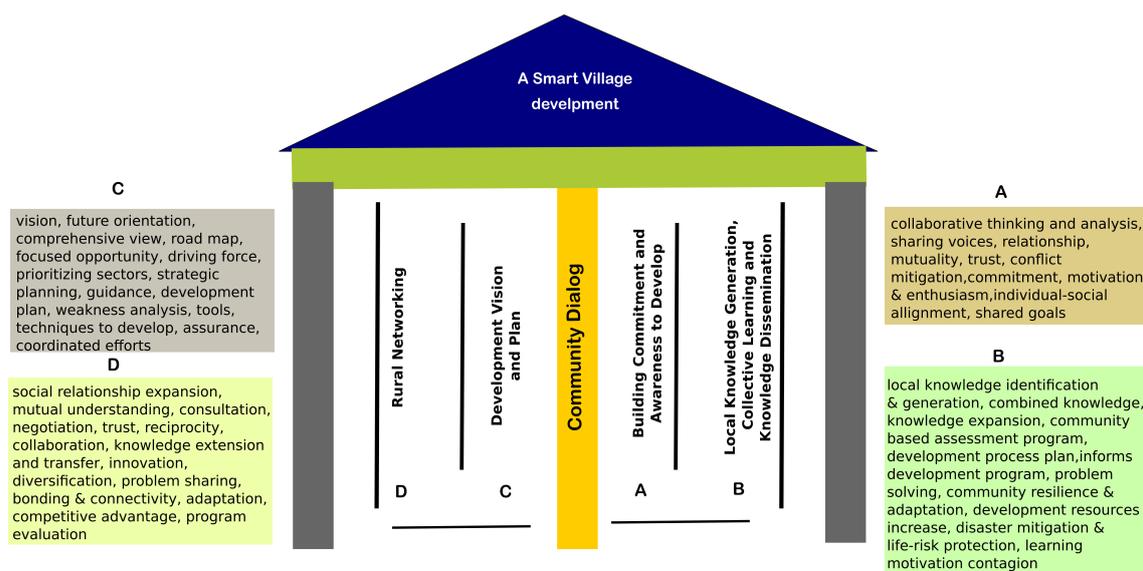


Figure 2. Model of potentials of community dialog for smart village development at initial stage

4. Conclusion

Rural development should be based on rural needs and characters. These needs and rural characters can be analyzed through community dialog between local community and external agents. Effective dialog provides the basis for rural sustainable development. This study examines four promises of community dialog for laying development ground. The first promise of community dialog is building and strengthening development actors' commitment and awareness. Community dialog enables collaborative thinking and analysis, voices sharing, relationship, network, mutuality and trust bonding, conflict mitigation, increasing commitment, motivation and enthusiasm, individual-social alignment and shared goals. The second benefit is local knowledge generation, collective learning and knowledge dissemination. Community dialog triggers collective learning and sharing. Furthermore, it promotes local knowledge articulation and generation of collection, combined local-scientific knowledge, knowledge expansion, community based assessment program, development process plan, problem solving, community resilience and adaptation, increasing number of development resources, disaster mitigation and life-risk protection and learning motivation contagion. The third promise is shared development vision and plan. Community dialog is a place for each individual discusses, negotiates, shares and agrees the shared vision which is the basis for development plan. Community dialog provides future orientation, comprehensive view, road map, focused opportunity, driving force, priority sectors, strategic planning, guidance, development plan, weakness analysis, development tools and techniques, assurance and framework for coordinated efforts. The fourth promise is rural networking. Community dialog enables rural community to expand their social relationship. Rural networking implicates on mutual understanding, consultation and negotiation, trust, reciprocity, collaboration, knowledge extension and transfer, innovation, diversification, problem sharing, bonding and connectivity, adaptation, competitive advantage and program evaluation.

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