

The Role of Village Consultant Agency (BPD) in Increasing Youth Participation of Rural Development in Rural Huta Bayu Raja District Simalungun Regency

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ABSTRACT

Good development will take place if it starts with good planning, so that it can be carried out by all development actors and meet the needs of the community. For this reason, the planning process requires the involvement of the community including youth through public consultations or the Development Planning Conference (Musrenbang). The musrenbang process basically records the aspirations and needs of the community formulated through discussion at the village / kelurahan level, because only with the participation of the recipient community, the results of the development will be in accordance with the aspirations and needs of the community itself. The study was conducted in the Huta Bayu Subdistrict of Simalungun Regency on "The Role of the Village Consultative Body (BPD) in Increasing Youth Participation in Rural Development in the Huta Bayu Raja District of Simalungun Regency". The analytical method used in this study is multiple linear regression analysis and descriptive analysis with a sample of 98 respondents from 4,458 people in the population. Sampling of respondents was based on probability sampling. From the results of the study it was found that the factors that influence Youth participation in rural development, namely education and understanding simultaneously have a significant effect. Partially education and understanding variables have a positive and significant effect on youth participation, while employment and regulation variables have a positive but not significant effect on youth participation. The role variable of the Village Consultative Body (BPD) of the Village, which includes social and economics, assesses the results of the program simultaneously and has a positive and significant effect on village development. Partially social and economic variables have a positive and significant effect on village development.

Keywords: The Role of the Village Consultative Body (BPD), Youth Participation

INTRODUCTION

Indonesia is one of the developing countries in the world that has a great task and responsibility in realizing national ideals and mandates as stipulated in the 1945 Constitution. The mandate of the constitution requires an even increase in people's welfare. The role of the government is considered important because the government is a "development agent" or a driving force for renewal / development

(Abrahan in Tjokroamidjojo, 1990: 18). Therefore, development is important in order to realize a better and more equitable increase in community welfare. Development carried out by the government cannot run well if it is not accompanied by regional development. Regional development is an integral part of national development (Kartasasmita, 1996: 335). For this reason, in the administration of the Indonesian government the government

must prioritize the principle of decentralization in emphasizing democracy. Centralized development has become a phenomenon that is currently being felt in various regions. This indicates that the bureaucracy in each region is not ready to make equality in every element of society, from the poor to the people who are rich in assets must be treated equally by the government.

This causes the participation and spirit of the community to develop local potential can not advance. The attention of development in each line must be the focus including rural development with all its aspects, because starting from the countryside is a source or fulcrum of Indonesian people in the countryside. However, rural areas are still experiencing shortages both in terms of infrastructure, education and economic aspects which are still obstacles that cannot be denied. A planned effort is needed to build village infrastructure to improve the standard of living and community welfare. Simalungun Regency is one of the regencies in North Sumatra, Indonesia. Simalungun Batak tribe is a native of this district. The regent is currently JR Saragih who is on duty for the second period of 2016-2021 after being re-elected to the simultaneous local elections in 2016. The district capital has officially moved to Raya on June 23, 2008 from Pematang Siantar City which has become an autonomous region, after being delayed for some time. Until now Simalungun Regency has 33 Districts and has a population of 849,405 (eight hundred forty nine thousand four hundred five) as seen in table 1. below. Huta Bayu Raja Subdistrict is one of the sub-districts in Simalungun Regency, North Sumatra Province, Indonesia. Hutabayu raja has several schools ranging from kindergarten, junior high, high school. The majority of the tribes who inhabit the king's forest are the Batak Toba, Karo, Simalungun tribes. And the majority religion is Protestant Christianity. The village government still has considerable constraints both from the resources of the

village apparatus, the lack of facilities and work infrastructures and the low economic factors in the villages and it must be understood that it is needed to solve various problems such as poverty, social inequality, and unemployment. In realizing development goals, all natural potential must be explored, developed, and utilized as well as possible. Likewise, the human potential in the form of a population whose numbers must be increased in knowledge and skills so as to be able to explore, develop and utilize natural potential to the full, and the implementation of development programs is achieved.

Table 1. Total Population of Simalungun District

districts	2015		
	Total Population (Soul)		
	Male	Female	Male + Female
Silimakuta	7.828	7.624	15.452
Pematang Silimahuta	5.397	5.369	10.765
Purba	11.946	11.761	23.708
Haranggaol Horison	2.553	2.517	5.070
Dolok Pardamean	8.181	7.999	16.180
Sidamanik	13.579	14.018	27.597
Pematang Sidamanik	8.228	8.383	16.611
Girsang Sipangan Bolon	7.330	7.479	14.810
Tanah Jawa	23.254	24.255	47.508
Hatonduhan	10.768	10.573	21.342
Dolok Panribuan	8.987	9.322	18.309
Jorlang Hataran	7.746	7.877	15.623
Panei	10.807	11.288	22.095
Panombeian Panei	9.845	9.658	19.503
Raya	16.142	15.928	32.070
Dolok Silou	7.228	7.087	14.314
Silou Kahean	8.790	8.692	17.482
Raya Kahean	8.982	8.793	17.775
Tapian Dolok	20.616	20.091	40.708
Dolok Batu Nanggar	20.465	20.025	40.490
Siantar	32.733	33.100	65.833
Gunung Malela	17.097	17.376	34.473
Gunung Maligas	13.860	13.815	27.675
Hutabayu Raja	14.588	15.134	29.722
Jawa Maraja Bah Jambi	10.651	11.069	21.719
Pematang Bandar	15.563	16.077	31.640
Bandar Hulan	13.214	13.163	26.377
Bandar	33.666	34.521	68.187
Bandar Masilam	12.288	12.516	24.804
Bosar Maligas	20.209	20.161	40.371
Ujung Padang	20.661	20.533	41.193
Simalungun Regency	423.202	426.203	849.405

Source: 2015 Statistics Indonesia Simalungun Central Board.

Various development plans and programs as a form of implementing the government have been made and implemented in the sub-district area, both implemented by the central government through vertical agencies in the region, and the government itself. One of the

government programs is the development carried out by the community independently, or by other non-governmental organizations that have development programs in the form of community empowerment.

According to Law Number 6 of 2014 concerning Villages, there are six Village institutions namely:

1. Village Government (Village Head and Village Official);
2. Village Consultative Body (BPD)
3. Social institutions;
4. Customary Institutions;
5. Inter-Village Cooperation; and.
6. Village-Owned Enterprises (BUMDes);

In carrying out village development, the Village utilizes the institutions as mentioned above, for the implementation of the functions of the administration of the Village Government, the implementation of Village development, village community development, and empowerment of the Village community. The Village Consultative Body (BPD) is also tasked with holding village deliberations (Musdes) with participants consisting of village heads, village group members, and community leaders. The number of participants depends on the situation in each village. Village deliberations function as a venue for togetherness and discuss all village policies. When viewed from its position, the village head as the village government and BPD have the same position, which is both a village institution. The Village Law does not divide or separate the two positions in a hierarchy. This means, both of them do have the same position, but with different functions. Each of the village institutions has certain positions, duties and functions in the construction of village government administration. The position of a village institution reflects the role assumed by the village institution. Duties and positions of village institutions are derivations or further elaboration of village authority, so that all village authorities can be effectively carried out by the village institutions. The

difference between institutions and associations can be compared to the relationship between the rule of game and the people involved in a match. The rule of the game soccer game is an institution, while the soccer players who are competing are the associations. Opinions of L. Broom and Ph. Selznick (1997) can help us to better understand the differences between the two concepts. According to them an association serving the public interest is not just private and if this is done regularly, permanently and accepted by the public, then the association has become an institution.

Participation has indeed long been the decoration of the lips of officials from the central to the village level that development and sustainability of development results will not succeed if it is not supported by "youth participation". But the concept of youth participation used by officials is far different from the concept of actual participation. Youth participation, according to Irwan Hamonangan Hasibuan, one of the Village Local Assistants in the Huta Bayu Raja Subdistrict, was only emphasized in terms of development, only following meetings held by the Subdistricts and Villages, and in those cases where village development was not involved.

Youth must play an active role and must be involved by the government in order to achieve the successful development of rural communities, from planning to evaluating youths must be involved, so that they know and feel love and most importantly they will continue (regeneration) in the future development in the region especially for young people in the District of Huta Bayu Raja. To get to the development goals from the center to the village, it must also be supported with qualified human resources, and capital resources and the last one can be natural resources. The existence of youth is actually very important and can be a valuable asset for the future of the nation this is towards a better and able to stand in line with the nation in terms of all fields. This is

especially true in terms of composition, the number of youth in Indonesia, which number 61 million people or 24.5% of the total population of Indonesia, which reaches 252 million people (BPS, 2014).

Quantitatively this 24.5% figure is quite large, plus in the near future starting from 2020 to 2035, Indonesia will enjoy a rare era called the demographic bonus, where the number of Indonesia's productive age is predicted to be at the highest chart in the nation's history this, which reaches 64% of the total population of Indonesia of 297 million people.

This youth participation can be interpreted as the participation, involvement and togetherness of community members in a particular activity, directly or indirectly. The involvement includes ideas, formulation of policy, to the implementation of the program. Direct participation means that the young man also provides assistance in the activities carried out. Indirect participation includes financial assistance, thoughts and materials needed. Participation is often also interpreted as a contribution of funds, material, land or energy to a development activity program that is not necessarily desired or be prioritized by the village institution, because initiatives and plans come from outside or above. This kind of participation can be accepted by society as a burden (Kuswantojo, 1993). The purpose of this research is to find out how the role of the Village Consultative Body in increasing youth participation in rural development in the Huta Bayu Raja Subdistrict of Simalungun District and analyze whether there is a role of the Village Consultative Body (BPD) from the aspect of education and youth understanding towards increasing youth participation in development in the countryside in Huta Bayu Raja District, Simalungun Regency.

LITERATURE REVIEW

Village Concept

Based on PP No. 76/2001 article 1 alenia second mentioned Village or other names, hereinafter referred to as villages, is

a legal community unit that has the authority to regulate and manage the interests of local communities based on local origins and customs recognized in the Government system National and in the Regency Area. In terms of governmental order, villages are given the same level as their original names such as villages in Java and Bali, Nagari in Minang Kabau, Hamlet and Marga in Palembang, this designation is a legal community unit based on the original susnan in which there is a government which is an activity of the district or territory which surrounds it. It can be concluded that the village is an area that is occupied by a number of residents as a community unit, including the unity of the legal community, customs, where there is a leader and several followers, have dependency with one another and the natural surroundings.

The village in the concept of generality is a legal community unit that inhabits and inhabits an area where the people know each other because of geneological relations or territorial sense that forms a distinctive society. In this level the reality shows that the village community has existed since hundreds or even thousands of years ago, meaning that the concept of this village existed before the arrival of the Dutch in Indonesia, even though Indonesia at that time was not even in the form of a country, even long before the establishment of the great kingdoms. There are such as the Majapahit Kingdom, Srivijaya, Demak and Islamic Mataram, villages and village communities already exist and even exist in this country with a variety of organized, orderly and steady institutional structures.

The village is also the lowest administrative unit in the state government status which is given the right of customary autonomy with certain limits as a legal community (adat) objection which has the right to regulate and manage the affairs of the local community in the administration of their government based on their origin. The latest data on the number of villages in

Indonesia in 2015 according to Permendagri No. 39 of 2015 concerning Code and Data of Government Administration Areas, it is known that in Indonesia there are 74,093 (seventy four thousand ninety three) villages. based on these data, the position of the village is very important and strategic as a tool for national development goals or as an institution that strengthens the structure of the Indonesian government. The village is referred to as a means of national development goals because the village is the leading government agency that can reach the real target groups that are intended to be prosperous, while as a government agency, the village as an institution that strengthens national government institutions because the village is a unit of customary law and has proven to have endurance extraordinary throughout its existence. As a unit of customary law the village community has an established institutional structure that is respected and preserved by the indigenous peoples concerned.

Village government

Based on Law No. 6 of 2014 the village government is the administration of government affairs and the interests of the local community in the government system and the interests of the local community in the government system of the Unitary Republic of Indonesia. The village government is the Village Head or referred to by another name assisted by the Village apparatus as an element of the administration of the Village Government. The Village Apparatus is an element of the Village Head's assistant, the village apparatus is responsible to the Village Head, the village apparatus includes:

- a. Staff element, i.e. service elements such as the village secretariat and / or administration.
- b. Technical Implementation Elements, namely elements of field implementation such as Village Farmer Affairs and security matters.
- c. Territorial elements, namely elements of village head assistants in the area of the village such as the head of the hamlet,

the number and designation according to the needs and socio-cultural conditions of the local community.

Village Consultative Body (BPD)

Village Consultative Body (BPD) Is an institution that embodies democracy in administering village governance. BPD can be called a parliament in the village. BPD is a new institution in the village during the period of regional autonomy in Indonesia. Based on its function, BPD can be called a social institution. Because it corresponds to the main thoughts in public awareness. This is in line with the phrase Soekanto (2004: 219). Law Number 6 of 2014 concerning Villages shifts the position of the Village Consultative Body (BPD) as an element of village administration to become a village institution. As a village institution, the function and position of the BPD are increasingly clear, namely the village legislative body that carries the mandate to channel aspirations, plan budgets, and oversee village governance.

In article 55, the Village Law mentions a number of BPD functions relating to the village head, namely (1) discussing and agreeing on a Village Regulation Draft with the Village Head; (2) accommodating and channeling the aspirations of the village community; and (3) supervising the performance of the Village Head. Moreover, Article 61 letter a grants the BPD the right to oversee the administration of the village administration, namely (1) to supervise and request information about the administration of the Village Government to the Village Government; (2) expressing opinions on the implementation of the Village Government, the implementation of Village Development, Village community development, and the empowerment of the Village community; and (3) obtain operational costs for carrying out its tasks and functions from the Village Budget.

BPD is also tasked with holding village meetings (Musdes) with participants consisting of village heads, village

apparatus groups, and community leaders. The number of participants depends on the situation in each village. Village deliberations function as a venue for togetherness and discuss all village policies. When viewed from its position, the village head as the village government and BPD have the same position, which is both a village institution. The Village Law does not divide or separate the two positions in a hierarchy. This means, both of them do have the same position, but with different functions.

If the village head functions as a community leader and is an extension of the state close to the community, the BPD functions to prepare village government policies together with the village head. The BPD must have the same vision and mission as the village head so that the BPD cannot overthrow the village head who is democratically elected by the village community. To make it easier to understand the relationship between the village head and BPD, see the following list of tasks and functions:

- a. The Village Head and BPD discuss and agree with the village regulation (Article 1 number 7 of the Village Law).
- b. The Village Head and BPD initiated the change in the status of the village to become a through village deliberations (Article 11 paragraph (1)).
- c. The Village Head gives a written report on government administration to BPD (Article 27 letter c of the Village Law).
- d. BPD notifies the Village Head of the term of office of the Village Chief in writing 6 (six) months prior to the end of his term of office (Article 32 paragraph (1) of the Village Law).
- e. The Village Head submits the Village Budget and Expenditure Budget and deliberates with the BPD (Article 73 paragraph 2).
- f. The Village Head and BPD discuss together the management of village property (Article 77 paragraph (3) of the Village Law).

Village Consultative Body (BPD) has the right:

1. Oversee and ask for information about the administration of the village administration to the village government.
2. Expressing opinions on the administration of village governance, implementation of village development, village community development, and village community empowerment; and.
3. Obtain operational costs for carrying out its tasks and functions from the Village Budget.

Members of the Village Consultative Body (BPD) are entitled:

1. Submitting a draft Village Regulation;
2. Asking questions;
3. Conveying proposals and / or opinions;
4. Choose and be chosen; and
5. Get benefits from the Village Budget

Members of the Village Consultative Body (BPD) must:

1. Uphold and practice Pancasila, implement the 1945 Constitution of the Republic of Indonesia, and maintain and maintain the integrity of the Unitary Republic of Indonesia and Unity in Diversity.
2. Carry out a democratic life with gender equality in the administration of village governance.
3. Absorb, accommodate, collect, and follow up on the aspirations of the village community.
4. Prioritizing public interests above personal, group and / or group interests.
5. Respect the socio-cultural values and customs of the village community; and.
6. Maintain norms and ethics in working relations with village community institutions.

Seeing the explanation on the function and position of the BPD above, the merits of the BPD's performance greatly determine the future of village governance. Unfortunately,

there are a number of problems that plagued this institution, such as:

- a. Most BPD members do not yet understand their duties and principles. For this reason, it is necessary to have a briefing, guidance for BPD, both from academia, local government, and the appointed party.
- b. BPD Recruitment consists of representatives of villagers based on regional representation and democratically determined (Article 1 number 4). Unfortunately, to this day BPD members come from 'modest' people, rarely have an interest in registering as a BPD.
- c. Payroll, because BPD does not get a salary like the village head and his apparatus. This is one of the factors causing BPD not to carry out its main tasks and functions properly. Every activity carried out by the BPD needs to use funds, but there is no budget allocation for that.

Community Empowerment Institute (LPM)

In an effort to empower the community in the Village a Community Empowerment Institution was formed, to assist the village government in carrying out its duties to improve the services of the village government in carrying out its duties of improving government services and equitable distribution of development results. Community Empowerment Institution (LPM) is a community institution in the village that grows from and by the community, and is a forum for community participation in building that complains implementation as government activities and initiatives and self-help community mutual cooperation in all aspects of life and livelihood in order to realize national resilience, which includes aspects of ideology, politics, economics, social culture, religion and defense and security. The Community Empowerment Institution (LPM) is located both in the village and in the kelurahan and is a village institution that is local and organizationally independent,

the management consists of community leaders and leaders of community institutions in the local village, with the main tasks include:

1. Planning development based on the principle of deliberation.
2. Mobilize and enhance community initiatives and participation to carry out integrate development, both from government and non-governmental activities.
3. Foster a dynamic condition of the community to develop resilience in the village.

Participation

Participation is an important part in the concept of community empowerment. Community participation is often defined as the participation, involvement and equality of community members in a particular activity, directly or indirectly, from the idea, formulation of policies, program implementation and evaluation. Direct participation means that community members participate in providing assistance in carrying out activities. Mikkelsen in (Suryana, 2010: 90) inventory six interpretations and meanings about participation. First, participation in the voluntary understanding of the community without taking part in drawing conclusions. Second, participation is an effort to make the community more sensitive in increasing the willingness to accept and the ability to respond to development projects. Third, participation is an active process, which implies that people or groups are related and freedom to make decisions. Fourth, participation is strengthening dialogue. Fifth, participation is voluntary involvement by the community in self-determined changes. Sixth, participation is community involvement in the development of themselves, their lives and their environment. And according to Suryana (2010: 90), participation is a process of community involvement at all stages of the development process that exists in the community group itself.

According to Rizqina (2010: 19), outlining that participation is participating in submitting proposals or opinions regarding development efforts either directly or through existing social institutions. "Participation is the mental and emotional involvement of a number of people in an activity or situation and contributes to the interests or goals of the group. Participation can be realized for example in the form of willing to contribute ideas or criticisms, want to organize the environment and want to develop creativity" (Tri Purnomo, 2013: 21). From the definitions of the experts that have been described that participation is the participation, participation or involvement of individuals in social groups related to community development goals.

Principles of Participation

According to Suryana (2010: 92), the principles of the participatory approach are better known by the principles adopted in the PRA (Participatory Rural Appraisal) method or rapid rural assessment that for the time being this approach has evolved a lot including the methods to be used in WSLIC (Water and Sanitation for Low Income Communities) project. Suprijanto, (2007: 57) outlines the principle of participation as follows: the principle of community relations, the principle of participants, the principle of group work techniques, the principle of prediction, the principle of making programs and the principles of decision making.

From the principle of participation that has been described, it can be concluded that the principle of participation is as follows: the principle of prioritizing the neglected (partisanship), i.e. many outsiders have not yet been included in development activities; the principle of society as an outsider as a facilitator, this principle places the community at the center of development activities; the principle of practical orientation, this principle is practically oriented, namely the development of activities. For this reason, appropriate and adequate information is needed; the

principle of optimizing results, the facilitating team when preparing for development activities needs to clearly formulate the type and depth of information needed; the principle of group work techniques, this principle is expected to form a very compact group team work.

Youth

Understanding Youth

Youth are individuals who when seen physically are experiencing developments and are psychologically undergoing emotional development, so youth are human resources for development both now and in the future. As a prospective future generation who will replace the previous generation. Internationally, WHO refers to as "young people" with an age limit of 10 (ten) to 24 (twenty four) years, while ages 10 (ten) to 19 (nineteen) years are called "adolescenea" or teenagers. The International Youth Year, held in 1985, defines residents aged 15 (fifteen) to 24 (twelve) years as a youth group.

The second definition, youth are individuals with dynamic characters, even volatile and optimistic but who do not yet have stable emotional control. Youth face a period of social and cultural change. Meanwhile, according to the Youth Draft Bill, Youth are those aged between 18 (eighteen) to 35 (three decades). Judging from the age side, youth is a biological and psychological development period. Therefore youth always have aspirations that are different from the aspirations of society in general. In a positive meaning these different aspirations are called reformist zeal.

Meanwhile, in the Big Indonesian Dictionary (2014), youth is defined as young men; teenagers or cadets. Meanwhile, young women are young women; young women or girls. Often the terminology of youth, youth, or youth has various definitions. The definition of youth above is more about technical definitions based on age categories while other definitions are more flexible. Where youth / young people /

young people are those who have a reforming and progressive spirit.

According to the Youth Law No. 40 of 2009, youth are those aged 16 years to 30 years, history proves that youth play an important role in independence everywhere; in any country independence has never escaped youth participation. Because young people have high enthusiasm and ambition in achieving their desires, fighting for and sustaining change for the better. Youth has a lot of potential embedded in him, young people must have the courage to dream and aspire to the highest.

In accordance with the mandate of Law Number 40 of 2009 concerning Youth Article 3, youth development aims to realize young people who believe in and have faith in God Almighty, have good morality, be healthy, be smart, be creative, be innovative, be independent, be democratic, be responsible, be competitive, as well as leadership, entrepreneurship, pioneering, and nationality based on Pancasila, and the 1945 Constitution of the Republic of Indonesia within the framework of the Unitary State of the Republic of Indonesia. Youth is part of a community that has great potential to be developed so that it can contribute optimally. Youth is an important agent in development; youth coaching is one of the most important things to continue to be active. The history of the approaches to who youth has been around since the first H.A.R. Tilaar (1974) explains, in classical thinking through pedagogical and psychological review of youth, youth are considered as a group that is wasted or removed from "normal" human groups (Abdullah, 1974: 26). Classical pedagogical and psychological reviews identify youth with a variety of negative thoughts that result in youth's powerlessness in actualizing roles. But in a society that needs youth as the successor to the older generation, here youth must start positive, positive action.

The role of youth in a nation cannot be taken lightly in a nation because the foundations of a nation are determined by

its youth, Indonesia's first President namely Ir. Soekarno once said to give me ten youths, then I would shake the world, from the statement the writer could take the essence of, that is, young people are people who must continue to be active to love and respect their country and continue to be active for the progress of the nation.

The Role of Youth

Youth development according to Law Number 40 of 2009 is manifested in 3 (three) terms, namely:

1. Leadership

About leadership contained in article 7 which reads "Development of youth leadership is an activity to develop exemplary potential, influence and youth movement".

2. Entrepreneurship

Regarding entrepreneurship contained in article 8 which reads "Youth skills development is an activity to develop the potential of business skills and independence."

3. Pioneering

Regarding the independence of pioneering as stipulated in article 9 which reads "Youth leadership is the activity of developing potential in pioneering roads, making breakthroughs, answering challenges, and providing solutions to various problems".

Development Theory

According to Sirojuzilam and Mahalli (2010) that development is the basis for reducing or eliminating poverty, inequality, and unemployment in the context of economic growth. In line with the above opinion, in general development can be interpreted as an effort to advance the lives of the community and its citizens. Progress in question is primarily material progress. Development is often interpreted as progress achieved by a society in the economic field.

Development is a physical reality as well as a community's determination to strive as hard as possible through a series of combinations of social, economic and

institutional processes, in order to achieve a better life. To achieve a better life all people must have at least three core objectives as follows (Todaro, 2000):

1. Increasing the availability and expansion of the distribution of various kinds of basic necessities, such as food, clothing, shelter, health and security protection.
2. Improvement in living standards that not only increase income but also include the addition of employment opportunities, improving the quality of education, and increasing attention to cultural and human values, all of which are not only to improve material well-being, but also to foster personal identity and the nation concerned.

Expansion of economic and social choices for each individual and the nation as a whole, namely by freeing them from the entanglement of servitude and dependence, not only to other people or nations, nations, but also to any power that has the potential to undermine their human values. Understanding Development has experienced a shift in meaning in science. Initially, development meant an increase in economic capacity to increase national income per person. In subsequent developments, the development paradigm does not only contain the economy. Efforts to increase income nationally are important, but do not work alone. Need to be accompanied by an overhaul of various aspects of community life so that development can reduce inequality, reduce inequality and eliminate poverty.

Although the notion of development is quite diverse is given by experts, be it political, social, cultural, or economic experts, but in general it can be concluded that development is a process for making changes for the better. True development embodies the national goals of the developed, independent, prosperous, just nation based on faith and piety to God Almighty. In accordance with the development objectives stated in the fourth paragraph of the Preamble to the 1945

Constitution it is stated that the essence of national development is to educate the life of the nation, create public welfare, protect the whole of Indonesia's blood spill, and help carry out world order and lasting peace.

MATERIALS & METHODS

This research was conducted in the District of Huta Bayu Raja which is one of the districts in Simalungun Regency, North Sumatra Province. This research was conducted in April-June 2017. This study used a descriptive analysis method with a quantitative approach. The data sources needed to support this research consist of two types, namely;

1. Primary data, obtained through a series of questions asked to respondents both in the form of questionnaires and interviews.
2. Secondary data, obtained from relevant agencies such as the Village Office and data sourced from relevant agencies that support in this study.

This study analyzes the role of the Village Consultative Body (BPD) in increasing youth participation in rural development in the Huta Bayu Raja District of Simalungun Regency. Therefore, the populations in this study are all young people who are in Huta Bayu Raja sub-district. In this study, the authors used a random sampling technique or random sampling. Out of 4,458 populations, a sample of 98 respondents was obtained. Sub-district youth in the sub-district of Huta Bayu Raja and taken from each village / kelurahan 7 to 8 people.

RESULT

Validity and Reliability Testing

Validity test

Testing the validity of the instrument using statistical software, the validity value can be seen in the Corrected Item-Total Correlation column. If the correlation number obtained is greater than the critical number ($r\text{-count} > r\text{-table}$), then the instrument is said to be valid, where the $r\text{-table}$ value for a sample of 25 respondents is 0.396, as shown below.

Table 2. Results of testing the validity of research variables

Variable	Statement Item	r-count	r-table	Information
Education and Understanding Factors	1	0,721	0.396	Valid
	2	0,762	0.396	Valid
Youth Participation	1	0,680	0.396	Valid
	2	0,679	0.396	Valid
	3	0,713	0.396	Valid
	4	0,685	0.396	Valid
	5	0,685	0.396	Valid
	6	0,632	0.396	Valid
The Role of the Village Consultative Body (BPD) Village development	1	0,668	0.396	Valid
	2	0,687	0.396	Valid
	3	0,669	0.396	Valid
	4	0,725	0.396	Valid
	5	0,690	0.396	Valid
	6	0,725	0.396	Valid
	7	0,684	0.396	Valid
	8	0,622	0.396	Valid
	9	0,626	0.396	Valid
	10	0,691	0.396	Valid

Source: 2017 Primary Data Processing Results

Based on the results of the validity test it can be concluded that all statement items to measure each research variable are declared valid. It can be seen that the r-count is greater than the r-table.

Reliability Test

Reliability tests are performed to show the extent to which a measuring device can be trusted. In general an instrument is said to be good if it has a Cronbach's alpha coefficient > 0.6 then the research questionnaire is declared reliable.

Table 3. Reliability Test Results

Variable	Alpha Cronbach's	Limitation of Reliability	Information
Factors	0.795	0,6	Reliable
Youth Participation	0.718	0,6	Reliable
The Role of the Village Development BPD	0.704	0,6	Reliable

Source: 2017 Primary Data Processing Results

The test results show that the Cronbach's alpha value > 0.6. This shows that the research data is stated to be reliable.

Factors Affecting Youth Participation in Village Development

The data analysis method used to analyze the factors affecting youth participation in village development uses multiple regression analysis. In this study also will be conducted several classic assumptions tests on research data, this is due to some problems that can occur in the regression model, which statistically these problems can interfere with the model that has been determined, even can be misleading conclusions drawn from the formed equation, it is necessary to test classical assumptions which include testing for normality, multicollinearity, and heteroscedasticity.

Classical Assumption Testing

Normality test

Data normality test aims to determine whether the regression model of confounding or residual variables has a normal distribution. To test whether this research data is normally distributed or can

not be known through 2 ways, namely graph analysis and statistical analysis.

An easy way to look at residual normality is to look at the probability plot comparing the cumulative distribution of the normal distribution. The normal distribution will form a straight diagonal line and the plotting of residual data will be compared with the diagonal line. In addition to seeing the residual normality can also be done by looking at a histogram that compares observations with normal distributions that are close to normal distributions.

Normal P-P Plot of Regression Standardized Residual

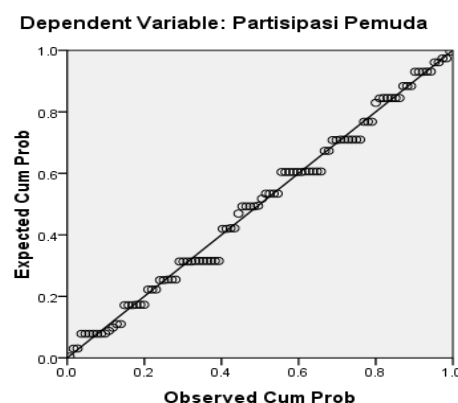


Figure 1. Normal P-Plot of Regression Standardized Residual

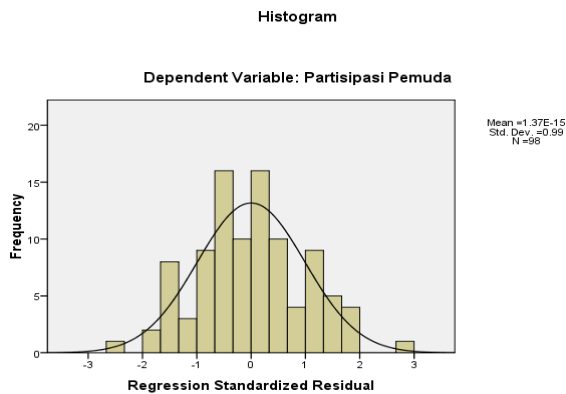


Figure 2. Histogram of Youth Participation

By looking at the normal plot graph display in Figure 1 it can be concluded that the data spreads around the diagonal line and follows the direction of the diagonal line. This shows that the residual data is normally distributed. Likewise with the results of the histogram graph in Figure 2, which shows that the residual data are normally distributed as seen from an almost perfect (symmetrical) bell-shaped picture. Statistical tests that can be used to test residual normality include the Kolmogorov-Smirnov (K-S) non-parametric statistical test. K-S test is done by making a hypothesis:

- Ho: Residual data are normally distributed
- Ha: Residual data are not normally distributed
- To determine this, the criteria are:
- Ho is accepted if the significance value (Asymp.Sig) > 0.05
- Ha is accepted if the significance value (Asymp.Sig) < 0.05

		Unstandardized Residual
N		98
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	2.44780542
Most Extreme Differences	Absolute	.085
	Positive	.085
	Negative	-.054
Kolmogorov-Smirnov Z		.837
Asymp. Sig. (2-tailed)		.486
a. Test distribution is Normal.		

The statistical test results in Table 4 show that the Kolmogorov-Smirnov Z value is 0.837 and the significance is 0.486 and the value is above $\alpha = 0.05$ (Asymp.Sig = 0.445 > 0.05) so that the Ho hypothesis is accepted which means that the residual data is distributed normal.

Multicollinearity Test

Multicollinearity test was conducted to test whether the regression model found a correlation between independent variables. If there is a correlation, then there is a problem called Multicollinearity. A good regression model should not occur correlation between independent variables. Testing the presence or absence of multicollinearity symptoms is done by taking into account the correlation matrix value generated during data processing and the value of VIF (Variance Inflation Factor) and its tolerance. VIF values less than 10 and tolerance more than 0.10 indicate that there are no symptoms of multicollinearity. So it can be concluded that the regression model does not have multicollinearity problems.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	27.058	.761		35.533	.000		
	Education	1.844	.305	.427	6.042	.000	.665	1.504
	Understanding	2.299	.322	.504	7.141	.000	.665	1.504
a Dependent Variable: Youth Participation.								

From the calculations using the SPSS program it can be seen that the VIF and tolerance values are as follows: Educational variables have a VIF value of 1.504 and tolerance of 0.665. The

understanding variable has a VIF value of 1.504 and tolerance of 0.665.

From the existing provisions that if the VIF value <10 and tolerance > 0.10 then there will be no symptoms of multicollinearity and the value obtained

from the calculation is in accordance with the provisions of the VIF value and tolerance, and from the results of the analysis above can be seen the tolerance value of all independent variables (education, and understanding) more than 0.10 and VIF value less than 10, it can be concluded that the independent variable does not occur multicollinearity so that the model meets the classical assumption requirements in regression analysis.

Heteroscedasticity Test

Heteroscedasticity Test aims to test whether the regression model occurs variance inequality from residuals of one observation to another. To detect the presence or absence of heteroskedasticity can be done by looking at scatterplots charts. From the scatterplots graph in Figure 4 shows that the points spread randomly and scattered both above and below the number 0 on the Y axis and do not form a regular pattern, it can be concluded that there is no heteroskedasticity in the regression model.

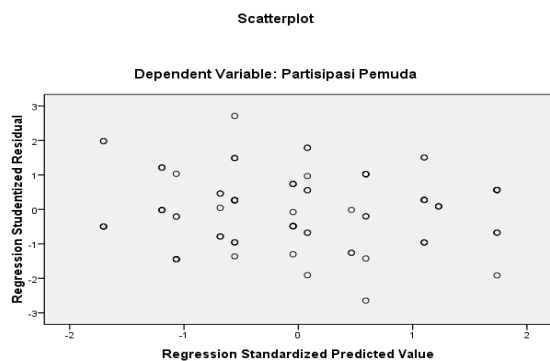


Figure 3. Scatterplots Graph of Youth Participation

So it can be concluded overall that the regression model meets the classical assumption test requirements.

Hypothesis test

Determination Coefficient Test Results (R²)

The coefficient of determination is used to test the goodness-fit of the regression model which can be seen from the R Square value. To find out youth participation caused by several factors including education, and understanding can be seen through the magnitude of the coefficient of determination.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.828 ^a	.685	.678	2,437
a. Predictors: (Constant) Education, Understanding				
b. Dependent Variable: Youth Participation				

From the calculation of the value of R Square is 0.828. This means that 82.8 percent of youth participation can be explained by the two independent variables above, while the remaining 17.2 percent is explained by other causes.

Simultaneous Test Results (Test F)

Simultaneous influence test is used to determine whether the independent variables together or simultaneously affect the dependent variable. For more details, see Table 6.

Hypothesis:

Ho: simultaneous education and understanding do not significantly influence youth participation

Ha: education and understanding simultaneously have a significant positive effect on youth participation

The decision making criteria for the F test are as follows:

If probability < 0.05, Ha is accepted, Ho is rejected

If probability > 0.05, Ha is rejected, Ho is accepted

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33,121	1	33,121	48,429	.000 ^a
	Residual	65,655	96	.684		
	Total	98,776	97			
a. Predictors: (Constant) Education, and Understanding						
b. Dependent Variable: Youth Participation						

Statistical tests are simultaneously shown by comparing the calculated F value with F table. The F value of the table with a degree of confidence of 95 percent is 2.46. In Table 6 above it can be seen that in the equation, F arithmetic 48.442 is greater than the F table. A probability level of 0,000 can be concluded, $P = 0,000 < \alpha = 0.05$, which means that H_a is accepted. This means that the three independent variables have a significant effect in explaining youth participation.

Partial Test Results (t-Test)

In partial statistical tests with the critical t value (critical value) at $df = (n-k)$, where n is the number of samples and k is the

number of independent variables including constants. To test the partial regression coefficients individually from each independent variable can be seen in Table 8. Hypothesis:

H_0 : partial education and understanding have no significant effect on youth participation

H_a : education and understanding partially have a positive and significant effect on youth participation

Criteria for making decisions on the t test, are as follows:

If probability < 0.05 , H_a is accepted, H_0 is rejected

If probability > 0.05 , H_a is rejected, H_0 is accepted

Table 8. Test Statistics-t

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27,058	,790		33,664	,000
	Education	1,844	,305	,427	6,042	,000
	Understanding	2,299	,322	,504	7,141	,000

a. Dependent Variable: Youth Participation

In Table 8. above, a statistical test of t is obtained, as follows:

1. Education Variables: t-count = 6,042; t-table 1.990, with a probability level of 0,000. Thus it can be concluded that $P = 0,000 < \alpha = 0.05$, reject the H_0 hypothesis and accept the H_a hypothesis which states that Education has a significant positive effect on Youth Participation.

2. Understanding Variables: t-count = 7.141; t-table 1.990, with a probability level of 0,000. Thus it can be concluded that $P = 0,000 < \alpha = 0.05$, reject the H_0 hypothesis and accept the H_a hypothesis which states Understanding has a significant positive effect on community participation. Based on Table 4.7. and the above description can thus be arranged multiple regression equations as follows:

$$Y = 27,058 + 1,844 X_1 + 2,299 X_2$$

The multiple regression equation model means:

1. A constant value of 27,058 which means that if there is no independent variable value, in this case Education, and Understanding, is equal to 0 (zero) then the

value of Youth Participation will be 27,058 one unit score.

2. Education (X_1) = 1,844 for an independent variable Education which is positive means it has a direct effect which means that each addition or increase in value of one unit of Education variable score will increase the value of Youth Participation by 1,844 per one unit of score.

3. Understanding (X_2) = 2,299 for independent variables Understanding which is positive means having a direct effect which means that each addition or increase in the value of one unit of the Understanding variable scores will increase the value of Youth Participation by 1.733 per one score unit.

The Role of the Village Consultative Body (BPD) on Village Development Classical Assumption Testing Normality test

Data normality test aims to determine whether the regression model of confounding or residual variables has a normal distribution. To test whether this

research data is normally distributed or can not be known through 2 ways, namely graph analysis and statistical analysis.

An easy way to look at residual normality is to look at the probability plot comparing the cumulative distribution of the normal distribution. The normal distribution will form a straight diagonal line and the plotting of residual data will be compared with the diagonal line. In addition to seeing the residual normality can also be done by looking at a histogram that compares observations with normal distributions that are close to normal distributions.

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Peran Badan Permusyawaratan Desa (BPD)

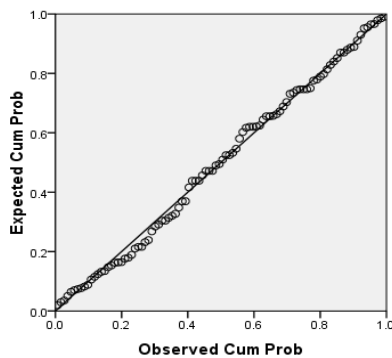


Figure 4. Normal P-Plot of Regression Standardized Residual

Histogram

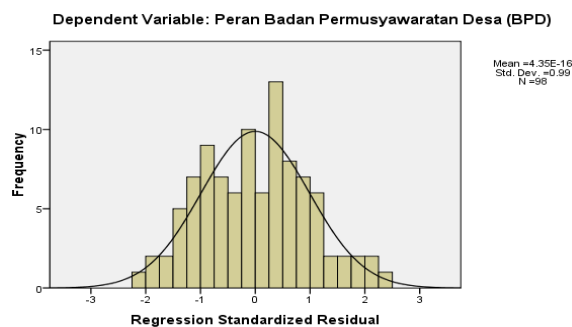


Figure 5. Histogram of the Role of BPD

By looking at the normal plot graph display in Figure 5. it can be concluded that the data spreads around the diagonal line and follows the direction of the diagonal line. This shows that the residual data is normally distributed. Likewise with the results of the histogram graph in Figure 6. which shows that the residual data are

normally distributed as seen from an almost perfect (symmetrical) bell-shaped picture.

Statistical tests that can be used to test residual normality include the Kolmogorov-Smirnov (K-S) non-parametric statistical test. K-S test is done by making a hypothesis:

Ho: Residual data are normally distributed

Ha: Residual data are not normally distributed

To determine this, the criteria are:

Ho is accepted if the significance value (Asymp.Sig) > 0.05

Ha is accepted if the significance value (Asymp.Sig) < 0.05

Table 9. Kolmogorov - Smirnov Test

		Unstandardized Residual
N		98
Normal Parameters(a,b)	Mean	,0000000
	Std. Deviation	3.42491367
Most Extreme Differences	Absolute	,052
	Positive	,052
	Negative	-,047
Kolmogorov-Smirnov Z		,512
Asymp. Sig. (2-tailed)		,956

a Test distribution is Normal.

b Calculated from data.

The statistical test results in Table 9. show that the Kolmogorov-Smirnov Z value is 0.512 and the significance is 0.956 and the value is above $\alpha = 0.05$ (Asymp.Sig = 0.501 > 0.05) so that the Ho hypothesis is accepted which means that the residual data is distributed normal.

Multicollinearity Test

Multicollinearity test was conducted to test whether the regression model found a correlation between independent variables. If there is a correlation, then there is a problem called Multicollinearity. A good regression model should not occur correlation between independent variables. Testing the presence or absence of multicollinearity symptoms is done by taking into account the correlation matrix value generated during data processing and the value of VIF (Variance Inflation Factor) and its tolerance. VIF values less than 10 and tolerance more than 0.10 indicate that

there are no symptoms of multicollinearity. So it can be concluded that the regression

model does not have multicollinearity problems.

Table 10. Multicollinearity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	7.413	3.926		1.888	.062		
	Social and Non-Physical	.947	.167	.470	5.684	.000	.947	1.056
	Environment and Economy	.618	.166	.309	3.733	.000	.947	1.056

a. Dependent Variable: The Role of the Village Consultative Body

From calculations using the SPSS program it can be seen that the VIF and tolerance values are as follows: Social and Non-Physical Variables have a VIF value of 1.056 and tolerance of 0.947. Environmental and Economic Variables have a VIF value of 1,056 and tolerance of 0.947.

From the existing provisions that if the VIF value <10 and tolerance > 0.10, there will be no multicollinearity symptoms and the values obtained from the calculation are in accordance with the provisions of the VIF value and tolerance, and the results of the analysis above can be seen the tolerance values of all independent variables (Social and Non-Physical, Environmental and Economic) more than 0.10 and VIF value less than 10, it can be concluded that the independent variable does not occur multicollinearity so that the model has met the classical assumptions in the regression analysis.

Heteroscedasticity Test

Heteroscedasticity Test aims to test whether the regression model occurs variance inequality from residuals of one observation to another. To detect the presence or absence of heteroscedasticity can be done by looking at scatterplots charts. From the scatterplots graph in Figure 6. shows that the points spread randomly and scattered both above and below the number 0 on the Y axis and do not form a regular pattern, it can be concluded that there is no heteroscedasticity in the regression model.

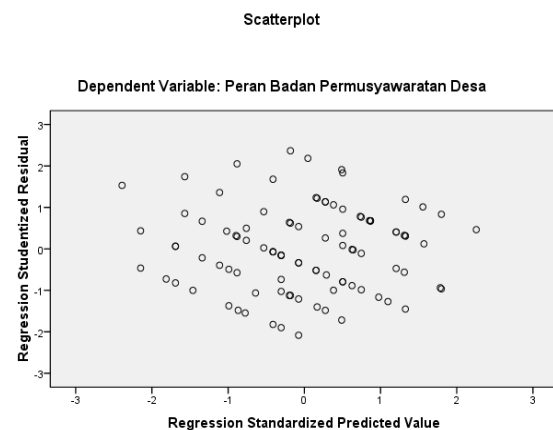


Figure 6. Scatterplots graph of the Village Consultative Body (BPD)

So it can be concluded overall that the regression model meets the classical assumption test requirements.

Hypothesis test

Determination Coefficient Test Results (R²)

The coefficient of determination is used to test the goodness-fit of the regression model which can be seen from the R Square value. To find out the role of the BPD in rural development due to several factors including social and non-physical, environmental and economic development can be seen through the large coefficient of determination.

Table 11. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620 ^a	.384	.371	3.461

a. Predictors: (Constant), social / non-physical, environmental and economic development
b. Dependent Variable: The role of BPD

From the calculation of the value of R Square is 0.620 This means that 62.0 percent The role of BPD can be explained by the two independent variables above,

while the remaining 38.0 percent is explained by other influences.

Simultaneous Test Results (Test F)

Simultaneous influence test is used to determine whether the independent variables together or simultaneously affect the dependent variable. For more details, can be seen in Table 11.

Hypothesis:

Ho: simultaneous social / non-physical, environmental and economic development does not significantly influence the role of BPD in village development

Ha: social / non physical development environment and economic programs simultaneously have positive and significant influence on village development

The implementation criteria for the F test are as follows:

If probability <0.05, Ha is accepted, Ho is rejected

If probability > 0.05, Ha is rejected, Ho is accepted

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	708.687	2	354.343	29.585	.000(a)
	Residual	1137.813	95	11.977		
	Total	1846.500	97			
a. Predictors:(Constant), Environmental and Economic, Social and Non-Physical						
b. Dependent Variable: The Role of the Village Consultative Body						

Statistical tests are simultaneously shown by comparing the calculated F value with F table. The F value of the table with a degree of confidence of 95 percent is 2.46. In Table

Table 13. Test Statistics-t

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21,600	2,115		10,213	,000
	Social and Non-Physical	,839	,233	,370	3,598	,001
	Environment and Economy,	,129	,303	,063	,425	,672

a Dependent Variable: The Role of the Village Consultative Body

In Table 13., the statistical test t is obtained, as follows:

1. Social and Non-Physical Variables: t-count = 3.598; t-table 1.990, with a probability level of 0.001. Thus it can be concluded that $P = 0.001 < \alpha = 0.05$, then reject the Ho hypothesis and accept the Ha

11 above it can be seen that in the equation, the F count of 29.585 is greater than the F table. The probability level is 0,000. Then it can be concluded, $P = 0,000 < \alpha = 0.05$, which means Ha is accepted. This means that the two independent variables are simultaneously significant in explaining The Role of the Village Consultative Body in village development.

Partial Test Results (t-Test)

In partial statistical tests with the critical t value (critical value) at $df = (n-k)$, where n is the number of samples and k is the number of independent variables including constants. To test the partial regression coefficients individually of each independent variable can be seen in Table 13.

Hypothesis:

Ho: Environmental and Economic, Social and Non-Physical partially have no significant effect on The Role of the Village Consultative Body in village development

Ha: Environmental and Economic, Social and Non-Physical partially significant positive effect on The Role of the Village Consultative Body in village development

The implementation criteria for the t test are as follows:

If probability <0.05, Ha is accepted, Ho is rejected

If probability > 0.05, Ha is rejected, Ho is accepted

hypothesis which states that Social and Non-Physical variables have a significant positive effect on the role of the Village Consultative Body.

2. Environmental and Economic Variables,: t-count = 0.426; t-table 1.990, with a probability level of 0.672. Thus it can be

concluded that $P = 0.672 > \alpha = 0.05$, then accept the H_0 hypothesis and reject the H_a hypothesis which states the Environmental and Economic variables have no significant effect on the role of the Village Consultative Body.

Based on Table 13. and the description above then the multiple regression equation can be arranged as follows:

$$Y = 21,600 + 0,839 X_1 + 0,129 X_2$$

The multiple regression equation model means:

1. A constant value of 12,600 which means that if there is no independent variable value, in this case Environmental and Economic, Social and Non-Physical is equal to 0 (zero), then the value of the role of the Village Consultative Body will be 21,600 one unit score.
2. Social and Non-Physical (X_1) = 0.839 for independent variables p Social and Non-Physical positive sign means to have a direct effect which means that each addition or increase in value of one unit score of the Social and Non-Physical variable will add to the Role of the Village Consultative Body. At 0.839 per unit score.
3. Environment and Economy (X_2) = 0.129 for the independent variable Environment and Economy which is marked positive means having a direct effect which means that each addition or increase in value of one unit score of the Environmental and Economic variable will add value to adding The Role of the Village Consultative Body. Of 0.129 per unit score.

DISCUSSION

Factors Affecting Youth Participation in the Village Development Process

The Education factor has a positive and significant effect on Youth Participation. The Education Factor with a regression coefficient of 1.844 has a direct effect which means that each addition or increase in the value of one unit of Education variable scores will increase the value of Youth Participation by 1.844 per unit score. It is estimated that with the

increase in youth education, there will also be an increase in various matters including village development. With the increase in youth knowledge about village development, their participation in village development efforts is likely to increase.

Understanding factor has a positive and significant effect on Youth Participation. Understanding factor with a regression coefficient of 2.299 has a direct effect which means that each addition or increase in the value of one unit of the Understanding variable scores will increase the value of Youth Participation by 2.299 per unit score. This means that the more intensive understanding given by the village apparatus, the Youth Participation in village development will also increase. This understanding is also related to the level of Education and youth knowledge towards Youth Participation in village development, so that these two factors go together, meaning that youth knowledge about Youth Participation related to village development will be higher if the intensity of Understanding given to youth is more intensive. The success of village development is largely determined by the level of community participation and the level of participation will be expected to exist if the community is aware of their rights and obligations towards the development of the village itself. Youth who do not know their rights and obligations will find it difficult to demand and expect participation.

The Influence of The Role of the Village Consultative Body (BPD) on Village Development

The implementation of Youth Participation has a positive but not significant effect on village development. Social and Non-Physical Youth Participation with a regression coefficient of 0.839 has a direct effect which means that each addition or increase in the value of one unit score of the Social and Non-Physical variable will increase the value of village development by 0.839 per one unit score. The success of a development program

depends on the participation of youth in participating all. According to Koentjaraningrat (1998), states that people's participation, especially rural people in development actually involves two types which in principle are different, namely: a). Participation in joint activities in specific development projects. In the first type, rural people are invited, ordered to do physical work. If people participate based on their belief that the project will benefit him, then they will participate with enthusiasm and spontaneity, without expecting high wages. Conversely, if they are only ordered and forced by their superiors to contribute their energy or property to the project, then they will not participate in this spirit, and b). Participation as individuals outside of joint activities in development. In this type of participation there are no specific joint activity projects, but the projects include development projects, are not physical in nature and do not require orders or coercion from their superiors, but based on their own volition.

The Environment and Economy of Youth Participation has a positive and significant effect on village development. The Environment and Economy of Youth Participation with a regression coefficient of 0.129 has a direct effect which means that each addition or increase in the value of one unit score of the Environment and Economy variable will increase the value of village development by 0.129 per one unit score.

Youth Participation in development is believed by many to have been a key word in development development in the current era of regional autonomy. Development involving Youth Participation has failed to create justice and prosperity for the people. Participation is a bridge between the government as the holder of power, authority and policy with the people who have civil, political and socio-economic rights of the community. With Youth Participation, the bargaining position of the community in the eyes of the government is increasing, the community is not always dictated and dominated by the government

in meeting the needs or decisions in the development of the environment but is always involved in decision making and implementation.

The concept of participation is a broad concept, and important, because one indicator of the success of a development is the existence of Youth Participation on the Environment and Economy. A person who participates actually experiences more involvement than himself or his ego than involvement in a job or task. A person's involvement in certain activities shows that his feelings regarding or agree to carry out and his thought to support that someone needs to carry out these activities. Active community participation in development programs requires community awareness of the same interests and interests, which can be realized through an awareness strategy. For the success of the program, citizens are required to be involved not only in cognitive and practical aspects, but also emotional involvement in the program.

The results showed that the youth in the sub-district of Huta Bayu Raja did not participate optimally, this was seen from the significant absence of Youth Participation in the implementation of development programs. According to Juliantara (2002) the substance of participation is the operation of a system of government where no policies are taken without the consent of the people, while the basic direction to be developed is the process of empowerment, further said that the purpose of developing participation is: 1) that participation will allow the people independently (autonomously) organize themselves, and thus will facilitate the masses to face difficult situations, and be able to resist adverse trends; 2) the status of participation is not only a concrete reflection of opportunities for expression of aspirations and ways to fight for it, but more importantly that participation is a kind of generation for the community's interests to be ignored; 3) that problems in the dynamics of development will be overcome by community participation. From this

basis, it can be concluded that community participation in the implementation of government policies will be seen from the behavior of supporting and implementing development program activities carried out.

In deciding someone to do something in participating, it requires the behavior of the community itself. Each individual in his behavior is very much determined by factors that are very complex including physiological factors such as physical and mental state and abilities, psychological factors such as perception, attitude, personality, intelligence, motivation, environmental factors such as family, culture, labels attached to one's self such as social status, self-esteem, level of Education, and so forth.

CONCLUSION

The conclusions from the results of this study are:

1. Factors that influence Youth Participation in village development, namely Education and Understanding simultaneously have a significant effect. Partially Education and Understanding variables have a positive and significant effect on Youth Participation.
2. The variable role of the Village Consultative Body (BPD) on the Environment and Economy of Youth Participation has a positive and significant effect on village development. The Environment and Economy of Youth Participation with a regression coefficient of 0.129 has a direct effect.
3. Youth Participation in development is believed by many to have been a key word in development development in the current era of regional autonomy.

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