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Do Teachers Still Teach Agriculture in Rural Areas? Students' Perceptions Towards Agricultural Material in School and Its Correlation with Students' Interest in Farming in Rural Areas

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Agriculture is facing a significant threat due to the declining interest of youth in entering the agricultural sector, which could impact the process of agrarian regeneration. The representation of agriculture in rural areas is also an important factor, as the image of agriculture can vary widely in these settings. Schools and Teachers play a crucial role in shaping the agricultural image among students. Given the importance of teachers in agricultural regeneration in rural areas, this study examines students' perceptions of the frequency and duration of agrarian messaging delivered by teachers in schools and how these messages impact students' interest in farming. This research was conducted in Ciasmara Village, Bogor Regency, as it is a major rice-growing center in the region. A total of 150 students from two high schools in Ciasmara Village were selected as respondents. The study found that students perceive the frequency and duration of agricultural messaging by teachers as relatively low, with such content being covered only in specific subjects like marketing, post-harvest, and plant pest management, which are related to other subjects such as biology and economics.

Keywords: Agricultural Regeneration; Agriculture Representation; Rural Education; Teachers Influence.

1. Introduction

Agriculture and food are aspects that cannot be separated because all types of food come from agriculture, FAO, (2018) explains that no country can solve poverty without supporting agricultural sector productivity. This shows that the agricultural sector needs to receive more attention, not only as an economic pillar but also as a guarantor of food availability for society, especially in urban areas where land cannot produce sufficient amounts of food for urban residents. Food shortages can cause various problems such as social, economic, and even security crises. Therefore, it is not surprising that the Millennium Development Goals (MDGs) place the goal of overcoming food shortages as the priority, which is then followed by the second goal, namely the Sustainable Development Goals (SDGs). Agriculture is facing a serious threat considering the decline in young people's interest in entering the world of agriculture. Creating a quality generation in the agricultural sector in the era of global markets with global competitiveness is not easy. The representation of agriculture in rural areas is also an important factor because the image of agriculture itself varies greatly in rural areas (Chueh & Lu, 2018; Saugeres, 2002; Sun et al., 2020). Apart from the image, there are also several challenges faced, including increasing food needs, the dynamics of science and technology, agribusiness innovation, the complexity of problems in the agricultural system, especially those related to climate change, as well as an era of broad openness which results in intense competition (White, 2012). (Alrawashdeh et al., 2023) argue that the education system can contribute to the development of the agricultural sector. Doctrinization and indoctrination can be carried out through education with patterned communication to direct certain goals, namely positive agriculture or agricultural regeneration so that aspirations for agricultural work remain promising (Huijsmans et al., 2021). Instilling agricultural values in youth is needed to create regeneration in the world of agriculture (Schut, 2021). Formal education has a structured system so that it is able to provide an understanding of the world of agriculture. A teacher and the school system are expected to be role models because student success depends on the qualities of sincerity, big heart, and characteristics that the teacher himself imitates. These attitudes, which are influenced by the teacher's example, can influence how students react to their surrounding environment. A good attitude will encourage students to be active, while a bad attitude will make students passive (Ansell et al., 2018).

This research focuses on how the role of formal education can build students' interest in farming. Education can influence youth decision-making in the regeneration of the agricultural sector as well as changes in a farmer's attitude. Alrawashdeh et al., (2023) explained that the education system can contribute to the development of the agricultural sector through doctrination and indoctrination carried out with patterned communication. This aims to direct youth to the agricultural sector in answering the problem of regeneration, where youth tend to believe that a bright future is more likely to be achieved in the non-agricultural sector. This agriculture aims to answer several problem formulations, including: (1) What are the characteristics of students in Ciasmara Village, Bogor Regency? (2) How do students perceive the frequency and duration of teachers' instruction on agricultural topics in the classroom? (3) What is the level of interest in farming among students in Ciasmara Village? (4) Is there a relationship between student characteristics, the frequency and duration of teachers' agricultural instruction, and students' interest in farming?

2. Research Methodology

This research uses a correlational descriptive approach with a post-positivism paradigm. This research aims to see to what extent communication factors between teachers and students about agriculture can have an impact on students' interest or interest in working in the agricultural sector. The descriptive approach in this research tries to see the intensity of communication between teachers and students regarding agricultural material as well as students' interest in working in the agricultural sector. Meanwhile, the correlational approach attempts to see the relationship between the intensity of teacher communication about agriculture and students' interest in working in the agricultural sector. Ciasmara Village, Bogor Regency, was chosen because it is one of the rice farming centers in Bogor Regency which is also one of the supporting locations for the national capital, Jakarta. This condition makes ensuring the regeneration of young workers in the agricultural sector an important thing that all stakeholders need to pay attention to in order to build the image of agriculture (Martinus & Reilly, 2020). High school level is a very important research subject in the rural context because the majority of high school graduates in rural areas tend to immediately enter the world of work. In Ciasmara Village there are two schools equivalent to high schools (SMA), namely Muhammadiyah Pamijahan High School (SMAM Pamijahan) which is a religion-based public school, and Bumiputera Vocational High School (SMK) which is a vocational school. The research was conducted in Ciasmara Village, Bogor Regency, from July 2023 to August 2024. This village was chosen based on several considerations: first, this village is the rice barn of Bogor Regency; secondly, this village still preserves the tradition of giving alms to the earth; third, this village is located near the center of the garment/textile industry in the western part of Bogor Regency (Nugraha & Rizar Nugroho, 2021). The population in this study were students who attended SMAM Pamijahan and SMK Bumiputera and also came from Ciasmara village, Bogor Regency.

Based on data obtained through https://sekolah.data.kemdikbud.go.id, the population in this study were students attending Muhammadiyah High School and Bumiputera Vocational School with a total of 1,180 students from both schools. Based on the approach (Neuman, 2014), the acceptable sample size is 10 percent if the population is in the range of 1180, so the minimum sample for this study is 119 students, but in this study, it was increased to 150 students from the two schools proportionally.

3. Results and Discussion

Distribution of Students Based on Age

This research found that the distribution of students who were respondents to this research ranged in age from 15 – 19 years. Data shows that the majority of students in Ciasmara village are aged 16 - 18 years, this is in accordance with the average educational age of high school students in Indonesia which is at the age level of 16 -18 years. From the analysis of this table, it can be concluded that the majority of high school students in Ciasmara village are in grades 11 and 12 and only a few students are at the age of 19 because they are most likely repeating a year or entering school late. In the context of job regeneration in the agricultural sector, the age of youth is an important aspect because it influences readiness to

enter the world of work and the average age of workers in villages is 15 years (BPS, 2023).

Table 1 Distribution of Respondents Based on Age of High School Students in Ciasmara Village

Age (Year)	Frequency (People)	Percentage (%)
15	14	9.3
16	25	16.7
17	67	44.7
18	42	28.0
19	2	1.3
Total	150	100

Source: Primary Data, Processed 2024

By Gender

Gender is the physical characteristic of the respondent which is recorded in the respondent's identity list, namely male and female. In this study, gender is the internal characteristic of the respondent until this research was conducted.

Table 2 Table of Respondents Based on Gender

Gender	Frequency (People)	Presentation (%)
Man	85	56.7
Woman	65	43.3
Total (n)	150	100

Source: Processed 2024

From the data processing results, it is known that the number of respondents based on gender was 56.7 percent male with 85 and female 43.3 percent with 65. From these results it can be seen that high school students in Ciasmara village in this study were dominated by males. Even though it is not significant, the number of women attending school in Ciasmara village tends to be lower than men, this is because in the village there is still a stigma for women working in the kitchen and not continuing their education. Apart from that, in Ciasmara village there are still women who choose to marry when they are older. relatively young and not continuing school (Siregar et al., 2023).

Based on Class Level

Table 3 shows that the classes are divided into class 10 with a percentage of 0.7 percent, then class 11 with a percentage of 20.7 percent and class 12 with a percentage of 78.7 percent. This research focuses primarily on classes that are almost graduating or ready to enter working age because in villages students who are approaching grade 12 are generally ready to look for work. Apart from that, generally in villages after students graduate, they immediately work (Farrugia, 2016).

Table 3 Distribution of Respondents by Class

Class	Frequency (People)	Presentation (%)
10	1	0,7
11	31	20,7
12	118	78,7
Total (n)	150	100

Source: Primary Data, Processed 2024

Based on School Origin

In Ciasmara village there are two schools with high school equivalent education, namely Muhammadiyah Pamijahan High School and Bumi Putera Vocational School. These two schools have existed since 2005 and 2010. The emergence of these schools has increased school participation in the village, where before 2005 the average young man and woman in the village only reached junior high school (SMP) and the nearest high school at that time was 10 km from the village. These two schools represent two types of schools, namely vocational schools and religion-based schools. The main focus of vocational schools at SMK is to prepare students with the practical and technical skills needed in the world of work, as well as enabling them to immediately enter the workforce after graduating (Hanushek et al., 2017). Faith-based schools are formal educational institutions that integrates a general curriculum with specific religious teachings, values, and practices. This school provides academic education and teaches religious, moral, and ethical doctrines in accordance with the religious beliefs held (Doney et al., 2016).

Table 4 Table of Respondents Based on School Origin

Which school are you from	Frequency (People)	Presentation (%)
Islamic Based School	95	63,3
Regular School	55	36,7
Total (n)	150	100

Source: Primary Data, Processed 2024

Respondents in this study involved two schools, namely Muhammadiyah Pamijahan High School with a percentage of 63.3 percent and Bumi Putera Vocational School with a percentage of 36.7 percent. Pamijahan Muhammadiyah High School has a larger number of students because they are an A-accredited school and a religious-based school so there are more enthusiasts compared to Bumiputera Vocational School which is still B-accredited and not religion-based so there are not as many enthusiasts as Muhammadiyah High School.

Communication Frequency

The frequency of communication is an indicator that shows the extent to which the intensity of communication is carried out. Frequency functions to determine the number of discussions related to agriculture at school.

Table 5 Table of Students' Opinions about the Frequency of Teacher Communication about Agriculture

Frequency of Teachers' Communication About Agriculture to Students	Frequency (People)	Percentage (%)	Mean
Often	4	2,67	
Seldom	30	20,00	2,09
Never	116	77,33	
Total	150	100,00	

Source: Primary Data, Processed 2024

The majority of teachers do not discuss agriculture regularly: As many as 116 out of 150

respondents (77.33%) stated that teachers Never discussing agricultural topics to students. This shows that more than half of the teachers do not pay special attention to agricultural topics in their interactions with students. Most Teachers Rarely Discuss Agriculture: 30 respondents (20%) reported that teachers seldom talk about agriculture. Although not as high as the group that never discussed it, there was still a tendency towards a low frequency of communication regarding this topic. Very Few Teachers Often Discuss Agriculture: Only 4 respondents (2.67%) reported that teachers often talk about agriculture. This is an indication that discussions about agriculture are not a regular part of the curriculum or conversations among students and teachers. Lack of Attention to Agricultural Topics shows that agricultural topics do not receive significant attention in communication between teachers and students. In fact, in the context of villages or areas with large agricultural potential, knowledge and awareness about agriculture is very important. The low frequency of communication about agriculture may indicate a need for improvement in agriculture-related education. This could include the integration of agricultural topics into the school curriculum or additional training for teachers to discuss the importance of agriculture with students (Alrawashdeh et al., 2023).

Duration of Communication on Agriculture

Duration is an indicator that shows the length of delivery activities when communication occurs discussing agriculture in schools carried out by teachers to students.

Table 6 Students' Perception of Teachers' Duration of Agricultural Discussions

How long teachers teach agriculture	Frequency (People)	Percentage (%)	Mean
Long enough	9	6,0	
A moment	25	16,7	2,16
Never	116	77,3	
Total	150	100,0	

More than half of the respondents or around 77.3 percent reported that teachers never teach material related to agriculture. This shows that agricultural topics do not receive significant attention in the educational environment studied. As many as 16.7 percent of respondents stated that teachers spend a short time in teaching agriculture. This indicates that although there is some effort to teach this topic, its duration is very limited, perhaps only a brief mention without in-depth discussion. Only 6 percent of respondents reported that the duration of agricultural teaching was at the level long enough. This suggests that a small percentage of teachers may be more involved in teaching agricultural topics, but this is still a minority. This table reveals significant gaps in agricultural education among students. With most teachers never or only teaching agriculture for a very short duration, this shows a lack of attention to a very important topic, especially in rural areas where agriculture may be a major sector of the economy (Alrawashdeh et al., 2023; Ansell et al., 2018).

Agricultural Message Types

Agricultural messages play an important role in building youth employment aspirations, especially in rural areas. Nugraha & Rizar Nugroho, (2021) said that positive agricultural messages on television can attract young people to work in the agricultural sector. School, as

a form of primary socialization, plays an important role in shaping the image of agriculture (Ansell et al., 2018)

Table 7 Frequency of Teaching Agricultural Material Based on Type of Agricultural Message

Message Type	Score	Information
Agricultural Culture	2,14	Low
Seedlings	2,27	Low
Land Management	2,43	Low
Irrigation	2,45	Low
Fertilization	2,41	Low
Pests Diseases	2,53	Moderate
Harvest Stages	2,38	Low
Post-Harvest/Produce Marketing	2,65	Moderate

Description: (Class range: 1-1.75 Very Low, 1.76-2.51 Low, 2.52-3.27 Moderate, 3.28-4 Very High)

Messages are an important component in a communication process, this research tries to see what types of agriculture teachers have conveyed to their students. This research found that students assessed that several types of agricultural messages had been conveyed to students, including messages about agricultural culture (Seren Taun), Seedlings, Soil Management, Irrigation, Fertilization, Pests and Diseases, Harvesting, and Post-Harvest/Product Marketing.

Various types of agricultural messages are conveyed by teachers to students in learning activities, the average score results in table 6 show that this type of message received a score below 2.50, which indicates that the level of information conveyed by teachers to students regarding these topics is considered low. There are only two agricultural topics that are relatively often discussed or discussed by teachers in schools, namely Pests and Diseases with an average score of 2.53 and topics related to post-harvest/Marketing Results: 2.65. These messages have a score between 2.50 and 2.65, indicating that the delivery of information on this topic is better than other topics, but still in the medium category.

Students at school said that they quite often received material about marketing, such as middlemen and sales, regarding the relatively cheap price of grain during the peak harvest. Agricultural themes related to marketing and post-harvest are relatively often discussed because young people in Ciasmara village are still often involved in harvest and marketing activities as family workers. A similar thing was also found in research conducted by (Nugraha & Herawati, 2015) that many young people in villages are still involved in family labor to reduce production costs, especially in the harvest process. In general, students often do not come to school to help their parents harvest in the fields, because it is relatively common, so the school understands that some students are absent because they have to help their parents in the fields. The importance of post-harvest position is also explained by (Ma et al., 2024; Ridolfi et al., 2018) where post-harvest position is very important because if it is not managed well, it can have a significant impact on decreasing farmer income.

Apart from messages about marketing and post-harvest, other agricultural messages which are often conveyed by messages about plant pests and diseases are quite often the focus of discussion in schools, especially by teachers who teach biology or natural science subjects. In in-depth interviews, the teacher explained that Pests and diseases are explained when

providing insect (grasshopper) material in biology, natural sciences courses, and material related to greening from Project-Based Materials. Pests and plant diseases are also often discussed by teachers because they are considered the main cause of crop failure in the rice fields in Ciasmara village. Pest attacks in Ciasmara village are quite frequent, such as attacks by rats and grasshoppers.

Students in Ciasmara Village are interested in farming

Students' interest in farming will be seen from three main indicators, namely interest, motivation, and knowledge (Slameto, 2010). In this research, students in Ciasmara village's interest in farming will be seen from their interest in farming, their motivation to study agriculture, and their knowledge about agriculture.

Based on Knowledge Indicators

Knowledge means that if someone is interested in an object, they will have extensive knowledge about that object and how it is useful in everyday life. In this research, knowledge is an indicator of the extent to which students know attention.

Table 8 Students' Knowledge About Agriculture

Knowledge	Score	Information
Rice Plant Knowledge	2,77	Fairly Good
Pest and Disease Knowledge	2,50	Low
Seed Knowledge	3,13	Fairly Good
Pesticide Knowledge	3,05	Fairly Good
Weed Knowledge	2,77	Fairly Good
Irrigation Knowledge	2,42	Low
Land Management Knowledge	2,96	Fairly Good
Post-Harvest Knowledge/Marketing	3,28	Very high
Total Score Average	2,86	Fairly Good

Description: (Class range: 1-1.75 Very low; 1.76-2.51 low; 2.52-3.27 Fairly Good, 3.28-4 Good).

This research found that students or high school students in Ciasmara village had quite high agricultural knowledge with an average of 2.86. If it is more specified, it can be seen that students have quite good knowledge about post-harvest and marketing. Students in Ciasmara village already have knowledge about agriculture from their parents because they are relatively involved in helping their parents in the fields. As was done by Sidu (50 years old), he involved his 16-year-old son to help him at the end of each planting season to help his parents in the rice fields to simply help tie sacks and lift sacks. A study conducted by (Nugraha & Herawati, 2015) also found that young people who help their parents in the fields generally do not have the opportunity to make decisions related to the stages of agricultural production. Parents are the main figures who act as holders of production decisions such as determining the planting period, determining the seeds to be planted, purchasing fertilizer, using pesticides and determining the harvest period. Parents do not yet believe in giving young people the freedom to make decisions at the production stage. Parents believe that young people (mostly men) will begin to be allowed to make independent decisions after getting married and having farming experience. Young people who only help their parents in the fields generally do not get paid for their help, the money from the harvest goes to their parents (Akatiga & White, 2015).

Based on Motivation Indicators

Motivation is an effort or drive that is carried out consciously to carry out learning actions and realize directed behavior to achieve the expected goals in learning interaction situations. In this research, motivation is an indicator that plays a role in seeing to what extent students are motivated and make efforts to study agriculture.

Table 9 Student Motivation for Studying Agriculture

Farming Motivation	Score	Information
Studying Agriculture in General	2,72	Fairly High
Learn to Farm	2,81	Fairly High
Learn How to Seeder	3,03	Fairly High
Learn to Cultivate the Land	2,95	Fairly High
Learn Irrigation	2,93	Fairly High
Learn Fertilizer	3,02	Fairly High
Learn Pest Types	3,01	Fairly High
Learn about Harvest/Post-Harvest Results	2,96	Fairly High
Total Score Average	2,93	Fairly High

Description: (Class range: 1-1.75 Very Low, 1.76-2.51 Low, 2.52-3.27 Fairly High, 3.28-4 High)

Learning motivation in this research is seen from the students' desire to learn things about agriculture. In general, students in Ciasmara village have quite high motivation to learn about agriculture with an average score of 2.93. Meanwhile, the agricultural learning material that is of interest to students in Ciasmara village is material about seeding methods and material about fertilizer with average scores of 3.03 and 3.02. Students' interest in learning about seed and fertilizer selection is quite high because they don't get much of this knowledge from their parents or teachers at school, so they tend to want to learn about these two things. Students in Ciasmara village still have the motivation to learn about agriculture because they are aware that Ciasmara village is an agricultural village and their parents also work as farmers, so they are still often involved in agricultural activities by their parents. Studies conducted by (Akatiga & White, 2015; Nugraha et al., 2023); found that teenagers who come from agricultural villages still have an interest in learning to farm.

Students' Interest in Farming

Interest is a condition when a person has an interest in something and it is manifested through things that bring him closer to that thing, such as trying to learn related things and understand the existing knowledge in that field with a sense of enthusiasm and no burden or pressure within him.

Table 10 Student Interest in Agricultural Activities

Interest	To the track	Information
Conduct Agricultural Discussions	2,31	Low
Ask about agriculture	2,52	Low
Participate in Agricultural Activities	2,67	Quite High
Carrying out land cultivation	2,46	Low
Carrying out Irrigation	2,51	Low
Carrying out Pest and Disease Eradication	2,58	Quite High
Carry out Marketing/Post-Harvest	2,76	Quite High
Average Score	2,54	Quite High

Description: (Class range: 1-1.75 Very Low, 1.76-2.51 Low, 2.52-3.27 Quite High, 3.28-4 High).

Table 10 shows that on average students in schools in Ciasmara village have a fairly high interest in farming with an average score of 2.54. As can be seen, students have quite high interest in discussing post-harvest or marketing stages with an average score of 2.76, students are quite interested in discussing post-harvest/marketing and are also quite interested in learning about plant pests and diseases with an average score of 2.58, students in Ciasmara village is also quite interested in participating in agricultural activities with an average score of 2.67. Students in Ciasmara village are still quite interested in farming, this is because Ciasmara village is one of the rice farming centers in Bogor Regency, and the majority of farmers in Ciasmara village are land-owning farmers which allows their children to have access to farming. make teenagers at school still want to farm.

The Correlations Between Individual Characteristics and Students' Interest in Farming in Ciasmara Village

This research found that only gender and grade level had a relationship with students' interest in farming. Men tend to have more knowledge about agriculture than women with a contingency coefficient value of 0.243**. Male students tend to have broader knowledge in the field of agriculture than female students, because in their situation they are more often involved in activities such as managing land and using agricultural tools from an early age. The division of gender roles in the family also provides more opportunities for men to learn directly. In addition, stereotypes that consider agriculture as men's work cause them to engage in it more often, thereby strengthening their knowledge and skills in this field (Lamontagne-Godwin et al., 2018).

Table 11 Correlations between Individual Characteristics (X1) and Students' Interest in Farming in Ciasmara Village (Y)

Individual Characteristics (X1)	Analysis Statistics	Village Students' Interest in Farming		
		Interest	Motivation	Knowledge
Age	Rank Spearman (rs)	0,095	0,084	0,015
Gender	Contingency Coefficient	-0,018	0,034	0,243**
Class	Rank Spearman (rs)	-0,062	0,187*	0,064
Which school are you from	Contingency Coefficient	0.359	0.373	0.352

Source: Primary Data, Processed 2024

Information:

*Significant effect at the α level of 0.05

** Very significant effect at the α level of 0.01

Frequency and Duration Are Associated with Interest and Knowledge about Farming

The table below explains that the frequency of agricultural teaching by teachers can increase students' knowledge with correlation values rank spearman 0.219**, through deeper understanding, contextual learning, and increased motivation. Repeated exposure to the material helps students link agricultural concepts to existing knowledge, strengthening

retention. Teaching that links material to the local context makes students better understand the importance of agricultural practices. In addition, high frequency increases students' motivation to actively learn, while allowing them to do hands-on practice, which strengthens their practical skills in agriculture. This study is supported by findings in research conducted by (Alrawashdeh et al., 2023) that introducing agriculture to youth at school can support youth's knowledge and desire to farm

Table 12. Correlations between Communication Intensity (X2) and Students' Interest in Farming in Ciasmara Village (Y)

Communication Intensity (X2)	Analysis Statistics	Student Interest in Farming (Y1)		
		Interest (Y1.1)	Motivation (Y1.2)	Knowledge (Y1.3)
Frequency	Rank Spearman (rs)	0,152	-0.149	0.219**
Duration	Rank Spearman (rs)	0.164*	0,153	0,069

*Significant effect at the α level of 0.05

** Very significant effect at the α level of 0.01

In addition to frequency, longer durations of agricultural teaching provide opportunities for students to be more involved in learning and practical activities. With more time, teachers can teach the material in detail, provide more practical experience, and explore various aspects of agriculture in depth. Students' involvement in hands-on practice strengthens their connection with the material being taught, which in turn increases their interest in the world of agriculture (Everest et al., 2024).

4. Conclusion

This research shows that high school students in Ciasmara Village are dominated by men, with a percentage of 56.7% or 85 people, while female students make up 43.3% or 65 people. Respondents came from two schools, namely Muhammadiyah Pamijahan High School with 63.3% of students and Bumi Putera Vocational School with 36.7%. The majority of students were in grades 11 (20.7%) and 12 (78.7%), with a small number of students in grade 10 (0.7%). Most students aged 19 years are likely to repeat the school year or enter school late. The focus of this research is on grade 12 students who are preparing to work after graduating because in villages students usually work immediately after graduating from school.

The majority of teachers do not routinely discuss agriculture, with 77.33% of respondents (116 out of 150) stating that this topic is never taught. As many as 20% of respondents said that teachers rarely discussed agriculture, while only 2.67% reported that agricultural discussions were held regularly. The low attention to agricultural topics shows that this discussion is not a priority in education, even though it is relevant for students who live in areas with agricultural potential. This suggests a need for improved curricula that focus more on agriculture or additional training for teachers to discuss the importance of this sector with students. More than half of teachers do not pay sufficient attention to agricultural topics, and

only a few do so for a sufficient duration.

This research shows that high school students in Ciasmara village have a fairly high level of agricultural knowledge with an average of 2.86. In particular, students' knowledge of post-harvest and marketing looks quite good. Students' learning motivation is measured by their desire to learn various aspects of agriculture. Overall, students had considerable motivation to study this area, with an average score of 2.93. Apart from that, table 10 reveals that students' interest in farming is also quite high, with an average score of 2.54.

This research found that gender and grade level influence students' interest in farming. Men have better knowledge than women because they are more often involved in agricultural activities such as land management and tool use, which is supported by traditional gender roles and the stereotype that agriculture is men's work. In addition, the frequency of agricultural teaching by teachers increases students' knowledge, especially if teaching is done consistently and relevantly, which also boosts motivation and provides hands-on practice opportunities.

5. Suggestion

Based on the research findings, the following are several suggestions that can be considered to improve agricultural education in Ciasmara Village and utilize the existing potential

1. Improved Agricultural Education Curriculum: Updating the curriculum at SMA Muhammadiyah Pamijahan and SMK Bumi Putera to include agricultural topics as part of mandatory lessons. This will help students understand the relevance of agriculture to their daily lives, especially as many students go straight to work in the agricultural sector after graduating.

2. Organizing regular training for teachers to improve their abilities in teaching agricultural topics. This training can include effective teaching methods and the use of the latest technology in agriculture. Facilitation of Learning Resources: Providing relevant and up-to-date learning resources for teachers so they can integrate the latest information in their lessons.

3. Organizing an introduction to agriculture program that involves students in various aspects of agriculture, such as plant cultivation, post-harvest management, and marketing of agricultural products. Extracurricular Activities provide extracurricular activities such as agricultural clubs that can foster students' interest and knowledge outside of regular class hours.

By implementing these suggestions, it is hoped that students in Ciasmara Village will have better knowledge and skills in the agricultural sector and will be better prepared to face challenges and opportunities in this sector.

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