Perception Of Rice Farmers Towards The Role Of Agricultural Extension Worker In Changing Behaviors To Follow Up Extension Activities , In Magelang District , Central Java, Indonesia

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Abstract
Agricultural extension is generally understood as an activity to disseminate agricultural information and guide farming. The role of extension worker as agents of reform is very important for community empowerment activities, especially for farmers, either individually or who are members of farmer groups / Gapoktan. The roles of extension workers include being a facilitator, motivator, mediator, educator and as a supporter of farming activities . This research aims to analyze the effect of rice farmers' perceptions on the role of agricultural extension agents and their impact on the attitudes, feelings and behavior of rice farmers. in following up on the results of counseling . The research method used a quantitative method approach with the number of respondents 218 rice farmers who were taken by simple random sampling analyzed using SEM at α = 0.05. The results showed that perceptions did not have a significant direct effect on farmer behavior in following up extension activities. However, perception has a significant effect on attitudes that have an influence on behavior. In addition, perception also affects feelings, but feelings do not show a significant effect on behavior. P Felling trees trimming logs rice has a pretty good perception of the role of agricultural extension as a facilitator, educator, mediato r and motivator .

To enhance the role of agricultural extension worker, the extension must master the material and their counseling practice, so there should be training or training in accordance with the needs of extension. Prior to the training, it is necessary to conduct research on what extension agents have not mastered.

Keywords: agricultural extension, extension, farmers, perception, SEM

1. PRELIMINARY

Based on the Law Number 16 of 2006 on Agricultural Extension System, Fisheries and Forestry (in Hafsah, 2009) extension as a learning process (educational *non-formal*) for the main actors and businesses so that they are willing and able to help and organize themselves

in accessing information markets, technology, capital and other resources as an effort to increase productivity, business efficiency, income and welfare as well as increase awareness in environmental preservation .

Agricultural extension is generally understood as an activity to disseminate agricultural information and guide farming. The role of extension worker as agents reformer , so important for community development activities especially farmer either individuals or farmer groups / *gapoktan*. The role is as a facilitator, motivator, mediator, educator. Apart from that, as a support for farmers' business movements and a central point in providing counseling to them. The Ministry of Agriculture as a state institution that has the task of realizing increased welfare and farmer income has an important role in agricultural development. Since 2015, various programs have been implemented by the Ministry of Agriculture, such as the Rehabilitation of the Central Java Province Network with an area of 3,254,412 ha or 25.04% of the area of Java Island and having 991,524 ha of rice fields, which has the potential to be planted with rice twice a year of 78, 70%. Rice production in Central Java Province in 2016 reached 11,473,161 tons of Milled Dry Grain (GKG) from the harvested area of 1,804,556 ha , which contributed to the national rice production of 13.62% (Central Java Province Agricultural Extension Program , 2018).

Magelang Regency is a district that acts as a buffer for rice commodities in Central Java. Magelang Regency is an agricultural area because most of its land use is agriculture, as well as the livelihoods of the population mostly as farmers. Land area of 108,573 ha in Magelang Regency consists of 86,405 ha (79.58%) agricultural land and 22,168 ha (20.42%) non-agricultural land. The existing agricultural land is used as paddy field 36,855 ha (33.94%) and 49,550 ha (45.64%) not for paddy fields. The area of rice fields in Magelang Regency is mostly irrigated rice fields 27,653 ha (25.47%) and rainfed 9,202 ha (8.48%). The area of rice harvest in 2015 reached 59,084 ha with an average rice production of 62.11 kw / ha. The total rice production in 2015 was 366,981 tons.

Magelang regency statistical data related to harvest area, production and productivity of rice plants in Magelang regency between 2011-2015 experienced ups and downs. P there are 2015 men is suffering productivity increase   of 62.11 kw / ha and above this average productivity figures of Central Java province in the amount of 59.35 (Programa Central Java Provincial Agricultural Extension, 2018). Although this figure is considered high in Magelang Regency , it is still behind with the highest productivity rate achieved by other districts (Sukoharjo) of 75.26 kw / ha (BPS, 2017) . Complete data are presented in Table 1.

Table 1. Area of harvest, production and productivity of rice plants in the district M agelang Year 2011-2015

Year	Harvest (ha)	Productivity (kw / ha)	Production (ton / ha)
2011	50,695	59.71	302,742
2012	57,715	59.96	346,042
2013	59,364	59.79	354,966
2014	59,579	60.07	345,883
2015	59,084	62.11	366,981

Source: Magelang in Figures , 2017 .

Rice productivity *fluctuations* in Magelang District can be influenced by several factors, especially the human resource factor of farmers. This can be seen from the fact that farmers do not fully understand, are skilled and confident in the adoption of applied technology such as jajar legowo, SRI and standard operating procedures (SOPs) for rice cultivation (Magelang Regency Agricultural Extension Program, 2017).

According to Hariadi (2011) farmers are the implementation of the agricultural production process. Farmers get agricultural innovation from extension workers through collective learning activities in farmer groups. The farmer group is a medium for agricultural extension which is a place for agricultural production activities (as a production unit) where the extension worker acts as a guide. Agricultural extension agents are one of the success factors in the learning process of farmers in farmer groups (Hariadi, 2011). Extension officers carry out their main duties and functions in growing and developing farmer institutions.

Agricultural extension activities are planned and sustainable activities that must be well organized. Planning, implementation and evaluation of good agricultural extension will be carried out when the agricultural extension process involves agricultural extension workers, farmers, farmer groups and farmer groups as the target of extension apart from paying attention to extension principles, it must also know the potential of the area, physical, economic conditions, and farmers in their target areas to be able to play a better role. Various problems faced by agricultural extension workers related to institutional support for agricultural extension as a result of changes in institutional and personnel capacities as well as the limited number of agricultural extension agents that are not proportional to the number of villages as their target areas can be factors that affect their role.

The number of farmer groups in Magelang Regency in 2017 was 2,767, consisting of 1,534 beginner- class farmer groups , 1,125 advanced-class farmer groups , 99 middle-class farmer groups and 9 first-class farmer groups . Meanwhile, the number of agricultural extension agents was 236 people.

The success of agricultural extension aimed at farmers, including rice farmers in Magelang Regency, Central Java, depends on the perceptions that emerge from farmers. Thoha (in Krisnawati *et al.* , 2013) interpreting situations in perception can be in the form of summarizing information or messages obtained from learning experiences about event objects or relationships such as intrapersonal communication, namely communication that occurs in a person. Therefore, perception will influence a person in thinking, acting, and communicating with other parties, which in turn will also influence that person's behavior.

In agricultural extension activites, the farmer assessment of an agricultural extension worker in the assisted area greatly influences the farmer's decision - making process to carry out agricultural extension activities such as farmer group activities as a cooperation unit, study unit, production unit or business unit such as the implementation of routine group meetings, meetings farmers, or adopt new agricultural innovation technologies.

The process of evaluating other people cannot be separated from how much information is known about that person . Apart from being based on information held about other people, in assessing someone, they will also look for other related information. In a psychological

sense, the process of seeking information to be understood is called perception. The tool for obtaining this information is sensory (sight, hearing, touch and so on). On the other hand, a tool to understand it is awareness or cognition (Sarwono, 2002).

From some of the explanations above, this research aims to explain what farmers perceive the role of agricultural extension agents in Magelang District, Central Java, Indonesia.

2. LITERATURE REVIEW

Agricultural Extension

Padmanegara (2013) defines that agricultural extension is an out-of-school (non-formal) education system for farmers and their families (farm mothers, young farmers) with the aim that they are able, capable and self-sufficient to improve / improve their own welfare and society. The scope of agricultural extension is what is disseminated, taught, recommended to farmers and their families in order to: (a) farm better, (b) make farming more profitable and (c) live more prosperously.

In the agricultural extension system, the important thing is the development of human resources, both individually and in groups. This is explained by Hariadi (2011), the development of agricultural human resources is considered very important because with the increase in the quality of human resources it will be able to overcome agricultural problems which are full of risks not only in increasing production, but also in increasing income and developing agricultural businesses. Agricultural development activities are pursued through agricultural extension activities, which include the approach of individual farmers and farmer groups formed, developed and fostered by agricultural extension agents as a forum for cooperation, learning, production and business as well as various activities in the agricultural sector.

Extension activities according to Faqih (2016) are also activities aimed at strengthening the capacity (*capacity strenghtening*), namely strengthening the capabilities of each individual (in society), institutions, or relationships or networks between individuals, social organization groups, and other parties in people outside the system up in global. The ability or capacity of the community is defined as the power or strength possessed by each individual and society to mobilize and increase the resources they have in a more effective (effective) and efficient (efficient) manner in a sustainable manner. The strength or power possessed by each individual and society is not in a passive sense but is active, that is, it is continuously developed and strengthened to produce or produce something useful.

The principle of agricultural extension according to Valera, *et al* (1987), the extension worker works with the target (*client*) instead of working for the target, namely different individuals or groups starting from what the target knows and has. Extension officers must coordinate with organizations or governments in carrying out their work. The information conveyed must be two-way, and the target must be involved in all aspects of the outreach process.

Padmanegara (2013) explained further about the philosophy and principles and objectives of agricultural extension. Philosophy and principles of agricultural extension include ; (1) the desire, ability, ability to progress potentially already exists in the farmers, so that the policies, atmosphere, and facilities that are profitable will arouse the enthusiasm of farmers to make efforts, (2) farmers are not stupid, not conservative, farmers are able to learn and are able to create, (3) learning by doing it yourself is effective, what is done / experienced by yourself

will impress and stick to the farmer and become a new habit, (4) learning by solving the problems faced is practical, and the habit of looking for better possibilities will make a farmer who has the initiative and self-help, (5) plays a role in activities that create confidence in one's own abilities, agricultural programs for farmers and by farmers will lead to reasonable community participation. Meanwhile, the objective of agricultural extension is to help farmers and their families achieve a more efficient / productive level of farming, a more satisfying standard of family and community life through planned activities and develop their own understanding, abilities, skills so that they understand the meaning of economic progress.

Agricultural Extension Worker

In order to build quality and reliable agricultural human resources, professional, creative, innovative and global-minded Agricultural Extension worker are needed in implementing productive, effective and efficient extension services. Agricultural extension worker are directed to carry out assistance and consultation tasks for the main actors and business actors in developing their agribusiness businesses, so that the adoption of appropriate technology, agricultural information can run well and in turn increase the empowerment of the main actors, production, productivity, income and welfare of farmers and their families.

Law No. 16 of 2006 concerning Agricultural, Fisheries and Forestry Extension Systems states that agricultural extension, fishery extension, forestry extension worker, civil servant extension agent, private extension worker and self-help extension, hereinafter referred to as extension, are individual Indonesian citizens who carry out extension activities.

In the Regulation of the Minister of Agriculture Number 67 of 2016, it is stated that agricultural extension agents are individual Indonesian citizens, both civil servants, private extension workers and independent extension workers.

According to Rogers (in Mardikanto, 1993) extension is defined as someone who on behalf of the government or extension agency is obliged to influence the decision-making process carried out by extension targets to adopt innovation. Therefore, the extension worker must have certain qualifications in terms of personality, knowledge, attitude and professional skills of extension.

Indicators of the success of an agricultural extension worker in carrying out their roles and functions include: (1) the preparation of an Agricultural Extension Program, (2) the compilation of the agricultural extension's Tofu Work Plan (RKT), (3) compilation of regional map data for the development of location-specific technology , (4) terdiseminasinya agricultural technology information evenly, (5) grow kembangn yes empowerment and independence of key actors and actors u saha , (6) realize k e mitraan business key actors and actors u saha favorable , (7) the realization of access to offender primary and entrepreneurs to l embaga k euangan, information, facilities p roduction , (8) increases the productivity of agri-commodities u nggulan in its territory,(9) to increase the income and welfare of offenders u all (Anonymous, 2016).

Mardikanto (1993) states that conventionally the role of extension personnel is limited to their obligation to deliver innovation and influence extension targets through certain methods and techniques to the target with their own awareness and ability to adopt the innovations presented.

Role of the Extension Worker

Farmers' perceptions of extension workers when delivering materials with methods that have been prepared in extension activities can determine farmer participation in extension activities. The role of extension workers in extension activities is expected to help solve farming problems faced by farmers. Sufficient knowledge and insight can only be used to solve part of the problems faced by farmers. Therefore, some farmers do not want to participate in agricultural extension activities and even these farmers do not believe in the programs held by agricultural extension workers, but agricultural extension workers still try to help farmers in overcoming problems faced by farmers.

The role of agricultural extension agents is to help farmers form healthy opinions and make good decisions by communicating and providing information needed by farmers, besides that, agricultural extension agents also play a role in helping farmers in improving their farming (Van Den Ban & Hawkins, 1999).

In connection with the roles that are the obligations and responsibilities of each extension worker, Kurt Lewin (in Mardikanto, 1993) introduced three kinds of extension roles consisting of activities of disbursing themselves with the community, moving the community to make changes and strengthening relations with the target community. Nasution (in Wibowo, 2017) divides the extension role of agriculture into three: as a facilitator, agriculture extension worker as a communicator and agriculture extension worker as a liaison between the systems (mediator) .

In empowering the farming community, according to Suhardiyono (in Hafsah, 2009) agricultural extension agents act as farmer guides, farmer organizers and dynamists, technicians, liaison between research institutions and farmers. Then Hubbies (in Hafsah, 2009) states the role of agricultural extension workers as a source of information for farmers, liaison of farmers to information sources, catalysts or dynamics in directing the dynamics of farmers or farmer groups to create the desired learning atmosphere, and educators who convey their knowledge and skills in agriculture to farmers. Hafsah also explained that in conveying information to the target, the instructor should be able to carry out the teaching and learning process, in addition to being a teacher, the instructor should place himself as a target friend in making decisions. In this case, the instructor is required to play a dual role, among others, to function as a communicator, educator, and as a motivator for changes in target behavior that are able to motivate increasing public awareness towards achieving the desired goals.

Perception Theory

Perception is the process of receiving information or stimuli through the senses from the environment and transforming it into psychological awareness (Van den Ban and Hawkins, 1999). Hebb (in Handayani, 2015) also argues that perception is an activity from the process of mediating sensations, which gives direct meaning and makes assumptions about an activity. Perception is a pilot characteristic that is initiated by a sensation. There is a motor reaction in the form of preparation with feedback adding further information and a series of investigative reactions and finally building a perception. Perception is a sequence, not a single static process.

A further explanation is put forward by Umstot (1999) that perception is the process of filtering, organizing and interpreting information about the environment. The information that resides in our environment must filter and interpret it to make sense. The perceptual process is influenced by a number of factors related to the object or person being felt, the person who sees it, and the situation in which it all occurs. The rest of this section will cover these three main fields namely objects, people and situation factors.

According to Morgan (in Handayani, 2015), perception is a process that starts from seeing to form a response that occurs within the individual so that the individual is aware of everything in his environment through the senses he has. Perception is more focused on the meaning of experiences that are formed during the processes of learning and thinking.

Perception is determined by factors of concern, a factor of personal and situational factors (Rachmat, 1999). We know that humans get various kinds of information from the environment, but not all information is absorbed, some information is rejected. After the filtering process, humans will interpret and organize the information. Finally, all information creates self-perception, this is shown through attitudes, behaviors and feelings.

3. RESEARCH METHODS

This type of research is survey research using a quantitative approach. The population in the study were rice farmers who are members of the farmer groups in the extension worker Sub-district area throughout Magelang regency. From 21 District of Magelang selected 9 districts determined by *multistage random sampling* . The sub-district was selected based on the area of rice fields and there were complete class strata groups . The study population was rice farmers who were members of the farmer groups in the beginner, advanced, intermediate and main classes . Determination of a sample of 2 18 people taken simple random (*simple random sampling)* from each member of the farmer group in each farmer group class . Six people were taken from the beginner class, 6 people from the advanced class, 6 people from the middle class and 14 people from the main class.

Data collection techniques were carried out through observation and interviews. The data obtained were changed to interval scale data using a *Likert* scale . Then the data were analyzed using SEM. Do u ji hypothesis with α = 0:05 as follows :

Hypothesis :

Ho: SEM model according to field conditions

Ha: The SEM model is not in accordance with field conditions

Information:

The Ho hypothesis is accepted , if the prob *Chi square value is* > 0.05

The hypothesis Ha is accepted , if the value of prob *Chi square* ≤ 0.05

The SEM model consists of 4 construct variables and 13 (thirteen) indicator variables . The four construct variables consist of perception, attitude, feeling and behavior. Meanwhile, the indicator variable consists of facilitators, educators, mediators, motivators, extension planning, implementation of extension, evaluation of counseling, individuals, groups, business improvement activeness, active learning process, active collaboration and active

production processes. The results of the initial analysis showed that the data were not normally distributed with 218 respondents.

The analysis was continued by removing the number of outlier respondents as many as 52 respondents, so that the number of respondents became 166 farmers which became normally distributed data.

According to Haryono and Wardoyo (2013), SEM analysis requires a large number of samples ranging from 100 to 400 samples. The raw data obtained in the study in i using the instrument type of s when *l ikert* , for all variables (X1, X2, X3, X4, Y1, Y2, Y3, Y4, Y5, Y6, Y7, Y8, Y9), and processed m Through the stages of determining the *Likert* ka la value with normal deviation , in order to obtain research data with an interval scale.

4. RESULTS AND DISCUSSION

Based on the results Assessment *of normality* in *output* AMOS , note that the value cr kurtosis *multivariate* amounted to 2, 5 7 0 . Tersebu value t is in the range of ± 2.58, so that the data distributed qualify normal *mulativariate* .

Structural model analysis using SEM analysis was carried out to test the perceptions of rice farmers on the role of agricultural extension worker and their impact on behavior as compiled by theory in the form of SEM diagrams. Based on the results after analysis m enggunakan SEM , then diperole h result value prob abilitas = 0146 (greater than alpha = 0.05), the conclusion Ho accepted, so the model SEM same as the conditions / circumstances on the ground (Fit Models), (Figure 1.)
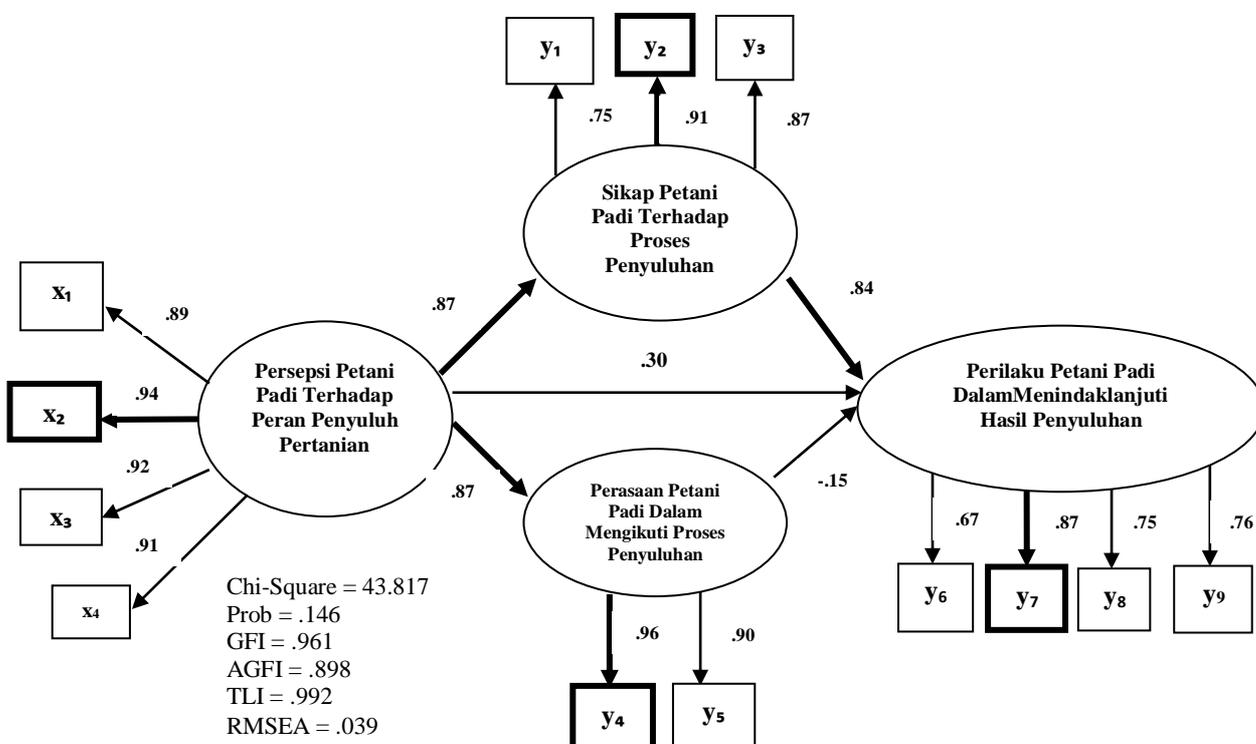

Figure 1. Simplified Fit Diagram Full Model SEM (Fit)

Information :

- x_1 : Role of Agricultural Extension as Facilitator
- x_2 : Role of Agricultural Extension as Educator
- x_3 : Role of Agricultural Extension as Mediator
- x_4 : Role of Agricultural Instructor as Motivator
- y_1 : Extension planning
- y_2 : Implementation of Education
- y_3 : Extension Evaluation
- y_4 : Individual
- y_5 : Group
- y_6 : Business Improvement Activeness
- y_7 : Keak tifan process of learning
- y_8 : Active Cooperation
- y_9 : Production Process Activity

Table 2 Parameter of *Standardized Regression Weights*

Reflective Indicator			Loading Factor Value (λ)
Role of Agricultural Instructor as Motivator (X4)	<---	Perception	.906
Role of Agricultural Extension as Mediator (X3)	<---	Perception	.918
Role of Agricultural Extension as Educator (X2)	<---	Perception	.945
Role of Agricultural Extension as Facilitator (X1)	<---	Perception	.894
Extension Planning (Y1)	<---	Attitude	.752
Implementation of Extension (Y2)	<---	Attitude	.912
Extension Evaluation (Y3)	<---	Attitude	.874
Group (Y5)	<---	Feeling	.901
Individual (Y4)	<---	Feeling	.960
Business Activity (Y6)	<---	Behavior	.673
Active Learning Process (Y7)	<---	Behavior	.867
Active Cooperation (Y8)	<---	Behavior	.754
Production Process Activity (Y9)	<---	Behavior	.764

Table 3 Regression Weights: (Group number 1 - Default model)

			Estimate	SE	CR	P	Label
Attitude	<---	Perception	.452	.042	10,846	***	par_10
Feeling	<---	Perception	.759	.057	13,256	***	par_12
Behavior	<---	Perception	.208	.120	1,734	.083	par_11

			Estimate	SE	CR	P	Label
Behavior	<---	Attitude	1,136	.323	3,519	***	par_13
Behavior	<---	Feeling	-117	.134	-872	.383	par_14
X4	<---	Perception	1,000				
X3	<---	Perception	1,032	.047	21,756	***	par_1
X2	<---	Perception	1,195	.059	20,411	***	par_2
X1	<---	Perception	1,013	.051	20,040	***	par_3
Y1	<---	Attitude	1,000				
Y2	<---	Attitude	1,362	.111	12,299	***	par_4
Y3	<---	Attitude	1,386	.132	10,491	***	par_5
Y5	<---	Feeling	1,000				
Y4	<---	Feeling	1,031	.050	20,564	***	par_6
Y6	<---	Behavior	1,000				
Y7	<---	Behavior	1,290	.118	10,952	***	par_7
Y8	<---	Behavior	1,108	.099	11,167	***	par_8
Y9	<---	Behavior	.925	.080	11,500	***	par_9

Source: Primary Data Analysis , 2019.

Table 4 Standardized Regression Weights: (Group number 1 - Default Model)

			Estimate
Attitude	<---	Perception	.875
Feeling	<---	Perception	.867
Behavior	<---	Perception	.298
Behavior	<---	Attitude	.840
Behavior	<---	Feeling	-146
X4	<---	Perception	.906
X3	<---	Perception	.918
X2	<---	Perception	.945
X1	<---	Perception	.894
Y1	<---	Attitude	.752
Y2	<---	Attitude	.912
Y3	<---	Attitude	.874
Y5	<---	Feeling	.901
Y4	<---	Feeling	.960
Y6	<---	Behavior	.673
Y7	<---	Behavior	.867
Y8	<---	Behavior	.754
Y9	<---	Behavior	.764

Source: Primary Data Analysis , 2019.

Result Full Compliance Test SEM Model Modified Final

Table 5 Compliance Test Results of the Final Modified SEM Full Model

No.	*Goodness of Fit*	*Cut of Value*	**Result**	**Criteria**
1	Chi-square		43,817	*Good Fit*
2	Probability	≥ 0.05	0.146	
3	DF	> 0	35	*Over identified*
4	GFI	≥ 0.90	0.961	*Good Fit*
5	AGFI	≥ 0.90	0.898	*Good Fit*
6	CFI	≥ 0.95	0.996	*Good Fit*
7	TLI	≥ 0.95	0.992	*Good Fit*
8	CMIN / DF	≤ 2.0	1,252	*Good Fit*
9	RMSEA	≤ 0.08	0.039	*Good Fit*
10	*Norm ally Observed Variable Multivariate*	-2.58 <cr n <2.58	2.57	*The data were multivariate normally distributed*

Source: Primary Data Analysis , 2019.

Standardized Indirect Effects (Group number 1 - Default model)

Table 6. Indirect Effects

	Perception	Feeling	Attitude	Behavior
Feeling	0	0	0	0
Attitude	0	0	0	0
Behavior	0.608	0	0	0

Source: Primary Data Analysis, 2019

Standardized Direct Effects (Group number 1 - Default model)

Table 7. Direct Influence

	Perception	Feeling	Attitude	Behavior
Feeling	0867	0	0	0
Attitude	0.875	0	0	0
Behavior	0.298	-0.146	0.84	0

Source: Primary Data Analysis, 2019

Standardized Total Effects (Group number 1 - Default model)

Table 9.6. Total Effect

	Perception	Feeling	Attitude	Behavior
Feeling	0867	0	0	0
Attitude	0.875	0	0	0
Behavior	0.905	-0.146	0.84	0

Source: Primary Data Analysis, 2019

From the calculation or parameter estimation of the model analysis results , it is known that based on the parameters of the *Standardized Regression Weights* , the indicators X1, X2, X3, X4, Y1, Y2 , Y3, Y4, Y5, Y6, Y7, Y8, and

Y9 are all valid because it has a standard *loading factor* (λ) value> 0.5. The loading factor value indicated by the *Standardized Regression Weights* parameter can be seen in Table 4

Based on Figure 1 (SEM diagram model) and table 3, it can be seen that perception is a variable that has an indirect effect through attitude variables on the behavior of rice farmers in following up agricultural extension activities . Base on *Standardized Direct Effects* direct influence on behavior perception is 0.298 . This value indicates a strong positive effect of rice farmers' perceptions of behavior, so it can be said that every increase of one perception value can increase 0.298 behavior values. In this case each to maximize the role of agricultural extension either as a facilitator, educator, mediator and motivator will improve the behavior of rice farmers in order to increased effort, study process acivity, and process production.

The role of agricultural extension agents significantly affects the perceptions of rice farmers in a row based on table 2 (Parameter Value of *Standardized Regression Weights*), namely the role of agricultural extension worker as educators (0.945), followed by the role of agricultural extension agents as mediators (0.918), the role of agricultural extension agents as motivator (0.906) and the smallest role is the role of agricultural extension agents as facilitators (0.894). From the results above, the most visible role of agricultural extension worker is the role of agricultural extension worker as educators. This is in accordance with extension activities as an educational process. Agricultural extension workers through extension activities make farmers know, want and able and increase their knowledge, be more critical and able to understand the phenomena that are developing in society, so that when people apply a technology they know exactly what, how should something new be implemented. Through their role as educators, agricultural extension workers do not teach dependence, but instead teach independence (Setiana, 2005) .

5. CONCLUSION

The perceptions of rice farmers on the role of agricultural extension agents as facilitators, educators, mediators and motivators were generally quite good. Good perceptions exist in the role of agricultural extension agents as educators, the role of extension workers as motivators, the role of agricultural extension agents as mediators and the role of agricultural extension agents as facilitators.

Perception impact indirectly on the behavior of rice farmers but through attitude, then affect directly the activity of rice farmers to follow the behavior of agricultural extension activities. Attitudes also play a role as a mediator for perceptual factors that have a more real impact than direct perceptual impacts.

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