

Strategy of Community Empowerment of Poor Based on Non-Formal Education in Semarang

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ABSTRACT

The purpose of this research is to empower the poor people of the city of Semarang according to market needs. The poverty of the city of Semarang in March 2017 was 80.86 thousand people (4.62%) while in 2018 it reached 73, 65 thousand people (4.41%). Empowerment through non-formal education strategies is considered right on target in the industrial and business world. The models through qualitative and quantitative (mixed methods). The results of the study include the realm of education and training strategies based on market needs (lines and machines), non-formal education channels for the poor of Semarang City. After getting education and training, students are expected to have skills and then earn a living while improving their economy. As many as 40 participants, 97.5% successfully graduated, 87.5% got a job, demonstrating a community empowerment strategy towards the results of education, training, work opportunities and business opportunities. In conclusion, by adding one variable market need in the business world and the empowerment industry through education and training successfully supports people who originally did not have the skills to have the skills and can directly be used or entrepreneurial according to their needs.

Keywords: *Empowerment of the urban poor, Based on non-formal education*

1. INTRODUCTION

Social problems are the phenomenon of poverty which is a serious problem in developing countries, including Indonesia. The problem of poverty is a complex and multidimensional problem relating to social, cultural, economic, and other aspects. The Central Statistics Agency in 2019 stated that the number of poor people in September 2019 was 24.79 million people. The Central Statistics Agency (2019) also stated that poverty has decreased, poverty in 2016 was at 27.77 percentage points, in 2017 it was at 26.58 percentage points, in 2018 it was at 25.67 percentage points and in 2019 is at 24.79 percentage points, so it can be said that the Indonesian government has succeeded in pursuing poverty alleviation. Community empowerment strategies through education and training are needed to overcome poverty. Education and training are activities or jobs to achieve proficiency or are related to work. In fact, training includes a teaching and learning process to achieve work efficiency or a certain level of competence. Community empowerment strategies through education and training are based on market needs, namely the business world or world industry needed to achieve better education and training goals.

The strategy for empowering the poor that has been implemented in urban areas in various education and training activities for years, but the results obtained are not very significant or do not match the desired goals. Empowerment programs often do not meet the targets, things that happen more than desired. because the education and training empowerment strategy has not been based on market needs. Based on data from the Semarang City Education Office, from 2014-2015 there were 21 community empowerment programs through education and training implemented, with a total of 210 training participants and those who successfully passed up to 127 students, while the rest left the education and training program because the program was given not as expected. Of the 127 or 60.45% who successfully passed the training, only 95 or 45.2% of the total training participants, with details of 63 workings in companies, home, and office industries, and 32 trainees who run independent businesses such as workshops, sewing, and trade.

In general, education and training participants come from a weak (poor) economy, while the goal of participating in community empowerment programs is to have and or be able to improve skills which in turn can improve their economy. Ravallion (2010) states that

job opportunities for communities are much easier than in rural areas because, In urban areas, there are many home industries, companies, government, and private institutions as well as more business opportunities that will absorb labor. Besides, urban communities are not caused by the absence (or lack of) employment, but almost all poor people in the city are “working poor” (people who have jobs but are still poor) and one of the causes is those who have good skills. low does not match market needs.

Even though they have a higher income than the poor in rural areas, the urban poor has to pay additional costs because of high living costs such as opportunity costs, health costs, and social costs. It is said that poverty according to (Windia, 2015) can be divided into three definitions, namely: (i) absolute poverty, (ii) relative poverty, and (iii) cultural poverty. A person is categorized as absolute poor if his / her income is below the poverty line, it is not sufficient to meet the minimum life needs, such as food, clothing, health, housing, education.

Based on the phenomena above, the scope and problem are how the strategy for empowering the urban poor through education and training, and the influence of the strategy for empowering the urban poor on the success rate of graduates and job opportunities and business opportunities to improve their economy.

Poverty is often considered a purely social problem. In the future, urban poverty will be a major challenge for policymakers in the Asia-Pacific region. As the population continues to increase, the intensity of poverty also increases. Local and national policymakers need a deep understanding of the nature of urban poverty and also need accurate data showing the dynamics, trends, and conditions of poverty in urban areas. By using three dimensions, namely: (1) a state of having no income; (2) lack of access to public services; and (3) powerlessness or helplessness, this study provides a broad picture of the characteristics of urban poverty and its intensity. These three dimensions are interconnected with one another. Meanwhile, thinking is a condition that generally describes a household, community, or someone who is in deprivation, especially concerning meeting the most basic needs. As a result, the person concerned experiences various limitations both on the roles that must be performed socially, economically, politically, and culturally

According to (Koskinen and Bonina, 2019) in their research on the empowerment of disadvantaged communities in South Africa, they miss information, which is considered without adequate strength or other related means. who are described as individuals or groups of people who face specific problems such as lack of money and financial support and poverty? In this society, many people experience pain and suffering. In 2009 in South Africa there were 56.8% of the

population living in poverty with the Limpopo region occupying the highest level where 78.9% of the population lived in poverty (South Africa statistics, 2013). National poverty is defined as the percentage of people living below the poverty line. The causes of poverty in South Africa are more due to income inequality, increased unemployment, lack of land ownership, and deteriorating levels of education (Ajuruchukwu & Sanelise, 2016).

Ravallion (2010) states that poverty is generally considered a rural problem. The poor in rural areas have no income or land that can be cultivated and do not get certain public services, while their voices are rarely heard or even paid attention to. On the other hand, the urban poor is considered to be in much better shape. The urban poor have a job, have an income, live close to public service centers, and are more likely to have their conscience heard. At a glance, the urban poor has all (three pre-requisite dimensions) that the rural poor don't have. However, if urban poverty is not considered, the state of continuing the urbanization process will increase the intensity of poverty and inequality. Urban poverty is affected by having to spend more on housing, food, transportation, and other services. Urban poverty is also characterized by the inability to obtain a mandate from certain development programs.

Ravallion (2010) states that about 641 million people in Asia-Pacific live on an income of less than 1 dollar per day per person, and about 65% to 80% of them live in cities. If these estimates are correct, there are between 130 and 210 million poor people in the cities. Ravallion et al (2010) estimate that rural poverty in Asia-Pacific continues to decrease in intensity, while urban poverty is increasing, from 136 million people in 1993 to 142 million people in 2002. Poverty in urban areas is not caused by absence (or lack of) employment, but almost all the urban poor are “working poor” (people who have jobs but are still poor). Even though they have a higher income than the poor in rural areas, the urban poor has to pay additional costs such as high living costs (food needs and certain services), opportunity costs, namely the condition of having to wait for certain services provided by the government. it may be a free service. The consequences of all the aforementioned factors are: (1) There is less money that can be used for basic needs, (2) income is not guaranteed, (3) health is affected by poor working and living conditions.

Over the past few decades, many countries in the Asia-Pacific have experienced rapid economic growth, which has been able to lift millions of people out of “income-induced poverty.” In cities, most economic growth has occurred in the non-agricultural sector. GDP grows 6.2% per year, the workforce grows 1.6% but employment in the formal sector grows only 1.4% because GDP growth generates fewer jobs, the effect of

the effect on efforts to reduce poverty intensity decreases.

Employment in cities remains very low intensity, especially in countries with high poverty intensity. The reason is that poor men and women in cities are “seldom unemployed”. They continue to work in low-productivity jobs so that incomes also continue to below. ILO estimates that 900 million workers in Asia cannot raise their family status above the poverty line by \$ 2 per day per person.

Empowerment (empowerment) as a strategy in overcoming poverty that leads to community independence. In this context, the dimension of community participation is very important. Through the participation of the community's ability and their struggle to generate and sustain collective growth to become stronger. Ravallion (2010), said that economic growth has lifted millions of people out of poverty. But reducing poverty only through economic growth will be more difficult because we do not have any assurance or assurance that all the poor can take advantage of the new opportunities that economic growth creates. This is necessary for policy intervention to ensure that economic growth is broad-based and that the benefits are directed at the poor. The poor must be supported to develop their economic activities, to increase their productivity and income. Policies that inhibit the development of informal activities will not help alleviate poverty. In this case, there must be political will in politicians and policymakers to apply the principles of good urban governance.

Poverty can also be defined as a condition where human rights are not fulfilled, provided that two conditions are discussed. One way of overcoming urban poverty is by empowering the urban poor through education and training to have skills according to market needs. As a learning process, it is a process of increasing the ability of a person or group of people to understand and control social forces. economic, and / or political so that they can improve their position amid society. Hostter (2013) states that community empowerment requires high commitment by social workers in India and it has a positive impact or effect on community empowerment. Besides, for community empowerment to run well, a model is needed, as the results of research by Shildrick and MacDonald (2013) on the form of poverty in Australia which illustrates the impact of poverty and strategy, in the end it has a bigger impact on anti-poverty policies.

From an economic perspective, education is an effort to prepare reliable human resources (human investment) to later become the subject of driving economic development. Therefore education must be able to produce quality graduates who have knowledge, master technology, and have adequate technical skills. This is where the meaning is why education, both

formal and non-formal, must be able to produce professionals who have entrepreneurial abilities, as well as being one of the main pillars of national economic activity. Education is believed to be one of the fields that has an important and strategic role in the development of a nation. It has even become a dominant factor in the process of increasing national intelligence. How important and strategic the role of education is in national development, this has been recognized since the formulation of the 1945 Constitution. Without an intelligent nation the nation can't participate in the global arena (Ningrum, Epon, 2016).

To achieve their goals, they do not depend on help from external relations. However, McArdle implies this is not to achieve goals, but the importance of the process in participatory decision-making. A clearer view is expressed by Ferguson, et al (2011) that the most important thing in empowerment is active participation in any decision-making process. Such a pattern is needed to achieve personal goals, among the many choices that exist in society. However, in reality all of them are done by professionals in the name of "empowerment". Therefore, much criticism has been directed against the empowerment approach. This approach can fail to perform its function in the process of controlling community access to resources. Criscuolo, Gal & Menon (2014) state that professional-type work is considered to occur in employment growth and recommends that institutions and training pay attention to all types of skills and competencies required by the workforce in the future, while of course continuing to work on the expertise. -Basic skills such as mathematics, reading, and intelligent thinking. As in Figure 1, the concept of a Community Empowerment Strategy model.

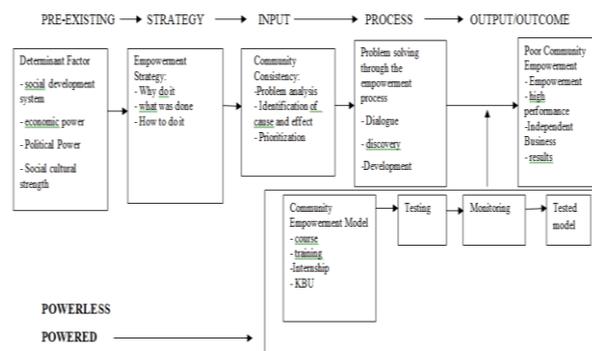


Figure 1 the concept of a Community Empowerment Strategy model

2. METHOD

Mixed methods of research (Mixed Methods) have been significantly accepted and popular and the validity of the results is better than using only one method (Senjaya, A. J, 2018). The same thing was said by Faridhotul, F., Halimatus, H., & Sa'diyah, S. D. (2018),

that Mixed Methods is an approach that can be used to mediate debate on problems. The population and sample of this research are poor and unemployed people, located in Semarang City, Central Java Province. The sample includes 2 PKBM managers, 2 PKBM facilitators, and 4 education and training students organized by PKBM, from training organizers as well as from unemployed poor students in Semarang City. The Education and Training Program is open to the public who need skills and have a desire to work or become entrepreneurs. Participants age 17-45 years. Respondents were interested in being empowered because they wanted to have skills that would support their lives and participants were taken as samples using nonprobability sampling techniques.

Data collection through interviews and FGD (Focus Group Discussion). Data analysis used in this study includes qualitative and quantitative (mixed-methods). The FGD participants were respondents (unemployed poor, productive age, and potential), academics, government, and players in both industry and business. Quantitative analysis is used to answer the problem: the influence of the community empowerment strategy model for the urban poor based on non-formal education on business opportunities and job opportunities to improve socioeconomic status. Qualitative is used for questions about the model of empowerment strategies through education and training based on market needs. Collecting data using observation, interviews, questionnaires, documentation/literature study, FGD. Data validity, for data collection and processing through video recordings which are then transcribed word by word in FGD discussions. Field notes and observations were used to collect data from interviews and were used for the validity and reliability of the study.

3. RESULT AND DISCUSSION

This study develops a community empowerment strategy model through education and training based on market needs. This strategy is based on the previous model that has been used by the operator, but this model does not get optimal results, because it does not involve market needs. The results of the study found a model based on literature analysis, the results of interviews with managers, facilitators, and research subjects, questionnaire analysis, FGD, and researcher observations. The flow of the model includes (1) people who are students in education and training, namely the urban mission community; (2) empowerment targets, namely poor and unemployed individuals; (3) the target is a potential individual to be empowered; (4) education and training organized by institutions in charge of non-formal education; (5) training tailored to the market needs of the business world / industrial world (6) bringing together training results according to market needs and potential target groups (7) creating

empowered communities (8) Economic improvement. Facilitators and students also feel optimal if this model is used because it involves market needs. As in figure 2.

Figure 2. Strategy Model for Empowering the Urban Poor Through Education and Training Based on Market needs

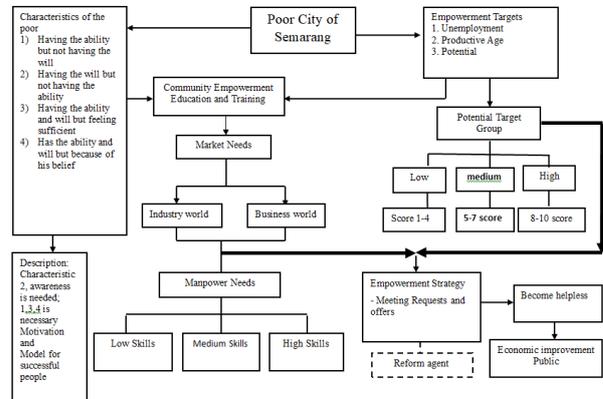


Figure 2 Strategy model for empowering the urban poor through education and training based on market needs

3.1. The Effect of Development of a Community Empowerment Strategy Model on Graduation and Economic Improvement

The findings of the development of a community empowerment model through education and training held in 2020 in Semarang City have been running well and have a significant effect on the graduation rate who are ready to work in both the business and industrial world and are able to improve the economy. Of the 2 market needs-based education and training empowerment programs implemented in 2018, with a total of 40 students, 39 students passed or 97.5%; while one person got a job during the training process. Of the 39 participants who graduated, 35 have already found jobs or 87.5%; with details of 27 workings in companies (industrial world) and 8 participants carrying out independent businesses. With the 2014-2015 community empowerment program, those who successfully passed the training were 60.45%, while those who managed to get a job were 45.2%. This means that the development of a community empowerment strategy model through education and training can be used effectively (Mulyono, 2012).

4. CONCLUSION

In conclusion, by adding one variable market need in the business world and the empowerment industry through education and training successfully supports people who originally did not have the skills to have the skills and can directly be used or entrepreneurial according to their needs.

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