

# Community Empowerment Strategy Model or Poor People Through Education and Training Based on Market Needs in Non-Formal Education Track

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## Abstract

The objective of this research is to provide inputs to the education and training organizer so that the strategy model used in the implementation of education and training using a model of community empowerment strategy through education and training based on market needs, both for the industrial and business world is really appropriate. The research method was conducted following the development model of Grinnell, Creswell through qualitative and quantitative approaches (mixed). However, this research is more focused on qualitative research. The results cover the education and training strategy based on market needs in non-formal education for the poor and unemployed community in Semarang City. After participating in education and training in accordance with the appropriate strategy model, the participants are able to have skills and they also get a livelihood that is at the same time able to improve their economy. The results show that from the total of 40 participants, 97.5% of them successfully passed the training, and 87.5% of them managed to get a job. It proves that the community empowerment strategy model gives an effect on the results of the education and training graduates, and also job and business opportunities. Conclusion: by adding a variable of market needs for both the business and the industrial world, the empowerment strategy model through education and training can successfully change the community that at first unskilled become skillful and can directly work or do business for a better life.

**Keywords:** Strategy, Community Empowerment, Education and Training, Market Needs, Non-Formal Education Track

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## I. Introduction

According to Indonesian Central Bureau of Statistics, in March 2015, the number of poor C was 28.59 million or 11.25% of the current total population, while the number of unemployment in August 2015 was 2.56 million or 6.18% of the total workforce which is 122.38 million. In Semarang City, Central Java Province, in 2016, there were 1,761,086 people, and 367,848 of them are poor (Haryono, 2016). It was because of lack of employment and lack of skills possessed by them.

Therefore, to overcome the poverty, a model of community empowerment through education and training is needed. Education and training are training activities in order to gain skills or abilities related to work. A well-planned and systematic education and training program is the main method to get used to the participants to their works (Kartasasmita, Hatimah, 2007). Education and training are a series of activities designed to improve the skills, knowledge, experience, or changes the attitude of an individual. The same thing is also

stated by (Garrihy, Damien, Thomas, 1997), training basically involves the teaching and learning process and aims to achieve a certain level of competence or work efficiency. To be able to achieve better education and training objectives, a model of community empowerment through education and training based on market needs strategy is required, such as business or industry. (Mulyono, 2017).

The poor community empowerment strategy model that has been implemented for years in various education and training activities especially in urban areas is not significant or not in accordance with the expected goals. It happens because the education and training empowerment strategy model is not based on market needs so that empowerment program did not meet the targets. Based on data from the Semarang City Education Office, since 2014-2015, there have been 21 community empowerment programs done through education and training, with a total of 210 participants and only 127 participants who have successfully completed the program, while the rest quit in the middle of the program because they thought that the program was not as they expected. From 127 participants or 60.45% who successfully passed the training was only 95 or 45.2% of the total participants, with details of 63 participants worked in companies, home industries and offices, and 32 participants have their own businesses, such as workshops, sewing, and merchant.

The participants of the education and training mostly come from poor economies, the reasons why they participated in community empowerment programs was to have or be able to improve their skills which later can improve their economy. Ravallion (2010) said that job opportunities for urban communities are far easier than rural areas because in urban areas there are many home industries, companies, government and private institutions as well as more business opportunities that need labors. In addition, the poverty in urban areas is not caused by the absence of (or lack of) employment, but almost all poor people in cities are "working poor" (people who have jobs yet remain poor). One of the factors is that they have low skills that do not meet the market

needs. Even though they have a higher income than the poor community in the villages, their expenses for opportunity costs, health costs, and social costs are higher than those who live in villages. Kotze (2001) states that poor community basically have a relatively good ability to get resources from available opportunities. Even though outside support is sometimes needed, it is still uncertain so that they still depend on it.

The urban poor society is one of the community groups that require more consideration from various aspects, especially the government (Haryono, Prihatin, & Widhanarto, 2018). With the growth of villages into urban areas and the improvement of a region due to technological developments in the industry, this has an impact on the increasing number of poor people who are in urban areas (Chaudhuri, 2015; Galal Ahmed, 2019). The urban poor is categorizing as people with low income, education, and abilities (Aeni, Widhanarto, & Astuti, 2020). This society will indirectly become trouble for the government if not provides the right treatment, primarily through education and training that suits the market needs today (Mulyono, Sutarto, Malik, & Loretha, 2020). The urban poor is also often became a victims of public policies and being ignored (Chaudhuri, 2015). Based on the phenomena, the scope and problems are how the empowerment strategy model is for urban poor community through education and training, and the effect of it towards the level of success of the graduates and their job and business opportunities in order to improve their economy.

## II. LITERATURE REVIEW

Poverty is often considered an entirely social problem. In the future, poverty in urban areas will be a major challenge for policy makers in the Asia-Pacific region. When the population keeps increasing, the intensity of poverty also increases. Local and national level policy makers need an in-depth understanding of the nature of urban poverty and also need an accurate data that shows the dynamics, trends and conditions of the poverty in

urban areas. By employing three dimensions, namely: (1) the conditions of having no income; (2) the conditions of having no access to public services; and (3) powerlessness or helplessness. This study gives a broad picture of the nature of urban poverty and its intensity. These three dimensions are interconnected with one another. Meanwhile, poor according to Thohir (2008), is a condition that generally describes a household, community, or someone who is in a complete shortage, especially related to the meeting of the most basic needs. As a result, they have various limitations of what they must do either socially, economically, politically, or culturally (Mon 1999, Kotze, A. 1987).

According to Ubbink and Strydom (2019), in their research on the empowerment of disadvantaged communities in South Africa who really needed transformation, are described as individuals or groups of people who face special problems, such as lack of money, financial support, and poverty who are considered having no adequate strength and facilities. In this community, many people experience pain and suffering. In 2009, in South Africa, there were 56.8% of the population living in poverty as Limpopo region was at the highest level where 78.9% of the population lived in poverty (South African statistics, 2013). National poverty is defined as the presentation of people living below the poverty line. The population living under poverty index was at a value \$ 1.25 per person, per day in 2011. The poverty in South Africa were more caused by income inequality, increased unemployment, lack of land ownership, and bad quality levels of education (Ajuruchukwu & Sanelise, 2016).

Chauduri, 2015 states that poverty is commonly considered as a rural problem. The poor people in rural areas do not have enough income or land that can be cultivated or we can say that they lack of capital, they also do not get certain public services, and their voice is almost never heard and left unnoticed. On the other hand, the urban poor are considered to have a far better condition. The the urban poor have jobs, income, live close to public service centers, and their voice are more likely to be heard. At a glance, the urban poor have all (three pre-

requisite dimensions) that the rural poor do not have. However, if the urban poverty is ignored, the continuing condition of the urbanization process will result in an increase in the intensity of poverty and inequality. In the future, this increasing inequality will lead to conflicts between different economic groups. The urban poverty is caused by the need to spend more money on shelter, food, transportation, and other services. It is also characterized by the condition that it cannot obtain a mandate from certain development programs. In addition, it cannot be easily handled through community-based approaches that are developed to cope with rural poverty.

According to Ravallion (2010) around 641 million populations in Asia-Pacific live on less than 1 dollar per day for each person, and around 65% to 80% of them live in urban areas. If the estimate is correct, then there are around 130 to 210 million poor people in urban areas. The results indicate that intensity of rural poverty in the Asia-Pacific continues to decrease, while urban poverty is increasing by years. Poverty in urban areas is not caused by the absence or the lack of employment, but it is caused by the condition that almost all poor people in cities are "working poor" (people who have jobs but remain poor). Even though they have a higher income than the poor community in the villages, they have to pay more for additional needs such as the daily needs (food needs and other certain services), the opportunity costs, that is the condition where they have to wait for certain services provided by the government which might be free for them. It means, the condition of poor urban community will be the same if there are no improvement to develop and increase their life. The impacts of all the factors mentioned above are: (1) The condition of less money that can be used for basic needs, (2) income that is not certain, (3) health is affected by working conditions and poor living conditions. These conditions are in accordance with the following opinions of Sen (1999). From these point, poor urban community can be concluded as community that lack of education, skills, and have limited access of public facilities. They merely stuck in poverty stage even

when some of them are employee, hence they have some potential to be developed.

Sen (1999) states that during these last few decades, many countries in the Asia-Pacific region experienced rapid economic growth that is able to eradicate millions of people from "poverty that is absolutely caused by income". In the urban areas, the majority of economic growth occurs in the nonfarm sector. GDP grows 6.2% per year, workforce grows 1.6%. However, the employment in the formal sector grows only 1.4%. This is because GDP growth results in less employment so that the effects on the efforts of reducing the intensity of poverty is decreased. The data shows that poverty related to economic growth especially in formal sector. Stakeholder and industry have to looking for the solution of this case. Tjokrowinoto (1998) argues that the strategy to overcome poverty is the empowerment leading to community independence. In this case, the dimension of community participation is very important. Through participation, the ability of the community and their struggle to evoke and sustain collective growth become strong. However, the participation here is not only their involvement in the implementation of development or they are only placed as an "object", but also their involvement in decision making and development planning processes, or the community is also placed as the main "subject" who takes part in determining the development process.

Ravallion (2010) reveals that economic growth has lifted millions of people out of poverty. However, reducing poverty only through economic growth will be more difficult because we do not have any certainty or guarantee that all the poor have the ability to take advantage of new opportunities created from economic growth. It requires policy intervention to make sure that the economic growth has a broad scope and the benefits are truly addressed to the poor community. They must be supported to develop their economic activities and to increase their productivity and income. Policies that hinder the development of non-formal activities will clearly not help alleviate poverty. In this case, there must be political will in politicians and policy makers to

apply the principles of good urban governance. Poverty can also be defined as a condition where human rights are not fulfilled, except that the two conditions below are truly fulfilled: (1) the human rights concerned must be rights that are in accordance with the abilities that the community considers as the basic, (2) there is inadequate control over economic resources where it is affecting the causal links that results in the occurrence of conditions for the fulfillment of human rights themselves. In this case, supports on human rights to actively participate in the process of making various decisions will be crucial for improving the quality of socio-economic life of the poor community.

One of the strategies to overcome urban poverty is to empower the urban poor through education and training in order to provide skills in accordance with the market needs. Usman (2000), empowerment is a process of community learning to develop all potentials so that they can participate in development. As a learning process, it is a process of improving the ability of a person or group of people to be able to understand and control social, economic and / or political forces so that they can improve their position in the midst of society. Hostter (2013) states that community empowerment requires high commitment made by social workers in India and it has a positive effect on community empowerment. In addition, to be able to work well, the community empowerment requires a model as the results of the study from Shildrick and MacDonald's (2013) about the poverty model in Australia which explains the poverty strategies and impacts, and eventually it has a great impact on anti-poverty policies.

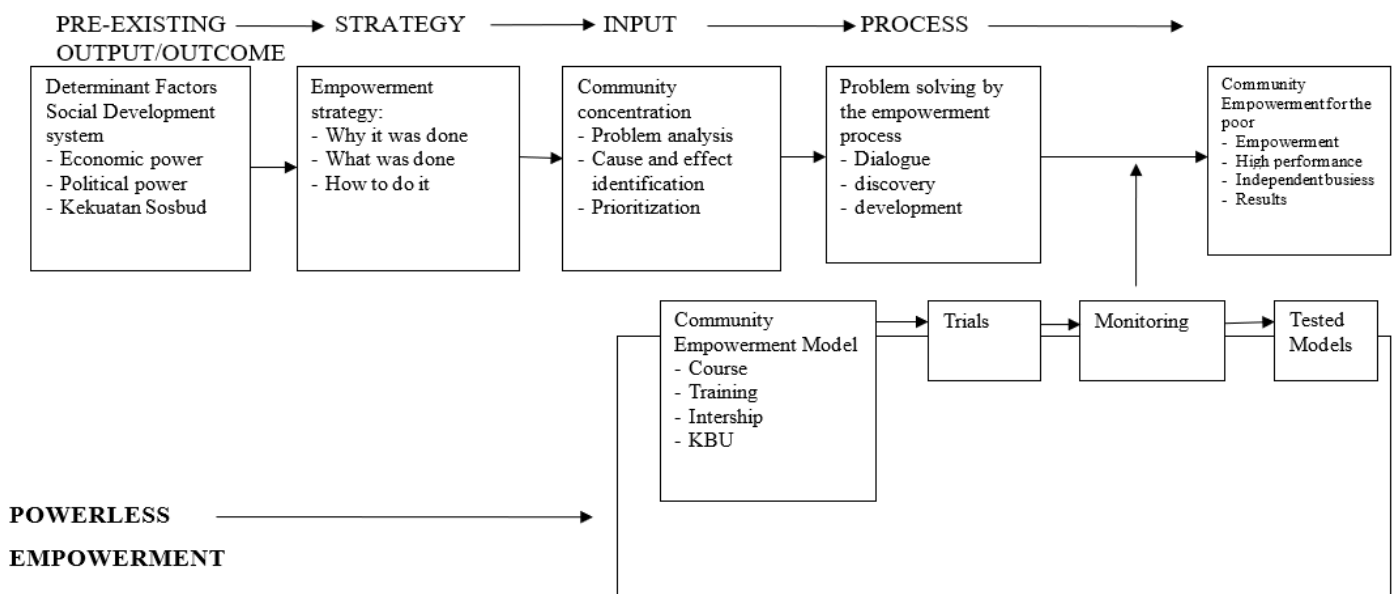
Viewed from the economic perspective, education is an effort to prepare reliable human investment to become the driving force for economic development. Therefore, the education must be able to produce quality graduates who have knowledge, master technology, and have adequate technical skills. Here is the meaning, 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. The role of education becomes very important and

strategic to increase national competitiveness and build national independence, which is an absolute prerequisite in entering competition (Cheng, 1992). McArdle (1989) says that people who have achieved collective goals are empowered through their independence, even it is a "must" to be more empowered through their own efforts and accumulation of knowledge, skills, and other sources. In order to achieve the goals, they are not depending on the help of external relations.

However, McArdle implies that this is not to achieve goals, but rather the importance of the process in participatory decision making. A clearer view is given by McArdle (1986), the most important thing in empowerment is active participation in every decisionmaking process. This pattern is needed to achieve personal goals, among the many choices that exist in the community. However, in reality everything is done by professionals on behalf of "empowerment". Therefore, many criticisms are

directed towards the empowerment approach. This approach may fail to function in the process of controlling the community for accessing the resources. On the contrary, this approach actually makes the community unable to be empowered. Borton (2001) argues that education and training will increase investment; knowledge will be the basis for economic growth and productivity, in which the employment growth will occur mainly in the occupation of "white collar" and professional types. Kelleber (2007) states that job growth will occur only in professional types of work, and it is recommended that institutions and training pay attention to all types of skills and competencies needed by the workforce in the future, while of course it is continuing to work on the skills foundations such as mathematics, reading, and intelligent thinking.

As Figure 1, the concept of the Community Empowerment Strategy model



Source: Hikmat (2001), Waridin, et al (2008), Mulyono (2011) with modifications as necessary

Figure 1. Concept of Community Empowerment Strategy Model

### III. RESEARCH METHOD

This research was conducted by using development and utilization model (DR&U Model, Grinnell, 1981) employing a mixed approach method which is qualitative and quantitative. Mixed approach means there are integrating data collection, so it will provide better and stronger understanding of the research problem than itself (J. W. Creswell & J. David, 2013; W. J. Creswell, 2014). This model consists of analysis, development, evaluation, distribution, acceptance phase (Roux, 2002; Strydom, Steyn, & Strydom, 2007). The process of qualitative research is more depend on contextuality (Creswell, 2014), in other words researchers encode and describe their research as a reality of research because it is based on observation, although this only deals with the problems they experienced. Mixed methods chosen because of its strength of drawing on both qualitative and quantitative research and minimizing the limitations of both approaches. At a practical level, mixed methods provide a sophisticated, complex approach to research that appeals to those on the forefront of new research procedures. It also can be an ideal approach if the researcher has access to both quantitative and qualitative data (W. J. Creswell, 2014). The mixed method design was implemented regarding to empirical investigations of education and training conducted by the managers of the PKBM (Community Learning Centers). Qualitative approaches are combined with quantitative approaches because they have complementary strengths (Baumgartner & Williams, 2014; Delpont & Fouche, 2011).

- The population and samples of this study were the poor and unemployed society who are located in Semarang City, Central Java Province. The samples of this study were 8 people, consisting of 2 PKBM managers, 2 PKBM facilitators and 4 education and training students organized by PKBM, from the training organizers and from unemployed poor students in Semarang City, Central Java Province. The Education and Training Program is open to the public who need skills and have the desire to work or being entrepreneur. The age of the students varied between 17 to 45 years. The respondents were interested in being empowered because they want to have skills that will support their lives. Participants were taken as a sample by using a nonprobability

sampling technique, that is, purposive sampling, and based on the researchers assessment consisted of elements that contain the most representative characteristics of the population that best proper to the purpose of the study (Stydom, 2011).

- The data collection was done through interviews conducted to the students, who participate in education and training. All interviews were conducted in Indonesian and sometimes a little using Javanese, the language used by education and training students. In addition, the data was also collected from the results of discussions (Focus Group Discussion) with the policy providers, managers, facilitators and students. The documentation was in the form of video recordings that are transcribed into words. The field notes were taken from observations made in the research phase.
- The data analysis used in this study was qualitative and quantitative (mixed-methods). Qualitative analysis was used to support and enrich quantitative analysis. To get qualitative information, data collection is done through interviews and FGDs. The FGD participants were respondents (unemployed poor people, productive age and potential), government, academics and industrial or business practitioners. According the FGD results, it was obtained issues and problems regarding the design of the strategy model as a way out in order to empower the community through non-formal education course to realize independent business. Quantitative analysis was used to answer the problem: the effect of the community empowerment strategy model for the urban poor based on non-formal education towards job and business opportunities to improve their socioeconomic status. Meanwhile qualitative analysis is also used in relation to the need for answering the questions about empowerment strategy models through education and training based on market needs. The data collections used were observation, interviews, questionnaires, documentation, literature studies, FGD (Focus Group Discussion). The data validity for data collection and processing were through video recording which is then transcribed word for word in FGD discussions. Field notes and

observations are used to collect data from interviews and are also used for research validity and reliability.

#### IV. RESEARCH FINDINGS

Based on the preliminary study, the data shows that almost all urban poor communities after the assessment did not have the ability or skills that match the needs of the industrial market. Of the four samples, they claimed not having formal education other than junior high school level, and two of them had taken vocational school level but did not complete it. During this time, they become a freelance employee without taking education following their field of work. Based on the results of interviews also found that the most extended period they work in one place on average no more than three months, and then they were getting fired. After further investigation, the reason for the dismissal was none other because they did not have the skills they should own at their previous place of work. That was the motivation of the samples to join the training program held at PKBM.

This education and training were led by a training facilitator from PKBM, for one year. During training, they learn the theory and practice of skills that are suitable for the type of skills that have been previously chosen by the participants. The learning resource used in training is a module that has adapted to the needs of the industry. The first six months are theoretical and practical training. There is always a competency examination on the aspect of skills learned by the module about once a month. Then in the next six months, they will be discharged independently for internships within the industrial environment that have become partners of PKBM. After they practice in the industrial system, they have to join the final test, whether or not graduating from training. In its trades and production employees, the company essentially looks for dexterity of hands people. The skills these employees bring with them with are normally sufficient to meet the company requirements.

This research produced the development of a community empowerment strategy model through education and training based on market needs. By using this model, the managers of education and training succeeded in graduating students and in the end they have the skills and at the same time they can directly work both in the industrial and business world. This is due to the fact that the education and training process has been directed towards market needs (link and match). The development of a community empowerment strategy model through education and training is based on previous models that have been used by the organizers, but the model has not yet gotten optimal results, because it does not involve market needs. Furthermore, from the research results, it is found a model based on literature analysis, interviews with managers, facilitators and research subjects, questionnaire analysis, FGD (Focus Group Discussion), and researcher observations. Concerning to the flow of the empowerment strategy model through education and training based on market needs as stated by the manager, it can be drawn (1) the urban poor community, this community is a student in education and training; (2) empowerment targets are individuals who are poor and unemployed; (3) targets are individuals who are potentially empowered; (4) education and training organized by institutions in charge of non-formal education; (5) training is adjusted to the market needs of the business / industry world (6) to bring together the results of training in accordance with the market needs and potential target groups (7) to make the empowered community (8) in the end an economic increase. This was also stated by the facilitator who also evaluated the empowerment strategy model through education and training in the learning process. The facilitator said "this strategic model is suitable to be applied to the education and training model based on the business world and the industrial world, because it produces graduates who are ready to work or are entrepreneurs". Whereas, the previous strategy model did not involve the industrial world and the business world. The same thing was said by students participating in education and training "I

now have the skills and jobs; moreover I am able to increase my income". Furthermore, this strategy model is used as a model of community

empowerment strategy through education and training based on market needs as a standard model, as in picture 2.

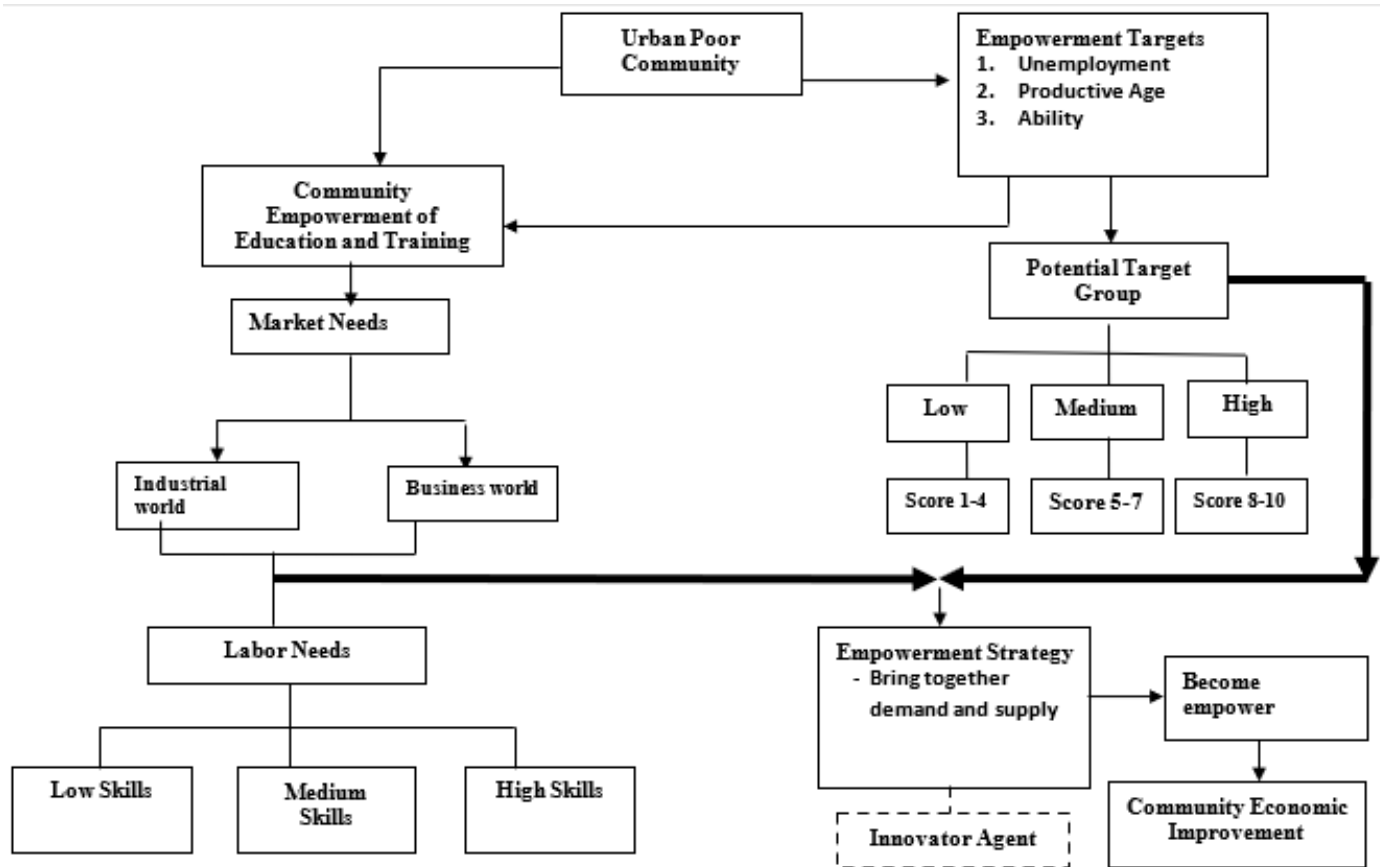


Fig 2. Empowerment Strategy Model for Urban Poor through Education and Training based on Market Need

### The Effect of Community Empowerment Strategy Model on the Graduation Level and the Economic Improvement

The results show that community empowerment model development through education and training held in 2016 in Semarang City have been going well and have a significant effect on the level of graduation that is ready to work both in the business and industrial world, and eventually able to improve their economy. From the two education and training empowerment programs based on market needs implemented in 2018, with 40 participants, those who were graduated were 39 people or 97.5%; while 1 person got a job first, then he left the education and training. By the 39 participants who passed, 35 of them got a job or 87.5%; with the details of 27 are working in the company (industrial world) and 8

participants are doing independent business. When it is compared to the community empowerment program in 2014-2015, only 60.45% participants who successfully passed the training, while those who got jobs only 45.2% because the empowerment strategy model through education and training was not suitable due to the lack of attention to market needs. After the development model by adding variable of market needs was found, the education and training strategy model becomes very effective.

The education and training strategy model for developing a community empowerment strategy model through education and training can be used effectively, Mulyono (2012), Hostter (2013) and can be established as a model as revealed by Hostter (2013), stating that community empowerment requires the social workers commitment (innovator



agents) and it has a positive impact or effect on the community empowerment. Tjokrowinoto (1998), who discusses about the Poverty Alleviation Strategy, stated that the participation of local communities will affect the success rate of the community empowerment. According to the result seems like the model of community empowerment through market needs-based training strategies imply the integration between education field with market industry (Haynes, 2006). A special skill like problem-solving and critical thinking will require developing the industry, and it can be pursued through education especially when the process training use holistic approach by using market-based training. Indeed, in this circumstance, a successful manager should know the competency and have the knowledge to evaluate and integrate the broader issues involved in the decision-making process and show the cognitive capacity to apply knowledge in the operational settings (Hazra, Ghosh, & Sengupta, 2017). From several theory and research regarding training based on market need model of community empowerment through market needs-based training strategies is very important to be implemented.

## V. CONCLUSION

To find a model of Community empowerment strategy through education and training which is based on market needs that can be used by education providers and training in a non-formal. Models of education strategies and market-based training need to provide skills and also have livelihoods. The Model of education strategy and market-based training needs a significant effect on the economic level of society. The Model of Community Empowerment strategy through education and market needs-based training to add characteristic variables for precise training.

Based on research on the model of community empowerment through market needs-based training strategies, the thing that needs to be studied further is the learning resource. Such as media that used must be toward accordance with industry needs and empowerment targets, so the competencies

acquired by the learning community are in line with industry needs. The development of models in this study will clarify the position of the need for education and skills with industry. This research is the foundation needed in developing training programs and mechanisms so that there is no imbalance in what is learned with what is needed in the industrial market.

Based on the newly developed theory of empowerment, this article identified parallels of the newly proposed theory and several contemporary theories of empowerment through training program based on market needs. Most of the existing empowerment theories tend to narrowly define knowledge and training and thus fail to offer adequate explanation for market need based training. Implications for PKBM facilitator, PKBM manager, research, and practice were discussed. Research is needed to examine the dynamic interactions among training facets and layers at both individual and organizational levels. Furthermore, PKBM facilitator, PKBM manager should be aware of both the merits and limitation of existing training and learning theories, including the newly proposed the model of community empowerment strategy through education and market needs-based training.

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