

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2022, Vol. 3, No. 3, 329 – 335

<http://dx.doi.org/10.11594/ijmaber.03.03.03>

Research Article

Implementation of Empowerment Strategy Model for Urban Poor Based on Market Needs at The Public Vocational Training Center (BBPLK) Semarang

Ilyas Ilyas*, Sungkowo Edy Mulyono, Abdul Malik, Namira Putri Larasati, All Fine Loretha

Nonformal Education Department, Universitas Negeri Semarang, 50221, Indonesia

Article history:

Submission March 2022

Revised March 2022

Accepted March 2022

*Corresponding author:

E-mail:

ilyas.pnf@mail.unnes.ac.id

ABSTRACT

During Covid 19 pandemic, poverty is tremendously raising and expanding across the country, worsened the economic sector in almost every region in Indonesia, including in Semarang, Central Java. According to the number of residents living in Semarang, 79,058 people experienced an economic weakening in 2021. Based on the problem above, it can be concluded that there is a need for a community empowerment strategy model that is appropriate to market needs. This study reveals the implementation of a strategy model for empowering the urban poor based on market needs in the non-formal education carried out by BBPLK Semarang. This study uses a qualitative approach. The subjects of the research were 5 trainees and instructors. The technique of data collection was done by interview, observation, and documentation. To test the validity of the data, this study used technical triangulation. Data were analyzed using descriptive qualitative. This process put 3 activities, namely, (1) data reduction, (2) data presentation, and (3) drawing conclusions or verification. The community empowerment model implemented at BBPLK uses a strategy model for empowering the urban poor based on market needs. The stages of community empowerment are carried out through the awareness stage, the skill transformation stage, and the intellectual and innovative ability improvement stage. A common obstacle that occurs in BBPLK Semarang is the lack of instructors. BBPLK Semarang is still not being able to hold their instructors, so they need help from other parties such as a Private vocational training center in Semarang. Moreover, the most influential factor is the intention of the training participants themselves and the people who are reluctant to follow the training at BBPLK Semarang.

Keywords: *Community Empowerment, Training, Market Needs*

How to cite:

Ilyas, I., Mulyono, S. E., Malik, A., Larasati, N. P., & Loretha, A. F. (2022). Implementation of Empowerment Strategy Model for Urban Poor Based on Market Needs at The Public Vocational Training Center (BBPLK) Semarang. *International Journal of Multidisciplinary: Applied Business and Education Research*. 3 (3), 329–335. doi: 10.11594/ijmaber.03.03.03

Introduction

During Covid 19 pandemic, poverty is tremendously raising and expanding across the country, worsened the economic sector in almost every region in Indonesia, including in Semarang, Central Java. According to Statistics Indonesia (BPS, 2020), Semarang has a population of 1,680,417 consisting of 831,757 men and 848,660 women, which are divided into 16 sub-districts and 177 urban villages. Based on the data, 79,058 people experienced an economic weakening in 2021. This happens due to layoffs (PHK) and several businesses are decreasing their production, due to the low purchasing power of the people. The government has made various solutions to overcome the impact of the pandemic, including providing social assistance, business assistance, and empowering the community through education and training in non-formal education. To overcome poverty, it requires a strategy model to empower the urban poor based on market needs, especially in urban areas. The strategy model has been implemented in various education and training activities, especially in urban areas, but the results are not significantly obtained or do not match the desired goals (Mulyono, Sutarto, Malik, & Loretha, 2020; Noor, 2004). This happens because the concept of a community empowerment strategy model may not be implemented properly. It also may not be following the existing empowerment strategy model when the training is in progress.

Local governments in the field of manpower and transmigration make various efforts to overcome poverty by providing education and training for poor communities. They are trained to have the skills needed according to market needs so that later they will be skillful and expected to have a job that will support their lives (Laverack, 2006). According to the explanation above, it can be concluded that there is a need for a community empowerment strategy model according to market needs. This study will reveal the implementation of a market-based needs strategy model to empower the urban poor and its obstacles in the non-formal education carried out by the Public Vocational Training Centre (BBPLK) in Semarang.

Literature Review

Community empowerment is an important process for community development. Therefore, implementing this concept is problematic. Community empowerment is defined as an activity to empower the development of human capacity, professional capacity, entity/institutional capacity, and system (network) capacity (Faizal, 2015). Community empowerment is closely related to poverty. Poverty can be defined as a condition in which human rights cannot be fulfilled appropriately. This situation appears if the following two requirements are truly settled: (1) The human rights must be under basic abilities that the community has considered. (2) The existence of inadequate control over economic resources, which generates the cause-effect relationships, might lead to unfulfilled human rights themselves. In this case, the attempts of engaging people to maximize their human rights so that they can actively participate in the process of making various types of decisions will be very decisive to improve the quality of socio-economic life of the poor (Chaudhuri, 2015; Mulyono et al., 2020; Rebullida, 2003).

Methods

This study uses a qualitative approach. Qualitative research is a situated activity that places the observer in the real condition. Qualitative research consists of a set of material and interpretive practices. Qualitative research involves an interpretive and naturalistic approach to a problem (J. W. Creswell, 2012; J. W. Creswell & J. David, 2013; W. J. Creswell, 2014). This research is focused on the education and training process, the implementation of the community empowerment strategy model, as well as its obstacles through market needs-based training. The research subjects were 5 trainees, 5 facilitators/tutors, and the main informant from the Head of the Community Empowerment Division of BBPLK Semarang. The types of data collected in this study are divided into two, such as (1) primary data and (2) secondary data. Primary data were obtained from observations at BBPLK and interviews with managers, facilitators, and trainees. Data collection techniques were carried out by inter-

view, observation, and documentation techniques (Berg & Lune, 2011). To test the validity of the data, this study used triangulation both sources triangulation and methods triangulation. Data analysis in this study used descriptive qualitative through 3 activities, such as; (1) data reduction, (2) data presentation, (3) drawing conclusions or verification (Huberman, 2014).

Results And Discussion

Profile of Participants and the Public Vocational Training Centre (BBPLK)

The legal basis for organizing activities at the Semarang Public Vocational Training Centre is the Regulation of the Minister of Manpower of the Republic of Indonesia Number 21 of 2015 concerning the Organization and Work Procedure of the Technical Implementing Unit of Employment Training and Act number 13 of 2003 concerning Manpower. BBPLK focuses on conducting community empowerment activities in the form of KIOS3IN1. KIOS3IN1 provides information on training programs and Competency Tests. It also comes up with the job market information containing job vacancies from companies. KIOS 3 IN 1 consists of three parts which include training, competency certification, and job placement (Fachul Nur Rohmah*, Sonhaji, 2017).

The target of the community empowerment training program is basically for the poor who meet the requirements including Indonesian citizen, at least 17 years old, does not have a fixed income, currently does not take formal education, has not received pre-employment program assistance, has passed the selection stage held by BBPLK Semarang. Some of these requirements are made to ensure that the trainees are those who need the job. Hence, the programs implemented at BBPLK Semarang are community empowerment programs (Hidayat, 2020; Mulyono et al., 2020; Sahid Ullah, 2016).

The result data shows that the participants in community empowerment training at BBPLK Semarang Phase 1 in 2021 reached 60 participants. It covers 22% of male or 17 people and 78% of female participants or 43 people. Meanwhile, the ratio of the education level of the trainees at BBPLK Semarang Phase 1 in

2021 is explained that there are 60 participants in community empowerment training at BBPLK Semarang Phase 1 in 2021. The chart describes the amount of participant who has the ratio of the last education level. It covers 5% of participants or 4 people who have graduated from Junior High School. Moreover, there are 66% of participants or 53 people who graduated from Senior High School, and there are 23% of the graduated from Vocational School (SMK).

Implementation of a market demand-based model of empowerment strategy for the urban poor at the BBPLK Semarang

The implementation of the strategy model for the empowerment of the urban poor at the BBPLK Semarang is carried out based on market needs by improving the skills of the people in Semarang. The programs provided have been adapted to the needs of the industrial world. The profile of participants who take part in the program must have several requirements including being Indonesian citizens, at least 17 years old, not currently taking formal education, not receiving pre-employment program assistance, not having a fixed income, and passing the selection stage held by BBPLK Semarang. Some of these requirements are made to ensure that the training participants are those who belong to the urban poor category. The criteria for participants who are included in the category is the one who is skillful but has no passion, passionate but unskilled, both skillful and passionate but feel self-satisfied, both skillful and passionate but because of their belief, they don't want to try. Community empowerment targets have been considered with some characteristics of poor. They are segmented into three, such low, medium, then high potential target groups.

Before determining empowerment activities through training programs, BBPLK conducts Focus Group Discussions with Professional Association Institutions and partners to examine what competencies are needed so that the program can absorb a large number of trainees to work when they graduate. This process is due to ensure that there is a link and match between graduates of the community empowerment program and the needs of the

workforce. This is in line with research by Lawrence (1999) that the power to set standards and curriculum has shifted. From educators to industry, as well as work-related learning languages have shifted to market needs where the focus is on empowering the whole community to meet market needs.

The type of training held at BBPLK will be different every year according to the needs and results of the TNA (Training Need Assessment) conducted by BBPLK. It is divided into 2 categories, namely tiered training, and non-tiered training. Job training programs can be arranged in tiered or non-tiered. Tiered job training programs refer to Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI) (Noor, 2004), while non-tiered job training programs are based on competency units or groups of competency units. To meet the various needs of empowerment programs through training based on market needs in the business world and the industrial world, a market needs-based training program has been developed that referred to work competency standards.

The implementation of the strategy model for the empowerment of the urban poor based on the market needs of BBPLK Semarang is intended to provide facilities for the poor to develop their potential and skills through education and training in the non-formal sector. This is following some research by Ariadi (2019); Hermiyanty, Wandira Ayu Bertin, (2017); and Nugroho (2013) that the poor are the main

target in community empowerment programs who are entitled to get education assistance and training from the government to become empowered. The characteristics of the urban poor who are the subject of community empowerment at BBPLK Semarang are as follows: skillful but has no passion, passionate but unskilled, both skillful and passionate but feel self-satisfied, both skillful and passionate but have no opportunity to work (Mulyono et al., 2020). The strategy for empowering the urban poor based on market needs begins with identifying what skills are needed in the market. Sumini (2018) describes job training as an effort to bridge the graduates with the world of work. The training is intended to increase the workforce and expand business fields. Through these job training programs; students or trainees are expected to develop themselves so that they can enter the workforces which do require the one who is skillful and ready to work.

Then the stages of community empowerment are carried out through the awareness stage, the skill transformation stage, and the capacity improvement stage.

Then the stages of community empowerment are carried out through the awareness stage, the skill transformation stage, and the intellectual and innovative ability improvement stage. Meanwhile, the management stage of the market needs-based community empowerment program through training at BBPLK Semarang begins with identifying several needs.

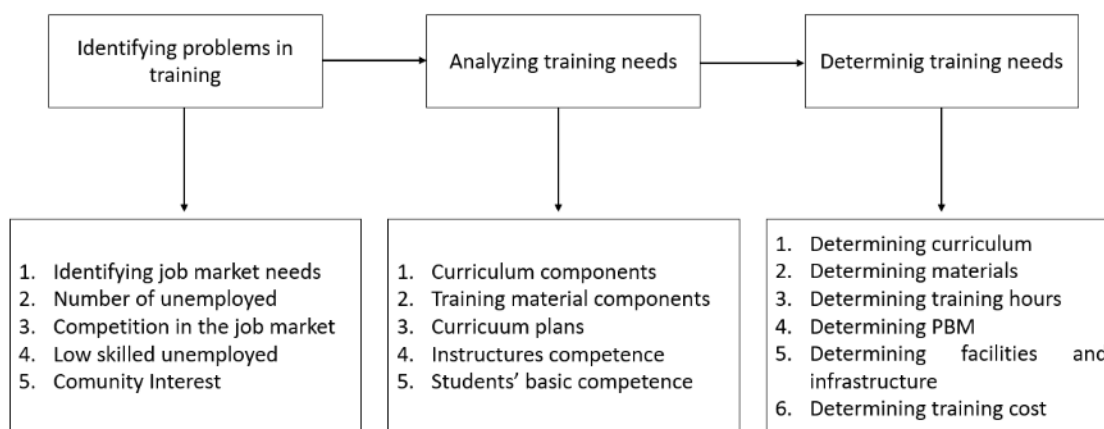


Figure 1. Identifying Needs of Empowerment

The next stage is a transformation of abilities through training programs based on the chosen vocational. The implementation of the training was carried out for 20 days of meetings at BBPLK Semarang. It cooperates with trusted and legal private training centers proved by its certified institution and instructors. This collaboration is carried out to meet the need for instructors who are not yet owned by BBPLK Semarang (Asshiddiq, S, 2016; Farrelly & Daniels, 2014). Until now BBPLK Semarang has only one permanent instructor and indeed it urgently requires a good hand to help conduct the training because the program provides several types of training. Thus, the institution needs instructors who are capable in their fields.

BBPLK Semarang applies different criteria to each community empowerment instructor.

In general, the instructors must have several criteria including formal education, methodological competence, technical competence, work experience, healthy, and special requirements. In addition, the aspects of the requirements will be different for each training, so the instructors will be under the training need. Moreover, BPPLK has also developed a curriculum program that has been adapted to the market needs as agreed by the association.

At the end of the training, evaluation is managed to determine how far the objectives of training can be achieved, especially in improving the trainees' skills. Some points must be evaluated including the results of learning activities, training materials and modules, organizers, and program instructors. Based on the results of the evaluation, the average value of the learning community was obtained as follows:

Table 1. Result of Empowerment Evaluation

PROGRAM	TRAINING MATERIAL	INSTRUCTORS	FACILITIES AND INFRASTRUCTURE	PRACTICE MATERIAL	RECRUITMENT	WELCOMING	DORMITORY FACILITIES AND INFRASTRUCTURE	CONSUMPTION	IN GENERAL	AVERAGE EACH TRAINING PROGRAM
SEWING CLOTHES COMPONENTS 1	84,50	88,16	81,67	83,13	81,77	80,94	80,86	76,56	92,19	83,31
DECORATING CLOTHS 1	96,00	93,89	86,70	95,67	97,43	97,00	93,75	70,71	100	92,35
CREATIVE FASHION DESIGNER ASSISTANT 1	79,50	90,75	88,20	90,31	87,13	90,31	88,28	71,43	93,75	86,63
CREATIVE FASHION DESIGNER ASSISTANT 2	86,75	87,32	87,69	90,94	99,82	95,00	94,92	65,40	92,19	88,89
ASSISTANT FASHION DESIGNER 1	82,25	92,49	90,36	96,88	97,70	91,88	92,58	81,47	93,75	91,04
ASSISTANT FASHION DESIGNER 12	88,00	96,21	84,86	95,31	94,52	94,38	91,80	66,96	93,75	89,53
AVERAGE OF EACH INDICATOR	90,25	91,00	84,18	89,40	89,60	88,97	87,30	73,64	96,09	
SERVICE UNITE PERFORMANCE	VERY GOOD	VERY GOOD	GOOD	VERY GOOD	VERY GOOD	VERY GOOD	GOOD	POOR		

Based on the results of the evaluation above, it was found that the training materials were considered very good, the trainers/instructors were considered very good, the infrastructure was considered good, the training materials were considered very good, and the recruitment was carried out very well. In general, the results of the assessment of community empowerment programs through market needs-based training are considered very good. This is in line with research by Hrmo, Miština,

& Křištofiaková (2016) where the training program will be implemented well if it is adapted to the market needs.

BBPLK Semarang also conducts selections for employment with corporate partners in the business and industrial world. Companies that have collaborated are PT. Pan Brothers Tbk, PT. Indonesia People Power, PT. Milan, BPR Mas, PT. Triputra Group, PT Bina Busana, etc. Hence, almost all graduates of the community empowerment program at BBPLK Semarang are

absorbed in the industrial world. Besides, the remainings are advancing their life by building their own business, like opening a tailor or becoming an operator. Overall, the community empowerment strategy that has been implemented at BBPLK Semarang has used a strategy model for empowering the urban poor based on market needs.

Obstacles in the implementation of the community empowerment strategy model at the Public Vocational Training Centre (BBPLK) Semarang

BBPLK Semarang is still unable to provide its instructors, so it requires assistance from other parties such as the Private Vocational Training Centre in Semarang. Unfortunately, BBPLK has only one permanent instructor, while the number of training programs can reach up to eleven types. This shows that BBPLK is still having problems in the field of training instructors. Lucia Hartiningtyas & Indarto (2017) explained that one important aspect of training is the availability of adequate instructors. In addition, the most influential inhibiting factor is the intention of the training participants themselves and the people who are reluctant to take part in the training center, even though all training is free of charge. This is in line with research conducted by Wahyu (2013) where there are characteristics/factors from the trainee itself that can influence the success of community empowerment programs. They are internal and external characteristics. These include knowledge, experience, skills, readiness, motivation, socioeconomic, costs, facilities, and study habits.

Conclusion

BBPLK Semarang conducts a program to empower the community by improving the skills of the people in Semarang. The model implemented at BBPLK uses a strategy model for empowering the urban poor based on market needs. The stages of community empowerment are carried out through the awareness stage, the skill transformation stage, and the intellectual and innovative ability improvement stage. Meanwhile, the management stage of the community empowerment program at BBPLK Semarang begins with several activities to

identify the needs. Overall, the community empowerment strategy that has been implemented at BBPLK Semarang has used a market demand-based model for empowering the urban poor.

There are common obstacles that occur at BBPLK Semarang. The institution is still struggling in providing their instructors so they need assistance from other parties such as the Private Vocational Training Center in Semarang. It is so unfortunate that BBPLK has only one permanent instructor, while the number of training programs can reach up to eleven types. This shows that BBPLK is still having problems in the field of training instructors. Moreover, the most influential inhibiting factor is the intention of the training participants themselves and the people who are reluctant to take part in the training at BBPLK, although all training is free of charge.

Acknowledgment

We are thankful for the assistance and financial support from LPPM DIPA Education Faculty Universitas Negeri Semarang

References

- Ariadi, A. (2019). Perencanaan Pembangunan Desa. *Meraja Journal*, 2(2), 135–147.
- Asshiddiq, S. M. F. (2016). Analisis efektivitas UPDPTD Balai Latihan Kerja (BLK) Disnaker Kota Semarang dalam meningkatkan keterampilan masyarakat Kota Semarang. 1–15. Retrieved from <https://media.neliti.com/media/publications/209350-analisis-efektivitas-uptd-balai-latihan.pdf>
- Berg, B. L., & Lune, H. (2011). *Qualitative Methods for the Social Sciences*.
- Chaudhuri, S. (2015). Urban poor, economic opportunities, and sustainable development through traditional knowledge and practices. *Global Bioethics*, 26(2), 86–93. <https://doi.org/10.1080/11287462.2015.1037141>
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education, Inc.
- Creswell, J. W., & J. David, C. (2013). Qualitative, Quantitative, and Mixed Methods Approaches Fifth Edition. In *Journal of Chemical Information and Modeling* (Vol. 53).

- <https://doi.org/10.1017/CBO9781107415324.004>
- Creswell, W. J. (2014). *Research design: qualitative, quantitative and mixed methods approach, 4th edition*. New Delhi, India: Sage Publication.
- Fachul Nur Rohmah*, Sonhaji, S. (2017). Analisa yuridis terhadap fungsi dan peran Balai Besar Pengembangan Latihan Kerja (BBPLK) Semarang dalam meningkatkan kualitas tenaga kerja di Kota Semarang. *Diponegoro Law Journal*, 6, 1-19. Retrieved from <http://www.ejournal-s1.undip.ac.id/index.php/dlr/>
- Faizal, F. (2015). Diskursus Pemberdayaan Masyarakat. *Ijtima'iyya*, 8(1), 35-51. <https://doi.org/10.24042/ijpmi.v8i1.861>
- Farrelly, S. G., & Daniels, E. (2014). Understanding Alternative Education: A Mixed Methods Examination of Student Experiences. *Education Leadership Review of Doctoral Research*, 1(1), 106-121.
- Hermiyanty, Wandira Ayu Bertin, D. S. (2017). Literasi Budaya dan Kewargaan. *Gerakan Literasi Nasional*, 8(9), 1-58.
- Hidayat, D. (2020). TEKNIK IDENTIFIKASI KEBUTUHAN BELAJAR BERBASIS Jurnal Comm-Edu. *Jurnal Comm-Edu*, 3(2), 156-166.
- Hrmo, R., Miština, J., & Krištofiaková, L. (2016). Improving the Quality of Technical and Vocational Education in Slovakia for European Labour Market Needs. *International Journal of Engineering Pedagogy (IJEP)*, 6(2), 14. <https://doi.org/10.3991/ijep.v6i2.5369>
- Huberman, M. B. M. and A. M. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Third Edit). United Kingdom: SAGE Publications, Inc.
- Laverack, G. (2006). Using a “domains” approach to build community empowerment. *Community Development Journal*, 41(1), 4-12. <https://doi.org/10.1093/cdj/bsi038>
- Lawrence, K. (1999). Regional community ‘empowerment’ and the competitive training market. *Policy, Organisation, and Society*, 17(1), 69-85.
- <https://doi.org/10.1080/10349952.1999.11876701>
- Lucia Hartiningtyas, M., & Indarto. (2017). MODEL PENGUATAN KESIAPAN KERJA LULUSAN (Studi Pada BBPLK Semarang). *Journal Universitas Semarang*, 148, 148-162.
- Mulyono, S. E., Sutarto, J., Malik, A., & Loretha, A. F. (2020). Community empowerment in entrepreneurship development based on local potential. *International Journal of Innovation, Creativity, and Change*, 11(2), 271-283.
- Noor, F. (2004). PELATIHAN BERDASAR ANALISIS KEBUTUHAN DIKLAT. *Seminar Nasional Pengembangan Standar Pelayanan Terpadu Bagi Lemdiklat Jurusan Pendidikan Teknik Elektro FT UNY*, 1-10.
- Nugroho, D. (2013). Implementasi Program Pemberdayaan Masyarakat Melalui Pelatihan Keterampilan Dasar (Studi Di Kecamatan Tambaksari Kota Surabaya). *Jurnal Administrasi Publik Mahasiswa Universitas Brawijaya*, 1(5), 862-871.
- Rebullida, M. L. G. (2003). The politics of urban poor housing: State and civil society dynamics. *Philippine Political Science Journal*, 24(47), 37-68. <https://doi.org/10.1080/01154451.2003.9754247>
- Sahid Ullah, M. (2016). Empowering rural communities through telecentre connectivity: experience of the Union Information and Service Centres in Bangladesh. *Media Asia*, 43(2), 112-125. <https://doi.org/10.1080/01296612.2016.1205834>
- Sumini. (2018). Pengembangan Modul Pelatihan Untuk Meningkatkan Kualitas Hasil Pelatihan di Balai Latihan Kerja. *Prosiding Seminar Nasional Pendidikan*, (April), 75-86.
- Wahyu, S. (2013). M O D U L MANAJEMEN PENDIDIKAN NONFORMAL Oleh. *Journal of Chemical Information and Modeling*, 53(9), 1689-1699. <https://doi.org/10.1017/CBO9781107415324.004>