

POVERTY REDUCTION MODEL-BASED LIFE SKILLS IN THE BUFFER ZONE MALANG

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Abstract

Poverty reduction model based life skills in buffer zone Malang city is a descriptive qualitative research. This study aims to determine the conditions of employment, especially teenage drop-outs in poor suburban areas. The results showed that: there was an increase in unemployment, dropout teenagers has several patterns of development, including through apprenticeship courses to others who are already running a business, try their own business (self-taught), and others developed through add information and read while working odd jobs. Suggestions can be proposed in this research need to be imparted to the youth drop out in the buffer zone (sub-urban) is about knowledge of entrepreneurship, and p Strengthening the vision and mission of life in general (way of life). In order to empower teens lifeskill-based drop out of the necessary coaching curriculum that includes aspects of life skill that includes soft skills and hard skills of entrepreneurship in accordance with the conditions and the prevalence of adolescent population in the buffer zone area (sub-urban). As well as life skills development programs Policy teenagers dropping out of school should be a community-based targets.

Keywords: Buffer Zone, Life skills, Drop Out

INTRODUCTION

Today the Indonesian nation is in a period of reform towards important changes in the administration of the country and reorganize various development sectors in order to get out of the prolonged crisis. In education considerable influence is felt is the reduced ability of parents to finance their children's education, especially in the lower layers of society, which have an impact on the increasing number of school dropouts. Another effect that arises is the level of quality of Indonesian human resources quality is now also seen of human resource development index (Human Development Index / HDI) Indonesia only ranks 109 of 174 countries measured. became the order of 46 among 47 countries at the time of entering the millennium to three. To improve the position of Indonesia HDI and

the level of competition, it is clear we need a strategy appropriate education development planning in an effort to establish quality human resources and professional, so it is ready and able to welcome the free market era beriakunya AFTA and APEC.

Another problem is the lack of meaningful ongoing education for personal development and character of students, which resulted in the decline of personality and awareness of the true meaning of life. Development and application of science and technology has not been used significantly in economic activity, social, and cultural, that has not strengthen the ability of Indonesia in the face of global cooperation and competition.

In connection with this aspect of the poverty problem, Malang Regency as one of the portraits in the administrative district of East Java interesting to be given coverage vast territory, there are pockets of the border areas (buffer zone) between the urban-rural, and the proportion of poor people relatively high (above average national). Figures percentage of the poor population to the total population respectively as follows: in 2000 amounted to 21.14 percent, in 2001 amounted to 20.73, 2002 amounted to 20.34, in 2003 19.53 percent, and in 2004 amounted to 19.10 percent. As the most populous areas in East Java, relatively higher poverty rates than the national average, and of course it is enough to affect the conditions in Indonesia as a whole. To solve the problem of poverty this study offers an alternative model of life skills education (Life Skill) for adolescents drop out of school in order to prepare to enter the workforce, through the synergy of urban development potential of rural communities.

Formulation Of The Problem

Difficulty getting jobs because of lack of ability life skill, where the development and application of science and technology has not been used significantly in daily activities, making it less able to optimize resources and result in increased poverty in the area.

The next impact is the increasing phenomenon of poverty pockets in urban areas affected by the urbanization of rural areas, especially areas of urban periphery buffer zone.

The lack of an integrated program with the problem of local conditions, while this package is still a national poverty alleviation program is top-down, so it is necessary to look for a model of development which is characterized by local needs.

THEORETICAL FRAMEWORK

Development And Poverty Reduction Programs

As implemented in many developing countries generally alleviate poverty in Indonesia is done with development focused on economic growth. The decision makers looked at national and regional output growth is expressed in per capita income or GNP can encourage other economic activities (multiplier effect), which in turn create more jobs and business opportunity. If this scenario goes according to that assumption, poverty can be alleviated indirectly. However, experience has shown an increase in gross domestic product (GNP) does not by itself bring the improvement of living standards of society as a whole as well as individuals.

There are two reasons why it does not apply. First, general population growth in developing countries is greater than the economic growth that is comparatively not provide an increase in the standard of living significantly. Furthermore, the existence of injustice and economic structures that are not pro-poor, making output growth is not distributed. Evenly, trickle down effect theory underlying the above policy does not apply fully. Failed to approach the trickle-down effect, poverty alleviation, after which the pattern of direct aid

Poverty and Life Skill

It seems less effective in creating economic growth indicates new employment opportunities do seem economic planning is still on paper. One effort to overcome unemployment by directing economic growth not only as an instrument for creating new employment opportunities, but also to restructure the workforce. Problem will be the lack of knowledge of the needs of the world of work led to the absorption of graduates of formal and non-formal education is still low. Therefore, the government cooperates with businesses to synchronize educational programs and labor market needs.

"Synchronization education programs with the needs of the labor market is urgent. Efforts to bring education to the world of work should start early, so that education can generate power ready to work," said Secretary General of the Ministry of Manpower and Transmigration Harry Heriawan Saleh. Related to the above, signed a memorandum of understanding (MOU) on the Work Ready Program Integrity and understanding for the Industrial Relations or equivalent vocational school students, university students, and Students on Non-formal Education Unit.

The agreement covers three things. First, understanding the dynamics of industrial relations between workers and employers; labor market needs; and the introduction of regulations on labor. It is very necessary to improve the competence of graduates of formal and non-formal education program. Therefore, a good education system should be able to provide stock for the graduates to face life or provide life skills in learners. Logically, the higher a person's education level, the higher the roles they may play in the life of society.

Description of Life Skills Education Model (PKH)

Design models Life Skills Education (PKH) for adolescents drop out of school that will be developed in this study is referring to the four components of CCT, a schematic can be described as follows:

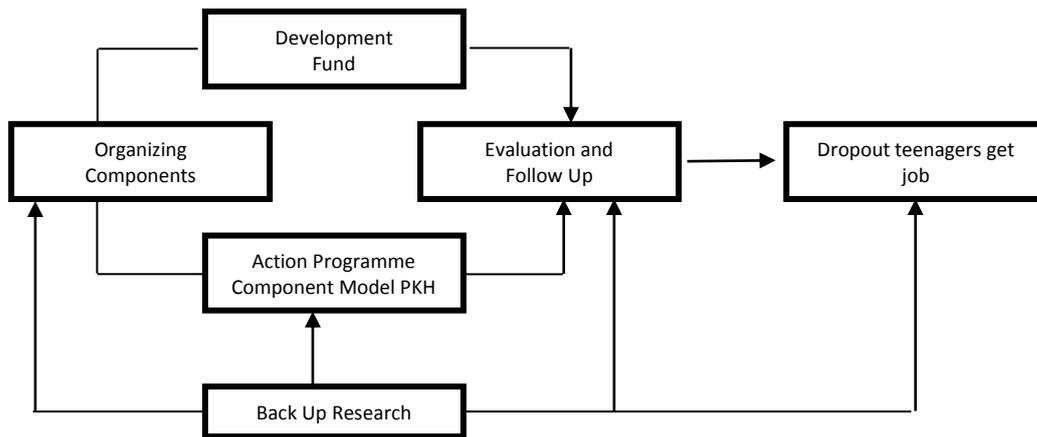


Figure. 1 Design models Life Skills Education (PKH)

Caption:**Organizing Components**

What is meant here is that the model Life Skills Education (PKH) must be a real part of the village social organization program LKMD particularly Section Education and Younger Generation.

Action Programme Component Model PKH

The definition of a model action PKH program component here is the operational activities of life skills education efforts of teenagers dropping out of school in rural areas that include education therein: (1) self skills (personal skills), (2) rational thinking skills (thinking skills), (3) social skills (social skills), (4) labor skills (vocational skills). To assist the implementation of measures in the framework of action research, it will be carried out the following activities:

- PKH tutor training (Life Skills Education) at village and sub-district levels.
- Implementation of the service participants.
- PKH organization establishment as a unit community activities.

RESEARCH METHODS**Location and Sample Research**

This research will be implemented in the District Ferns and Singosari Malang regency as the Buffer Zone area likely to experience pressure relatively greater urbanization and experiencing demonstratif economic effects. Each region District 3 villages will be selected based on initial findings on dropout conditions requiring education life skills (life skills), and the results of local government consultations in accordance with certain requirements set forth by methodological considerations. Thus the sample subdistricts were chosen by purposive sampling. Of the District elected, each of which will be taken 3 villages based consulting the local district government, but also meet the requirements of the methodology.

Data collection

- a. Data potential villages research areas and the condition of the prevalence of adolescents drop out of school and its need assessment, will be collected through questionnaires, observation, and interviews.

- b. Data on the ability of cadres and the team implementing life skills education program (life skills) in 6 villages in the study, will be collected through questionnaires, interviews, observation, experiment, demonstration / training.
- c. Data kesinergian potential involvement and community and relevant institutions, will be revealed through the method of questionnaires, interviews, observation, and documentation.

Data analysis

This study is testing the development of the model, therefore the data collected simultaneously analyzed with descriptive quantitative and qualitative techniques. To measure the effectiveness of the model life skills education (PKH), the indicators used are based on four components of educational models:

- 1) The organization of the model; said to be effective if the organization implementing PKH models can be formed in every village of testing the model, and can carry out personal activities program for teenagers PKH models in every rural school dropouts.
- 2) The program of action; said to be effective if the program can reach out and solve dropout problem in rural intangible, have:
 - personal skills → confident attitude, independence, discipline, etc.
 - rational thinking skills → critical attitude, logical, systematic, etc.
 - social skills → can be cooperation, participation, leads, etc.
 - vocational skills → can choose and develop careers, entrepreneurship, work.
- 3) Evaluation and follow-up; said to be effective if such activity can reveal progress, constraints, and seek inputs for the improvement next year activity.

RESULTS AND DISCUSSION

The quality profile of Human Resources in Malang

The low quality of public education. Various efforts including the development of education Compulsory Nine-Year Basic Education promulgated to improve the education of the population Malang. However, until now the education level of the population is still relatively low. Until 2008, school participation rate SD / MI reached 99.10%, SMP / MTs reached 76.64% while the SM / MA reached 32.10%. The condition was not adequate to deal with global

competition and insufficient well as the knowledge-based economy (knowledge based economy).

Increasing the number of open unemployment. The number of unemployed in Malang of 83 836 people in 2007 to 108 726 people in 2008 caused partly by sluggish business world, natural disasters and the repatriation of illegal migrants. In addition, it is also caused by the low quality of human resources of the labor force that is hard to get a job.

Workers work in jobs that are less productive. One of the limited job opportunities is the number of workers who are working in jobs that are less productive and result in a lower income received. Workers who work in jobs that are less productive can be seen from the number of workers who work under 35 hours a week.

The low quality of human resources employment, number of labor disputes. The cause of labor disputes, among others, due to low wages, conditions of the company, the workload, and the treatment received by the workers. In general, the conditions of employment in Malang, appears in the table below.

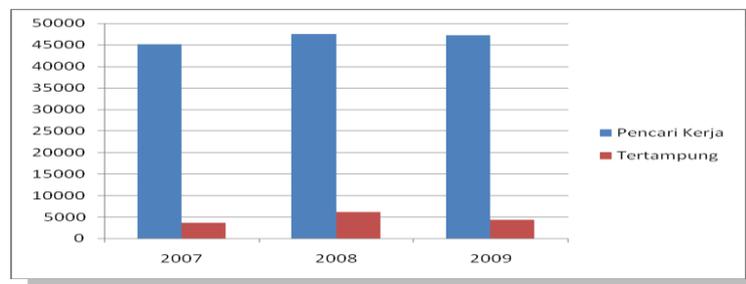


Figure. 2. Gap Between Job Seeker with Job Seeker which accommodated

Figure 2 above shows that the number of job seekers with the capacity or workers absorbed a gap that is extremely high. Even in 2009 the number of job seekers has increased, but the amount deposited actually declined compared with 2008. This has become a serious concern for employment issues in Malang.

The issue of high unemployment in the Malang regency, one of which is caused by the low quality of graduates that do not qualify for the demands of the labor market. Likewise, there are still problems regarding school dropouts.

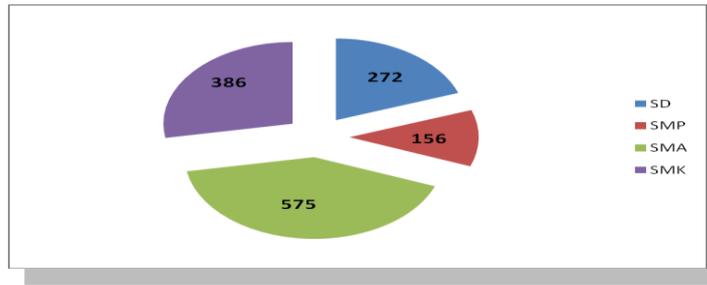


Figure 2. Students condition Dropout Year 2008

Source: Malang Regency in Figures 2009

The figure shows that the higher the education level, the dropout rate of students getting higher, while the lowest dropout rates exist at the level of secondary school. On these data, when compared with the number of school students at all levels must be very low, but when seen sekalah participation data, problems that arise not just drop out of school only, however there are still many children of school age who are not participating school as the table below ,

Table 2. Th 7-24 Age Population by Sex and Participation in School Year 2008

Ages	No/Unprecedented School	Still In School	Not School Again	Number
7 - 12	662	225,963	1,480	228,105
13 - 15	876	95,234	28,157	124,267
16 - 18	2,069	50,278	82,659	135,006
19 - 24	628	8,374	100,625	109,627

Source: Malang Regency in Figures 2009

On the table it appears, that the figures for the age group 13-15 years and 16-18 years is very high.

The prevalence and problems to entrepreneurship Youth Dropout

Based on observations of the adolescent respondents in the dropout, the interest in the field of business obtained the following data:

Table 4. Interests of Business in the Region Youth Dropout Sample

No	Selected Village	Sub Distric	Business Interest					
			Service	Elt Services	Trade	Sewing/ Clothes	Salon	Other
1	Watugede	Singosari	0.33	0.33	0.166	0	0	0.166
2	Asrikaton	Pakis	0.166	0.33	0.166	0	0.166	0.166
3	Asrikaton	Pakisaji	0.33	0.166	0.33	0.166	0	0
4	Cepokomulyo	Kepanjen	0.33	0.166	0.33	0	0	0.166

5	Sepanjang	Gondanglegi	0.33	0	0.33	0	0	0.33
6	Ngingit	Tumpang	0.33	0.33	0.33	0	0	0
7	Jeru	Turen	0.33	0.166	0.166	0.166	0.166	0
8	Donowarih	Karang Ploso	0.33	0	0.33	0	0.166	0.166

Source: primary data processed in 2010

The results showed that among adolescents drop out of school from a sample of the interest in entrepreneurial ventures is the largest field for the workshop (31.25%), and then successively trade amounted to 27.1%, electronic services (18.75%), others (12.5%), salon (6.25%), and sewing / dressmaking at 4:16%. Option interest in entrepreneurship of the respondents, which emerged from the answers others are artisan brick, and and livestock.

When deepened further, the understanding of talent and personal interests of the business sectors that will be run, the data obtained as follows:

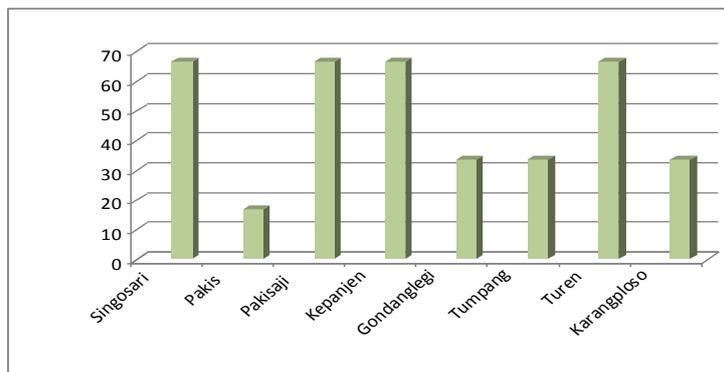


Figure 3. Percentage Potensial Pemahaman Minat dan Talenta

Based on the picture above shows that personal understanding of the potential interests and talents of sample villages there are four areas that most (> 50%) to understand their own potential and personal talent, ie to the area Singosari, Pakisaji, Kepanjen, and Turen. While a sample of other areas of potential self-understanding and personal talent is relatively low (50%) ie the area Pakis, Gondanglegi, Mixed and Coral Ploso. Secara average for the sample area of the village 8 understanding of personal potential and talent by 42%.

While the correspondence between the understanding of personal talents and interests work among adolescents drop out of school in the sample obtained following table:

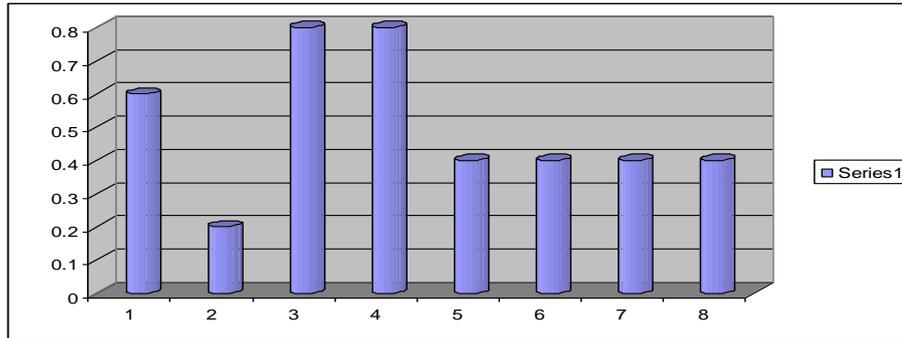


Figure 4. Compliance with Interests Talent Works

Specification:

1. Singosari
2. Pakis subdistrict
3. District of Pakisaji
4. District of Kepanjen
5. Gondanglegi District
6. District of Tumpang
7. District of Turen
8. District of Karangploso

The condition of the above indicates that in addition to the low understanding of their own potential and personal talent, there are also problems of lack of due between personal talents and interests work. So it is should be pursued among other measures to improve the understanding of the potential of self and personal talents and improve the adjustment between personal talents and interests of business.

Most adolescent attitude dropouts in terms of entrepreneurship looked capital constraints as a major obstacle, it is not independent of the historical circumstances of their families who on average from poor families which are always entangled capital issues. This attitude led to the wrong paradigm associated with connecting personal talents and interests of business. Most respondents did not dare to develop personal talents when it dbutuhkan for businesses with relatively large capital.

Who often complained of by the dropout when it will start entrepreneurship is the problem of capital. Our mistake when talking about entrepreneurship (business) is always put capital is above all capital. Though not the only factor that determines a person successfully run a business (business). It is visible from so many financial aid given to the community NGO effectiveness in boosting the welfare of society, but less help nature alleviate unemployment. In addition, often plagued by illness 'lest' like 'lest I lose', 'lest unsold' when to start a business. In addition, some doubt 'Oh no rival many', how is it possible to win the competition?

Which need to be instilled into the young dropouts in the buffer zone area (sub-urban) is that every person has the potential to become an entrepreneur does not mean it will happen by itself. Each person must make a decision to be whatever it wanted appropriate recognition of talent, the talent and the potential for him respectively. Strengthening the vision and mission of life in general (way of life), or the vision and mission of entrepreneurship in particular need to be embedded more strongly in individual self teenagers, it can not be separated from their educational background is relatively low, as well as other marginalized access to life (capital, and other information).

Need Assessment for Out of School Youth Group Against Life Skills Development

In order to develop Life Skills Youth Dropout, based on the problems and potential, can be carried out step includes the development of personal self-development, development of training and institutional empowerment

a. Personal self-development

Based on the above and related conditions dropout buffer zone area (sub-urban) which was reflected through the results of questionnaires, needs assessment of the prevalence entrepreneurship her to do things as follows:

1) Strengthen the personality and Business Vision

Entrepreneurs recognize and act on market opportunities. Entrepreneurship as a process of identifying, mengembangkan, and bringing a vision to life. The vision may be an innovative idea, an opportunity, a better

way to run things. The end result of this process is the creation of new businesses set up in conditions of risk or uncertainty. An entrepreneur is always required to face the risks or opportunities that arise, and is often associated with creative and innovative action. In addition, an entrepreneur running a managerial role in its activities.

2) Recognize and learn of business opportunities

Life experience gives greater access to the information and knowledge regarding the discovery of opportunities. Two aspects of life experience increases the chances of someone finding opportunities that the work function and variation of work. Meanwhile, related to social relationships, some experts advise when a fear of entrepreneurship on its own, then started the business as a group is an alternative. Therefore, the quality and quantity of social interaction will further enable individuals will make the group in entrepreneurship. The information is important when going to start a business is information about the location, market potential, sources of capital, labor, and how its organization. The combination of an extensive network and background Diversity will make it easier to get the information.

3) The focus in the field of business

Peter Drucker states that experts in entrepreneurship in starting a business or innovation conducted advised to focus on small -dimulai based resources we have. Starting a business of basic knowledge in the field of the most controlled, then evolved to a more besara line of business skill development and life insights.

So that the dropout can be more focused in the areas of business, they require institutional social carrying capacity that is built on the basis of real needs (bootom up) from the government and social leaders (ulama, local businesses, etc.).

CONCLUSION

1. Demographic facts in Malang shows that an increasing number of open unemployment. of 83 836 people in 2007 to 108 726 people in 2008, caused

partly by sluggish business world, natural disasters and the repatriation of illegal migrants.

2. Conditions location is an area of research that buffer zone and sub-urban with characteristics between high unemployment or the number of pre prosperous family is high, in addition to the high population density as well.
3. In developing itself, the dropout has several patterns of development, including through apprenticeship courses to other people who have been running the business, try their own business (self-taught), and others developed through add information and read while working odd jobs.
4. Their adolescent problems of unemployed school dropouts have become a common consciousness for most stakeholders (stakeholders) community, both from officials, community leaders individually, as well as social institutions.

Suggestion

1. Need to be imparted to the youth drop out in the buffer zone (sub-urban) is about knowledge of entrepreneurship, and p Strengthening the vision and mission of life in general (way of life).
2. In order to empower teens drop out based lifeskill the necessary coaching curriculum that includes aspects of life skill that includes soft skills and hard skills of entrepreneurship in accordance with the conditions and the prevalence of adolescent population in the buffer zone (sub-urban).
3. Policy development program life skill-based dropout should target community.

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