

GENDER-BASED SCHOOL IMPLEMENTATION METHOD THROUGH EMPOWERMENT OF HOUSEHOLD RESOURCES FOR IMPROVED FAMILY WELFARE IN SRIMARTANI VILLAGE PIYUNGAN BANTUL, YOGYAKARTA

Yuni Siswanti, Agus Ristono, Astuti Rahayu, Ahmad Muhsin

¹Department of Management

²Department of Industrial Engineering

UPN "Veteran" Yogyakarta

Jl. Lingkar Utaran (SWK) 204 Yogyakarta Indonesia 55283

Phone: +62 274 485 733, Fax: +62 274 486 256

e-mail: yuni_sis2@yahoo.co.id

ABSTRACT

This paper applied pre-test and post-test design to learn potential poverty's resources in Srimartani Village. This method extends potential human resources approach to be had by Srimartani community, so their prosperity can be more effective. This research expands the idea of resources allocation models in Srimartani Region based on both development and prosperity focus. Human resources in this research include businessmen (35,56%), entrepreneurs (37,78%), farmers (15,56%), and tenants (11,11%). The first and second community had been trained by financial management. Agro-technology training had been introduced for the third community, and the others could get one or more training based on their needs.

Keywords: resources allocation models, prosperity, Srimartani Region, Analytical Hierarchy Process

1. INTRODUCTION

Various community development programs have been carried out by the government to alleviate poverty in rural areas. Government's poverty alleviation programs such as Program Inpres Desa Tertinggal (IDT), Program Keluarga Sejahtera, Program Pembangunan Prasarana Pendukung Desa Tertinggal Disadvantaged (P3DT), Program Pengembangan Kecamatan (KDP), dan Program Jaring Pengaman Sosial (JPS), PNPM Pedesaan dan perkotaan. While government programs that are specifically aimed at the target group of the poor fishing communities include Pemberdayaan Masyarakat Pesisir (PEMP) and Program Pengembangan Usaha Perikanan Tangkap Skala Kecil (PUPTSK). However, in general these programs do not improve the welfare of rural residents for the better.

One of the causes of the less successful government programs in tackling poverty is its *top down* policy. The formula given tends to be the same whereas the problems encountered are very diverse and often very specific (Waluyanto, 2007). In addition, efforts to reduce rural poverty are often highly technical. Poverty should be seen systemic and holistic because the problems faced are actually much more complex than that. Along with this, since the 1990s, the idea of a well-being emerged as the embodiment of poverty alleviation conditions. The emergence of this concept is followed by an emphasis on how poor people themselves see their own condition. Therefore, *Participatory Poverty Assessment* (PPA) is needed to be used for participatory poverty analysis.

Participatory Poverty Assessment (PPA) is an interactive process involving the poor as a target program. This approach was developed on the basis of the argument stating "the poor are more aware of their poverty" (Suharyo, 2006). This research aims to understand the viewpoint of poverty through the perspective of the poor themselves who live in rural areas through participatory activities. PPA results are collected to formulate appropriate policies to reduce poverty based on the aspirations of citizens in accordance with the conditions of the local problems.

The initial hypothesis that arises from field observation is a fragmented community in poverty

because the people adjust the criteria given by the government. The poor are assumptions that emerge as a result if the residents recorded as GAKIN (Poor Family), receive Raskin (Rice for the Poor), can take care of SKTM (Certificate of Inability), and or have JAMKESMAS. In addition, poverty is identified if one does not have decent housing, is not able to pay for school, does not have a steady income, and does not have a vehicle to travel, as well as a series of criteria that appear and differ in each region.

Poverty alleviation methods that have been set up do not always succeed in achieving target. In fact, most of them failed. This condition happens because there has never been a research conducted in applying a suitable method to empower the public sector in a region to start it off with. Even worse, the result derived from the Program Pengentasan Kemiskinan is imaged from the government as a cash transfer ready to be consumed and must be accepted by the community, so a lot of people register themselves into the poor to get assistance.

Such conditions do not make the public become more productive but rather more consumptive and weak. The approach taken in this research is to formulate a Participatory Poverty Assessment in which poverty is defined by the poor themselves. This research answers some topics related to poverty, such as the definition of poverty, the criteria of poverty, the causes of poverty, and the impacts of poverty. Through this method, the public will realize the expected answers about the criteria of poverty that are appropriate to their own circumstances. Once they are aware of their conditions, they will be taken to address the causes of poverty and ways to overcome them, and how to lift themselves out of poverty by empowering potential of both human and natural resources.

2. RESEARCH METHODOLOGY

2.1. Method of research

This is an experimental type of research, where the research is used to test specific hypotheses and is intended to determine the causal relationship research variables. Testing is usually done only in the laboratory, but in this research, they will be conducted in the community. This testing through the respondents is divided into two groups of community members, namely:

1. **Group 1:** members of the community who follow the training method application based on **training materials**.
2. **Group 2:** members of the community who follow the training method application based on **training materials along with a practice**.
3. Distribution of the groups above is based on the similarities in each group. In this way, each group is expected to have similarities in terms of mastering training material, so as to reduce the effects of bias in the training. This similarity test will be performed using Cochran test or Q Test, where the use of this test will give significant information about the similarities obtained from each group. If each and every group is different then it will be re-randomized so that each group is completely homogeneous.

2.2. Research Implementation

The second stage of research implementation mechanism cluster uses 5 stages as follows:

- 1). Pre Test
This phase seeks to measure the spirit of enterprise possessed by the poor before the *hard skill* and *soft skill* training.
- 2). Talent and Interests Identification
This stage contains an activity that aims to find the basic skills and abilities of each of the poor for later training materials. We will then know what is needed to equip the citizens in order to start a business.
- 3). Briefing training materials
In this stage, the poor are given theoretical training regarding businesses that have been identified in the previous stage. Moreover, they were also given business management training materials, as

well as technical skills as a foundation to understand the theory given earlier. The technical training skills provided include financial records, production skills, and technical skills, such as catfish and cattle farming with polybag.

4). Field Practice

During this stage, the poor who already have basic theories are given a sufficient capital for their efforts in starting a business and are still be able to discuss it with the facilitators and assistant coaches of the agriculture department. At this stage also, the poor are encouraged to keep trying and work hard so they can continue taking initiatives and be a lot more creative. In addition, they are also trained to be aware of other business opportunities.

5). Post test

This stage is to measure the spirit of enterprise possessed by the poor after training activities are carried out with the same pretest question.

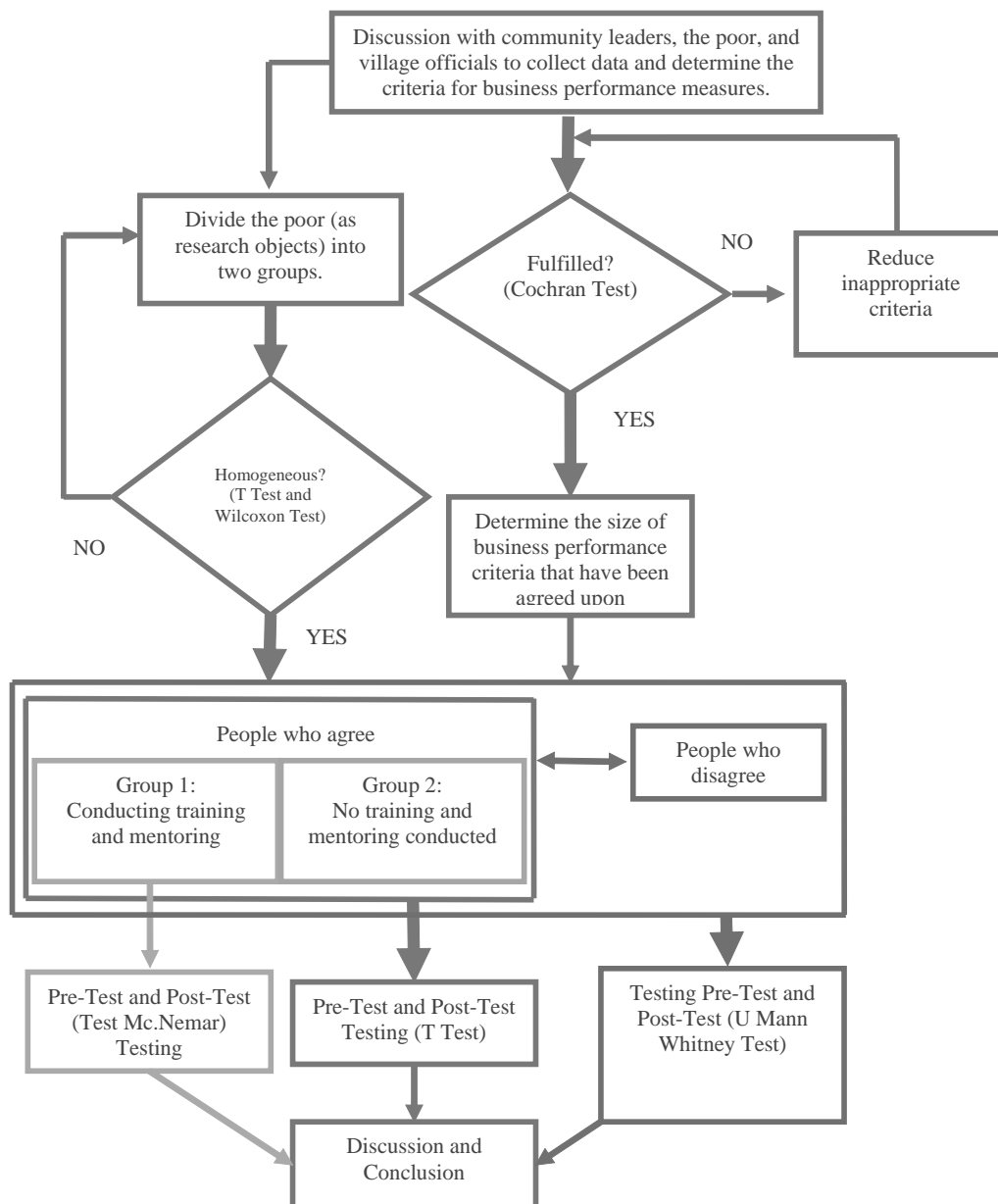


Figure 1. Research process flow



Figure 2. Research program implementation

3. DISCUSSION

3.1. Respondent Profiles

The respondents of this research are the poor in Srimartani village who have different backgrounds in terms of age, last education, business experience, and employment status.

Table 1. Respondent Characteristics by Age

| Age Group | Group I | | Group II | |
|-----------|-----------|-----|-----------|-----|
| | Frequency | % | Frequency | % |
| 21-30 y/o | 5 | 20 | 2 | 8 |
| 31-40 y/o | 9 | 36 | 8 | 32 |
| 41-50 y/o | 9 | 36 | 9 | 36 |
| > 50 y/o | 2 | 8 | 6 | 24 |
| Total | 25 | 100 | 25 | 100 |

Source: Processed primary data

Based on Table 1, it can be seen that most of the respondents are 31-50 years old (72% and 68%). Although this age group is not very productive, it is still viable and strong at work because if we assume that the people in this age group are civil servants and not yet retiring, it is still possible for them to start a business.

Based on Table 2, it can be seen that the majority of respondents are middle and high school-educated (72% and 68%). The Ministry of Education and Culture (Kemdikbud) has set a mandatory 9 years of formal education, making middle school or high school as the minimum standard. Based on the government's policy, the respondents of this research have just enough education to start a business.

Table 2. Characteristics of Respondents by Level of Education

| Last Education | Group I | | Group II | |
|------------------------------------|-----------|-----|-----------|-----|
| | Frequency | % | Frequency | % |
| Did not complete elementary School | 2 | 8 | 1 | 4 |
| Elementary School | 5 | 20 | 7 | 28 |
| Middle School | 7 | 28 | 8 | 32 |
| High School | 11 | 44 | 9 | 36 |
| Total | 25 | 100 | 25 | 100 |

Source: Processed primary data

Table 3.Characteristics of Respondents Based on Work Experience

| Work Experience | Group I | | Group II | |
|-----------------|-----------|-----|-----------|-----|
| | Frequency | % | Frequency | % |
| Yes | 23 | 92 | 22 | 88 |
| No | 2 | 8 | 3 | 12 |
| Total | 25 | 100 | 25 | 100 |

Source: Processed primary data

Based on Table 3, it can be seen that most of the respondents already have work experience (92% and 88%). The amount of workexperience indicates that the respondents already have the ability to strive hard, in whichthetype of businesses can be seenin details in Table 5.4. Differences in work experience will affect the method and the type of training that will be applied. Therefore, there should be pre-training identification to facilitate the respondents to make an effort in starting a businessaccordingto their *hard skills* capabilities that have been formed, so that the business will actually go well.

3.2. Treatment Test on Respondents

Before dividing the respondents into two groups, there needs to be a similarity test first using HomogeneityTest. One of the tests can be done using Cochran Test. This test will virtually show that each group has some things in common. If each group was different then it will be re-randomized until each group is completely homogeneous.

Table 4. Homogeneity Test Results

| No | Type | Homogeneity Test | Results |
|----|-----------------|------------------|-------------|
| 1 | Work Experience | 0,726 | Homogeneous |
| 2 | Education | 0,565 | Homogeneous |
| 3 | Age | 0,076 | Homogeneous |

Source: Processed primary data

Based on Table 4, it can be seen that the scores of both the probability test and the Wilcoxon T test are greater than 0.05 so it can be concluded that the members of each group have a lot in common, whetherin the types of work experience, education, and age. Therefore grouping the respondents conducted in this research was appropriate because it is considered homogeneous.

3.3. Determining Attributes

Determination of attributes considered in assessing the results of mentoring and training programs in thisresearchis conducted using*Focus Group Discussion* (FGD) on the participants as a basis for determining initial attributes. This, of course, is based on earlier research statingthat the basic research principle is the *Participatory Poverty Assessment*(PPA) model. The initial attributes formed were further tested using Cochran Q Test to see the extent to which the derived attributes can be accounted for so that it becomes a truly considered attributein assessing the success of this mentoring program.

5.6. Hypothesis Testing

1. Proof of Hypothesis 1

Hypothesis 1 states that: money assetscan be improved through training and mentoring. This hypothesis can be verified by comparing the significance level of the average score of both Pre Test

and Post Test from total respondents with a critical value of 5%.

Table 5.18. Pre Test and Post Test Scores for Money Asset

| Group | Average Pre Test Score | Average Post Test Score | T Test Score | Results |
|----------|------------------------|-------------------------|--------------|------------------------|
| I | 600.000,- | 696.000,- | 7,805 | There is a difference |
| II | 676.000,- | 668.000,- | 0,647 | There is no difference |
| I dan II | 638.000,- | 682.000,- | 0,219 | There is no difference |

Source: Processed primary data

Based on the table above, the significance score in total for the groups that were given training reaches a score of 7.809. This score is greater than the number in table T. Therefore, it can be concluded that there is a real difference prior to and after the training, which makes hypothesis 1 accepted. Whereas the score of T test for the comparison group (Group 2) is put up to prove that had the group not given the training, then there would be no difference in the results, in which the group has declared to be homogeneous with Group 1.

2. Proof of Hypothesis 2

Hypothesis 2 states that: There is a real difference between the training applications with an increase in other assets. This hypothesis can be verified by comparing the significance level of the average score of both Pre Test and Post Test for each group with a critical value of 5%.

Table 5.19. Pre Test and Post Test Scores for Asset of Goods

| Group | Average Pre Test Score | Average Post Test Score | Wilcoxon Test Scores | Results |
|----------|------------------------|-------------------------|----------------------|------------------------|
| I | 75,77 | 79,92 | -2,35 | There is a difference |
| II | 76,69 | 77,77 | -1,607 | There is no difference |
| I dan II | 74,73 | 77,35 | -0,219 | There is no difference |

Source: Processed Primary Data

Based on the table above, we can see that the Wilcoxon score for group 1 is -2.35. Therefore, it can be concluded that there is no real difference in this group regarding training implementation because that number is smaller than the critical Z value with a significance level of 0.05. Whereas in group 2, the Wilcoxon test score of -1.607 is greater than the critical Z score with a significance level of 0.05. Therefore, there is no significant difference between pre-test and post-test. Hence, it can be concluded that there was no difference in model 2, whereas model 1 occurred a noticeable difference. Thus, hypothesis 2 is accepted.

4. CONCLUSION

The potential of household resources on the poor, consisting of 35.56%, generally have experience in trade and commerce, 37.78% have run their own business, 15.56% have skills in farming, and 11.11% are talented labors.

One way to meet the needs of food and nutrition for poor families by utilizing the available resources is to provide *hard skills* and *soft skills* training based on the people's capabilities. Those who have the skills in trade and commerce are given business management training, with the hope that the business and financial management are organized professionally. While the ones that have breeding experience, whether it is catfish, cows, and goats, are given food efficiency training with fermentation, hoping to save production costs later on.

The people with farming experience but have no agricultural land are given training in how to grow crops by optimizing the existing land, one of which is *polybag* agriculture. Based on the different tests, it can be concluded that those who were both trained and mentored at the same time are more successful than those who were not trained at all.

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