

# The Development of Entrepreneurship Training and Mentoring Model for Orphanage Children in Indonesia

**Sopiah**

Faculty of Economics, State University of Malang

**Heny Kusdiyanti**

Faculty of Economics, State University of Malang

**Rosanty Rosmawati**

Faculty of Engineering, State University of Malang

Jl. Semarang No. 5 Malang

Email: [sopiahsangadji@gmail.com](mailto:sopiahsangadji@gmail.com)

DOI: 10.6007/IJARBS/v4-i9/1170 URL: <http://dx.doi.org/10.6007/IJARBS/v4-i9/1170>

## **Abstract**

This study is intended to develop a model of entrepreneurial training and mentoring for orphanage children in Malang Indonesia. The study population was orphanage children in Malang, Indonesia, amounting to 8,846 people. With purposive sampling technique set 100 orphans as samples. Data were collected with questionnaire, interview, observation and documentation. Data were analyzed using descriptive statistics. The research concludes that entrepreneurship training and mentoring models that have been validated and conducted trials comprises: (1) curriculum training (2) training syllabus, (3) training scenarios, and (4) training materials.

**Keywords:** Training model, Entrepreneurship

## **Introduction**

In the Constitution of 1945 stated that the poor and abandoned children are treated by the state. However, in reality the state's ability to maintain the poor and neglected children are still very limited so there must be public participation and socio-religious organizations in handling the problems of poor and neglected children. One of the institutions that until now remained consistently assist the government in maintaining, caring for and educating even the poor and neglected children is orphanage institution. In early development, the establishment of an orphanage aims at helping to reduce the problem of orphans and abandoned children from poor families by providing needed assistance in all-in way. The service approach used by orphanage still shows as a powerful caricature philanthropy approach.

Paradigm shift in the current social welfare has opened a wider space for the community to participate in community development in the handling of social welfare issues in general. One of the implications posed is the development of community organizations engaged in community service in order to increase social welfare. These conditions provide a logical consequence for social service agencies to immediately organize the service system and improve its institutional competence. It is important to do, because the change in the paradigm

of social services requires every service institutions including orphanages to provide a more rational approach by promoting professional services. Thus, the challenges that must be faced by orphanage institution now and then is the development itself, to no longer function as a caricature of support services, but it should be an institution that is able to be churning, which is capable of providing excellent service for their surrogate children to become the ones empowered and self-sufficient after they are no longer in the care of the orphanage.

In managing the orphanage managers must choose a proper approach to achieve the main objective of the existence of orphanage institution as an agency empowering poor children. In general, according to Syamsul (2005) there are four common approaches to empower clients in orphanages: (1) Socio-caricature Approach. The approach is a form of socio caricature service approach that is based on an assumption that the client is a community built orphanage helpless, suffering, the poor who are not able to solve their own problems. Therefore Orphanage placed as an institution will help, care and pity and give donations based on human values (the caricature philanthropy) and Islamic values. (2) Economical Approach. Socio Economical approach is a form of service approach that is based on the understanding that the increase in the welfare of foster children / clients in the orphanage will only be realized, if provided access to the material (economic) such as capital adequacy, provision of education costs, health costs, etc., which basically is be a requirement. Form of economic activity from service approach is generally done in the form of business development economically productive clients when completed is expected to be financed schools and orphanages educated then he will live independently to build a family. (3) Transformative Approach. Transformative approach is a form of service that the approach in the belief that the handling of abandoned children and orphans is the change in the views, thoughts, attitudes and behavior together towards personal independence. Values developed in this approach is that human beings essentially have the freedom to choose and determine his future life. In addition, humans have dignity and potential that can be developed, so that may be a fundamental factor to change his fate. Performance of activities of this approach is generally directed at efforts to develop a critical consciousness that can stimulate the transformation of the value of life. (4) Holistic Approach. Holistic Approach is a service approach that has confidence that efforts to improve the well-being of Orphanage clients by providing not only enough material assets (economic) and the caricature conducted. However, a holistic approach must also be integrated economically with the caricature of a transformative approach.

According to the approach models proposed by Syamsul (2005) on the particular model of transformative approach it is essential for the development of research needs to be conducted to empower orphans in particular who will pass the Senior High School so that, when he left school and he had to leave home already possessed certain skills in the business so that he can be independent in managing the business to finance his life. Given average ability to fund orphanages and poor children abandoned education only up to the Senior High School to get to college many orphanage institutions are not financially capable. Experience has shown when an orphan is not well prepared to be able to live independently in the community through the ability to master certain business skills then he would become unemployed workers. Even some of them will again become street children and do not have a future. It is therefore necessary for the role of higher education can help preparing children for the orphanage may be initially to be ready to live in the community.

Malang as the second largest city in East Java today faces the problem of handling the poor and neglected children. The results of the authors observations in 2011 data are poor and abandoned children are cared for by the orphanage's city of Malang is as follows: The number of children raised in orphanages in the district of Lowokwaru as many as 3,384 children, district of Kedungkandang 1,899 children, as many as 1,979 children Klojen district, Sukun district as many as 1,238 children and Blimbing district is 406 children. Thus the number of children in orphanage as a whole is 8,846 children. While the number of orphanages every district are: Lowokwaru has 15 institutions, Kedungkandang has 9 institutions, Klojen has 10 institutions, Sukun has 11 institutions and Blimbing has 14 institutions ([www.malangkota.go.id](http://www.malangkota.go.id), 2011). Children who are cared for by the orphanage consist of children having no father or without father and mother (orphans) and the poor, and then most of them are troubled children. What is meant by troubled children are the ones losing parents when still child so that they lose a figure that can provide role models to be emulated. System of norms which they profess also somewhat chaotic both of religious norms and social norms, often they do something that when seen from the eyes of the general norm is wrong but for them not a mistake. Say like smoking, do not pray, like absent from school, pick up another people's belongings, and others. They never think of the future. Therefore, they do require a touch of outside parties to assist orphanages to change their way of thinking, the need for transformation of the value system and norms that they profess includes equip the orphanage builder to be able to hold the transformation of the value system adopted orphanage children. Many complaints also presented the coaches that they were somewhat overwhelmed in educating the children of this orphanage, these complaints arise because the coaches also have limited knowledge in educating these children. Many coaches in the orphanage is not lifted above considerations professional capabilities but more on the consideration of the trustees of the spirit of sincerity alone. Of qualitative and quantitative data above, it can be concluded that in the city of Malang, there are quite a lot of poor and abandoned children with a variety of problems. Not to mention if the added with street children, street singing handyman, vagrants and beggars, and others that are not yet covered by the maintenance of the government or an orphanage. Therefore there needs to be serious thought to empower these children so that they have a future. In this framework, this study wants to develop a research model to foster the development of entrepreneurial attitudes for orphans and the poor in the city of Malang orphanage after that they can live independently even be able to help others with entrepreneurship.

### **The Purpose of the Research**

The purpose of this research is to develop a model of entrepreneurial training and mentoring for orphanage children in Malang.

### **Research Methodology**

#### **A. Type and Variable of Research**

##### **1. Research Type**

Based on the title and description of the background research that has been stated earlier, this study is classified as development research in which this research was to develop a model of

entrepreneurial training and mentoring to empower children orphanages throughout the city of Malang.

## **2 Research Variable**

Therefore, this research is the development of a single variable, namely the research is the development of models of entrepreneurship training and mentoring to empower children orphanage se Malang

## **3 Population and Sample**

The study population was children orphanages throughout the city of Malang. In detail the amount of total population of this study as follows: In Lowokwaru district is 3,384 children, in Kedungkandang district is 1,899 children, Klojen district is 1,979 children, Sukun district is 1,238 children and Blimbing is 406 children. Thus the number of children cared for as a whole is as much as 8,846 children. With purposive sampling technique set 100 children into the sample of the study.

## **B. Data Collection and Research Instruments**

Data collection and the use of the instrument in this study can be described as follows:

1. Methods Questionnaire, a questionnaire used to collect data: analysis of the situation, the characteristics of the respondents, the data on the real needs of the respondents, the field of business interest orphanage.
2. Interview Method, to complement the data that has been captured through the questionnaire method also conducted interviews with the respondents, as well as related parties.
3. Methods of Observation, researcher looks closely on the activities of the orphanage children.
4. Methods of Literature Study, literature study to find references about training models ever developed by experts or other researchers. After that, through the process of comparing the model which is suitable then modified and adapted to the needs and characteristics of the respondent is developed entrepreneurship training and mentoring models for the orphanage children.

## **C. Development Procedure**

This research activity, designed for three (3) years with details of activities as follows:

1. First year, preparing a draft of Entrepreneurship Training Model Development for the orphanage children throughout the city of Malang. The activities were carried out: (1) Identify the characteristics of the respondents as a trainee. (2) Analyze the situation/ environment research object. (3) An identification of the real needs of participants
2. Second year, prepared a Entrepreneurship and Mentoring Development Model for orphanage children throughout the city of Malang.
3. Third year, the implementation of Entrepreneurship and Mentoring Model for the orphanage children throughout the city of Malang

The stage description of Entrepreneurship training and mentoring model development can be seen in the figure below:

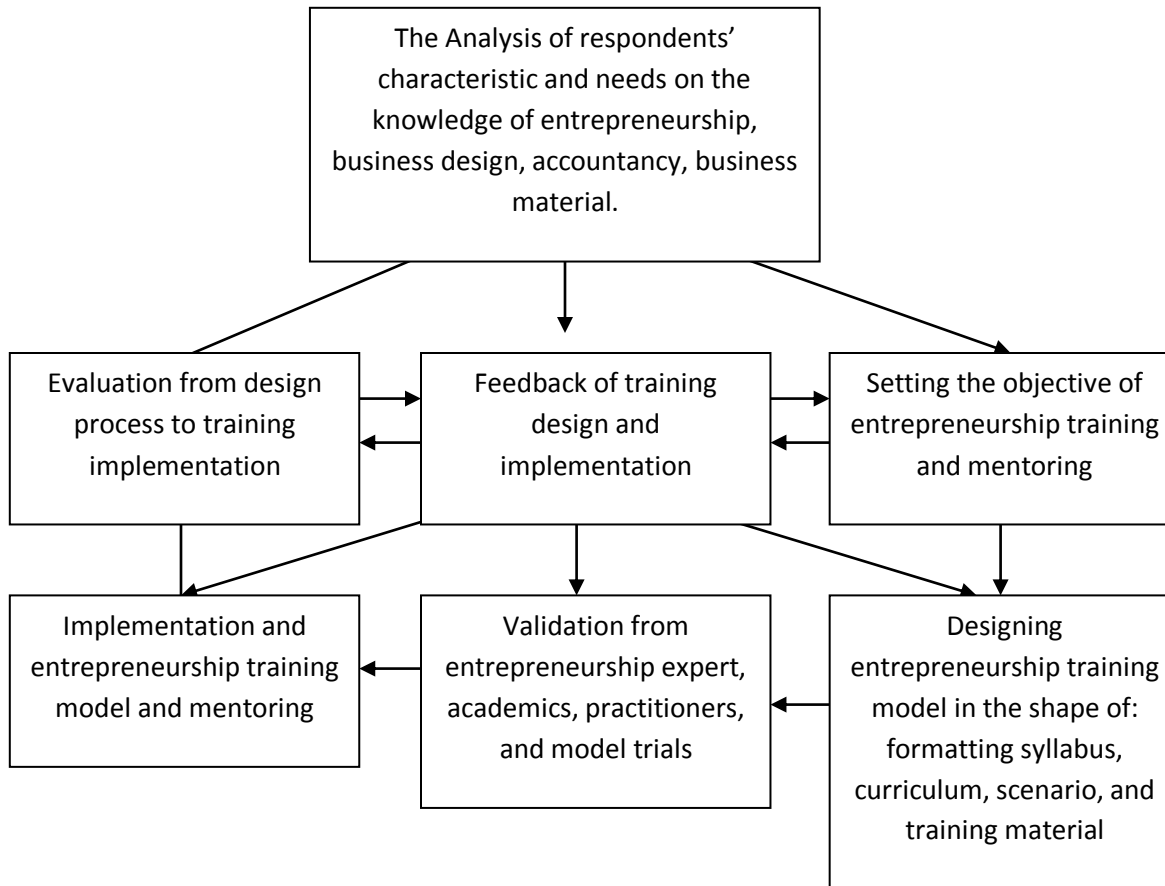


Figure 1. Entrepreneurship Training and Mentoring Model for Orphanage Children

#### **D. Data Analysis**

The data analysis was done by descriptive analysis that includes: (1) Identify the characteristics of the respondents as a trainee. (2) Analyze the situation/ environment research object. (3) An identification of the real needs of the participants. (4) Define the business fields of interest orphanage (5) The next step is to design a model of entrepreneurial training and assistance for the orphanage children. In designing the model of the research team involving experts in the field of entrepreneurship training, both from academics and practitioners, so the training models that will be developed will be appropriate (effective). (6) Entrepreneurship training model validation. (7) The test model and (8) Entrepreneurship and mentoring training model for orphanage children (which has been validated and conducted trials).

#### **Results and Discussion**

From the research data presentation in the form of descriptive characteristics of the respondents and the real needs of the respondents, it can be discussed the following matters:

##### **1. Characteristic of the Respondents**

From the descriptive analysis it is found out the number of male respondents is 77 people and female is 23 people. This means that until now orphanage in the city of Malang accommodate

more male children. The fact that the orphans have only father are 53 or 53%, the ones have only mother are 29 children or 29%, while the status of orphaned or who do not have fathers and mothers are as many as 18 children, or 18%. This means a much needed outside assistance to empower them so that later when out of the orphanage they could be more independent. Besides, it turns out that there are orphans in the orphanage Malang was vary dealing with the place of origin, not only from the city of Malang. From Malang city around 54 people or 54%, around East Java 12 people or 12%, from outside east Java is 9 people or 9% and from outside Java, especially from Eastern Indonesia is 25 people or 25%. The level of education of children of the orphanage is SMTA (Senior High School)/ SMK (Vocational High School)/ MA (Islamic High School), because it is only intended orphanage for children Senior High School level, most of the orphans have not had the education and training for entrepreneurship is about 75 people, or 75%, while the already have training about 25 people or 25%.

From these data it is found out that most orphans are fatherless, motherless and the orphan that has no father and mother. This can be seen from the posture of the government's budget in 2011, in which total state spending has reached Rp. 1,320 trillion, with details of expenditure to Rp. 908.3 trillion, the central government and regional transfer of Rp. 412.5 trillion. From Rp. 908.3 trillion of central government, Rp. 182.9 trillion, or approximately 20.14% allocated to personnel, Rp. 142.8 trillion, or in other words, about 15.73% is allocated only for shopping goods. Rp. 106.6 trillion, or approximately 11.74% is allocated to pay interest on the debt and Rp. 195.3 trillion, or about 21.5% to cover fuel and electricity subsidies. Meanwhile, capital expenditure in the form of infrastructure development only Rp. 140.9 trillion, or approximately 15.51% and social assistance expenditures that directly touch the poor people only accounted for approximately 9.01%, equivalent to Rp. 81.8 trillion. According to the Kemal A. Stamboel (2012) further attempts to offer an important concept of poverty alleviation efforts. Poverty is a worldwide phenomenon. Every country has their poverty characteristics of each that can be caused by many reasons such as geography, culture, system of government, and others. As an agricultural island, poverty in Indonesia also has certain characteristics. By sector, the number of poor people in Indonesia is concentrated in the agricultural sector. This sector of the past until now has always been the majority of poor households depend. BPS data (2010) found that approximately 63% of farm workers, about 6% worked in the industrial sector, about 10% have not or do not have jobs and the remaining 21% work in other sectors. Dependence of the poor to make the agricultural sector is an important sector to get priority in poverty reduction efforts. While education, Indonesian society is still experiencing a brutal fate. Figures percentage of the population living in households with household heads who did not complete nine years of basic education reached 83.65% to 50.47% for rural and urban areas. Furthermore, the most concern is the low level of education of young generation which can be seen from the percentage of the population aged 18-24 years who did not complete nine years of basic education amounted 40.70% for rural areas and 15.97% for urban areas.

## **2. Respondents Real Needs**

From the descriptive analysis above it can be seen the number of respondents who stated in dire need of knowledge entrepreneurship is about 85 or 85%, which requires as many as 15 people or 15%. Orphanage children also expressed in desperate need of education and training for entrepreneurship is as much as 100 or 100% thus entrepreneurship training for orphans is

becoming essential to be implemented, to prepare for their future when already graduated from Senior High School and had not lived in orphanage environment anymore. It was also found out that respondents expressed deeply require business design knowledge as 74 or 74% and the stated need is 26 people or 26%. On the other hand respondents felt very confident that by following the entrepreneurship education and training can improve the ability of entrepreneurship is 72 or 72% and the respondents who believe is 28 people or 28%. The respondents also stated that approximately 95 respondents or 95% said very confident that training business plan can improve their ability in entrepreneurship, whereas the ones convinced are 5 people or 5%. After the training the respondents also expressed eager to follow the post-training business consulting. These include business consulting business plan, how to start opening a business, how dealing with suppliers, how the policy of pricing, how do promotions, how to deal with banks etc. They were very willing states are as many as 100 people or 100%. Besides, the respondents also were willing to follow the practical accounting training. They who deeply want to join the training are 100 people or 100%. Practical knowledge of accounting is important to give that in the future they develop their businesses, be able to record their business transactions and can make a clear and simple financial report. From this descriptive study we can conclude that the approach to poverty alleviation is actually more efficient if done by giving a fishing pole than a fish. Many social assistance given by the government through various institutions established without accompanied by the development of the entrepreneurship attitude ultimately fail.

Based on data from the Central Statistics Agency (BPS, 2000), the percentage of poor people in Indonesia in 1996 is still very high at 17.5 percent, or 34.5 million people. This contrasts with the view of many economists that states that the high economic growth can increase people's income and ultimately reduce poverty. Government's attention to poverty reduction in government reform look bigger again after the economic crisis in mid-1997, however, based on the calculation of the BPS, the percentage of poor people in Indonesia until 2003 remained high, at 17.4 percent, with higher number of people namely 37.4 million. Even based on the figures from the National Family Planning Coordinating Board (BKKBN) in 2001, the percentage of poor families (disadvantaged families and prosperous I) in 2001 was 52.07 percent, or more than half of the families in Indonesia. These figures indicate that poverty reduction programs have not managed to overcome the problem of poverty in Indonesia.

### **The Causes of Poverty Alleviation Failure**

Basically there are two important factors that could cause the failure of poverty alleviation programs in Indonesia. First, poverty reduction programs have tended to focus on the distribution of social assistance for the poor. It was, among other things, in the form of rice to the poor and the social safety net (SSN) for the poor. Efforts like these would be difficult to resolve the existing problems of poverty due to the nature of aid is not empowerment, it can even lead to dependence. Assistance programs are oriented towards this government generosity can actually exacerbate the morale and behavior of the poor. Assistance programs for the poor should be more focused to develop culture and is able to liberate the productive economic dependence permanent residents. On the other hand, social assistance programs can also lead to corruption in the distribution. It would be better if the funds are directly used for improving the quality of human resources (HR), such as the nullification of school fees, such as

elementary school (SD) and junior high school (SMP), as well as free costs of treatment at community health centers (puskesmas). The second factor that can lead to failure of poverty alleviation programs is the lack of understanding of the various parties about the causes of poverty itself so that development programs that exist are not based on issues of poverty, the causes vary locally. In this framework, the empowerment of the community, especially the children orphanage to do with the pressure point on:

- a) Creating an atmosphere or climate that allows the development potential or community-owned power (enabling). Here the starting point is the recognition that every human being, every society has the potential to be developed. Empowerment is an effort to build the power, by encouraging, to motivate and raise awareness of the potential it has, and strive to develop it.
- b) Strengthening the potential or community-owned power (empowerment) through the provision of inputs in the form of financial assistance, infrastructure development, both physical (roads, irrigation, electricity) and social (schools, health), as well as development funding agencies, research and marketing in the Region, and opening up access to a wide range of opportunities (opportunities) that will make people become more empowered.
- c) Empowering contains also the sense of protecting the public through the weak side with the community to prevent unbalanced competition because powerless in facing the strong one, and it does not mean isolating or covering of interaction. Community empowerment does not make people dependent on a variety of granting programs (charity), because basically every enjoyed what must be produced on its own efforts, the results of which can be exchanged with other parties.

### **Designing Entrepreneurship Education and Training Model for Orphanage Children**

In designing training, what must be considered is that the designer had to answer a question when training is required? The answer is that the training needs to be done at the right time (related to the motivation of individual participants). According Yuyun (2005) There are several conditions that are important to consider in designing training that includes: (1) The existence of real ability demands that must be possessed in order to improve the lives of the participants, (2) The change (micro and macro) in the life of the community or a which demands society organizations should also be changed according to the changes made, (3) training is an attempt to develop one's ability (development) so it needs to involve interested parties such as community leaders or professionals if training conducted by the leader in an organization, (4) The hope that training can improve knowledge, skills and attitudes. This can be met if the parties concerned have the readiness of "physical and mental" to carry out the training, (5) Consolidation. Often trainees have acquired the material at the level of formal education, but sometimes it cannot be applied directly to the theory that needs to do "stabilization" (6) Adjustment to work. After completion, the training should be applied in everyday tasks. Therefore, training design should anticipate how far the work improvement will occur in the future (for example the development of information and communication technology).

### **Some Training Models Developed By the Experts**



Images set out below are examples of the development of training proposed by experts and practitioners who have held frequent training both for people and for certain organizations.

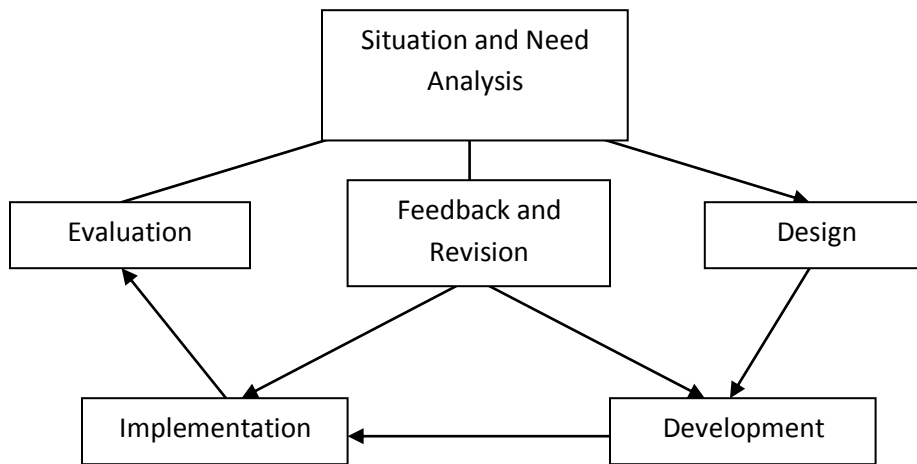


Figure 2. Training Model by Subejo (Subejo@lycos.com, 2009)

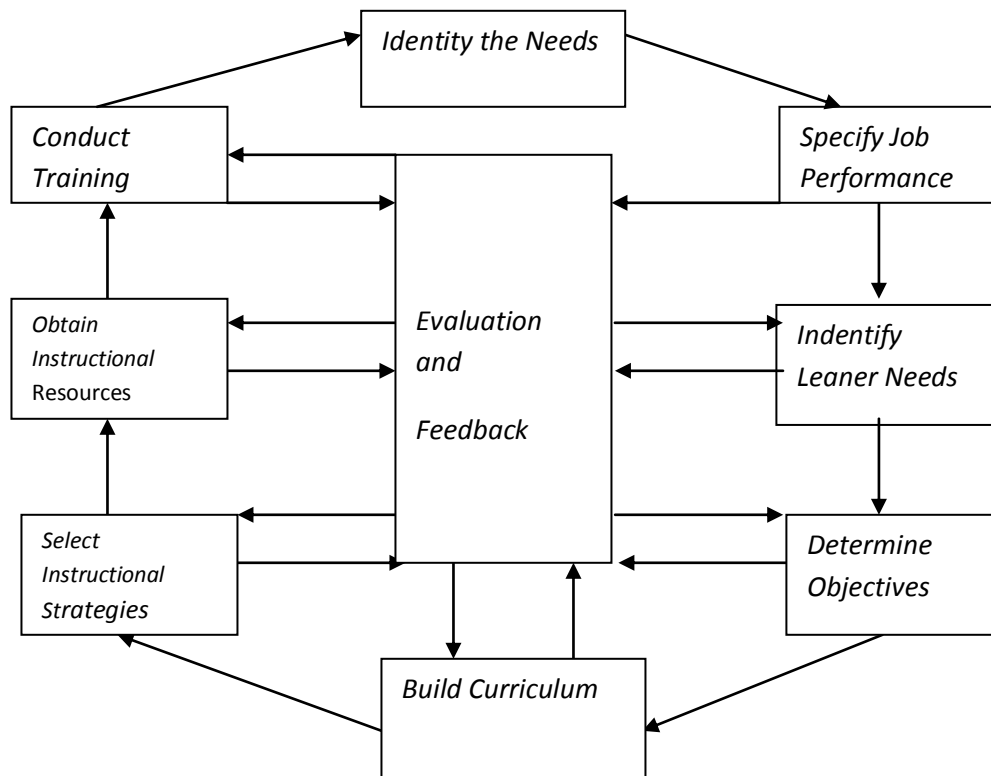


Figure 3. Training Model Developed by Leonard Nadler (2002:12)

### **The Stages in the Planning of Training**

In a training plan, the designer must do the following things (Subejo: 2009): (1) Collection of the facts/ data (2) Analysis of the situation (3) Identify the problem (4) Determine the goals and objectives (5) Develop a work plan and schedule of activities (6) Oversee the entire work plan and schedule of activities (7) Evaluate the progress / development (8) Consider and revise the program. While the main component in the management of a training includes: (1) Formulation of training objectives (2) Preparation of training materials (3) Determination of methods and media (4) Determination of participants (5) Establishing a skilled facilitator and professional training (6) Conducting evaluation training.

### **Formulating Training Objectives**

In formulating this training objective, Leonardo (2002) suggests to consider:

1. The objectives of training appear in the shape of formula that identifies the statement clearly and precisely "what to do" and the length of time required to complete "what to do" is or in a particular condition. The clearer the objective of the training, the easier to evaluate it. The objectives of the training consist of: (1) The general objective of training: The general objective is to give contribution to the organization (2) The specific objective of training. Formulated objectives are more specific (change in behavior can be observed after training) (3) The objective of subject: the details of the subject based on training purposes. So that objectives can be achieved, preferably using a training objectives setting SMART criteria (S = specific, increase in knowledge; M = measurable; A = achievable, can be achieved in accordance with the capacity of capability; R = realistic, participants departed from the condition, T = time bond, can be realized within a certain time).
2. Formulation of objectives must be in the shape "specific behaviors that can be observed". Formulation of objectives contains 3 important parts: (1) the type of behavior (specific action), (2) conditions, (3) criteria (level / specific degree). The objectives of training can be divided into 3 domains: (1) the objective is in term of knowledge, (2) attitude / behavior, and (3) skills.
3. The factors to consider in preparing training objectives consists of: (1) the type of destination (2) depth (3) the resources available (4) times (5) trainees (6) methods and media (7) the availability of trainers and training evaluation.

### **Preparation of Training Materials**

Furthermore Sangadji (2008), in developing training materials, the things should be considered are as follows: (1) The content or material that needs to be transformed or discussed in order to achieve the objectives of training, (2) Training materials should be based on the identification of training needs which is necessary for the selection of priority materials, (3) Topics can be sorted based on three categories: (3.1.) "good" to be studied, (3.2.) "useful" to be studied and "should be" studied. (4) Based on the objectives and content, the required time can be arranged.

### **Determining Training Methods and Media**

Furthermore, Leonard (2002) states in the setting training methods and media, what must be considered are: (1) Regarding the "how" training will be conducted. (2) Method and media: methods and tools used to process the material / content of training to achieve the expected objectives. (3) Determination of the method also depends on the purpose and content of the complexities discussed. (4) Many training using an integrative method by combining several methods because each has its advantages and disadvantages.

The method commonly used to strengthen the aspect of "cognitive / knowledge": speech/ lecture. Method for strengthening aspects of "affective / attitude": discussion, role play, exercises, simulations, case studies, etc.. Method for strengthening aspects of skills: practice / internships, projects, observation of demonstration, field trips, etc.. Media that can be used: face to face, printed goods, audio, image /visual and audio-video, etc.

### **Trainee**

In determining the trainee, the things that should be considered are: (1) In a training force there must be a difference between the ability of the participants (2) The difference between participants who need to be considered by the instructor: the level of intelligence, education, social-economic status, skills background, age and level of maturity and enthusiasm for learning (3) For the senior trainee with rich experience of training can be done with a lot of discussion

### **Training Facilitator**

In determining the facilitator, following matters need to be considered: (1) Facilitator qualification would be adapted with the determination of good training material including the knowledge, experience and background of the other (2) Facilitator assigned to "process" the material with appropriate technology and media.

### **Evaluation of Training**

The last step with the same importance is conducting an evaluation. (Leonardo, 2002, Sangadji, 2008, and Subejo, 2009) states in a process of training, evaluation is necessary in order to obtain feedback to improve the quality of training, so consider the following things: (1) The evaluation should be performed to assess the extent achievable goal and to see the effectiveness of training events (2) Evaluation of training is not only to measure the change in behavior but also to see the effectiveness of the training (3) Evaluation of the trained staff can be done by using a questionnaire that, among others, questioning about: (3.1) opinions, (3.2) Feelings and (3.3) an assessment of the training that joined. (4) Evaluation questions in the questionnaire included: (4.1.) Opinion of the participants about the quality and effectiveness of training procedures, materials and methods (4.2) Feelings of satisfaction or dissatisfaction of participants in the training experience (4.3) Trainee's assessment about the extent of their personal gain knowledge or skills during training.

The result of this research is a model of entrepreneurship training and mentoring for the orphanage children. The model is designed with the following steps or stages proposed by Borg and Gall (1983) as follows:

1. Research and information compilation
2. Planning
3. Development of the initial product (draft models)
4. Initial Tests
5. Products Revision
6. Limited Field Trials
7. Product Revision
8. Field Trials
9. Final Products Revision

The first year of research conducted 2 stages presented by Borg & Gall (1983). Researchers conducted a study to determine: (1) the objective conditions of the orphanage children, parental background, the condition of the elderly, etc. (2) The need and desire of the orphanage children.

Based on the research results of the first year, in the second year the researcher conducted phase 3 to 9 of the study:

1. Early Product Development (draft models)
2. Model Validation
3. Early Trials
4. Products Revision
5. Limited Field Trial
6. Products Revision
7. Field Trial
8. Final Product Revision

### **Conclusion**

The research concludes that entrepreneurship training and mentoring models that have been validated and conducted trials in the form of Entrepreneurship training and mentoring model for children orphanage throughout Malang containing: (1) Training curriculum, (2) Training syllabus (3) Training Scenario, and (4) Training materials. The training material contains: (a) material about: entrepreneurship, business planning, bookkeeping simple, (b) store management, marketing management services and cultivation of organic vegetables.

### **Bibliography**

Alma, Buchori. 2005. *Kewirausahaan*. Bandung. Alfabeta.

Anoraga, P. dan Sudantoko, H.. 2002. *Koperasi, Kewirausahaan, dan Usaha Kecil*. Jakarta: Rineka Cipta.

Agpalo, Remigio, E., (2006) *Modernization, Development, and Civilization*:

*Reflections on the Prospects of Political Systems in the First, Second and third Worlds* dalam Kenneth E. Bauzon (ed), *Development and Democratisation in the Third World: Myths, Hopes and Realities*; Washington: Crane Russak

Asngari, Pang S. (2003), *Komunikasi, Informasi dan edukasi dalam penyuluhan Pembangunan*, Fakultas Peternakan, IPB, Bogor.

Azis, Iwan Jaya. *Kesenjangan Antara Ekonomi Makro dan Gejala Mikro: Keterbatasan Ilmu Ekonomi? Pidato Pengukuhan Jabatan Guru Besar Tetap Dalam Ilmu Ekonomi pada Fakultas Ekonomi Universitas Indonesia*. Jakarta, 29 Februari 1996.

Badan Perencanaan Pembangunan Nasional (2003) *"Kebijakan Strategis Pemberdayaan Masyarakat"*

Bambang Ismawan & Setyo Budiantoro (2005), *Kemiskinan dan Pemberdayaan, da/am Pembudayaan tak pernah berhenti, Catatan dan Refleksi dompet dhuafa*, Penerbit Khairui bayan Press

Bird, Mary Jane (1996), *Entrepreneurial Behavior*, Singapore: Irwin Mc Grow Hill Brown, Donald. (2005) "Poverty-Growth Dichotomy". Uner Kirdar dan Leonard Silk (eds.), *People: From Impoverishment to Empowerment*. New York: New York University Press.

Buchari, Alma. 2005. *Kewirausahaan*. Bandung. Alfabeta.

Buchori, Mochtar. "Pengantar". (1993) Walter Fernandes dan Rajesh Tandon (eds.), *Riset Partisipatoris- Riset Pembebasan*. Penyunting: Wardaya dan Hardiman. Gramedia Pustaka Umum.

Covey, Stephen R. (1999), *The Seven Habits of Highly Effective People*. Edisi Revisi, Dialihbahasakan oleh Lynda saputra, Jakarta: Binarupa Aksara. Dinas Infokom. Jatim. 2001. *Profil Jatim* (online). (<http://www.d.infokom-jatim>).

Deliveri, 2004, *Mengelola Pelatihan Partisipatif*, ([www.deliver.org/guidelines/training](http://www.deliver.org/guidelines/training)) GERDUTASKIN Propinsi Jawa Timur, 2004, *Program Pemberdayaan Petani di Wilayah Malang Raya*, BAPEDA JATIM

Dwivedi, Anju (2006), *Merancang Pelatihan Partisipatif Untuk Pemberdayaan, Metodologi Pelatihan Partisipatif*, Terjemahan Bebas dari Buku *Method of Participatory Training*, Penerbit Pondok Edukasi, Yogyakarta.

Friedman, John, (2002) *Empowerment: The Politics of Alternative Development*. Cambridge: Blackwell,

- Josephine, Wuri (2005), *UKM dan Perannya dalam Menanggulangi Kemiskinan, Reposisi Usaha Mikro Kecil Dan Menengah Dalam Perekonomian Nasional*, Penerbit Universitas Sanata Dharma, Yogyakarta.
- Islam, Syamsul, (2010) *Model Akreditasi Panti Asuhan*, Majelis Kesehatan Pimpinan Wilayah Muhammadiyah Jawa Timur, Surabaya
- Karsidi, Rafik (1999), *Kajian Keberhasilan Transformasi Pekerjaan dari Petani Ke Pengrajin Industri Kecil*, Disertasi Institut Pertanian Bogor.
- Kartasasmita Ginanjar, (1995) *Pembinaan Program dan Pendampingan Pokmas IDT*; Jakarta: Badan Perencanaan Pembangunan Nasional - Departemen Dalam Negeri, 1995. Kartasasmita, Ginandjar, (1995) *Ekonomi Rakyat: Memadukan Pertumbuhan dan Pemerataan*; Jakarta: CIDES, 1995.
- Kartasasmita, G., *Pembangunan Menuju Bangsa yang Maju dan Mandiri: Sebuah Tinjauan Mengenai Berbagai Paradigma, Problematika, dan Peran Birokrasi dalam Pembangunan*; Pidato Penerimaan Penganugerahan Gelar Doctor Honoris Causa Dalam Ilmu Administrasi Pembangunan dari Universitas Gajah Mada, Yogyakarta, 15 April 1995.
- Kartasasmita G., *Pemberdayaan Masyarakat: Sebuah Tinjauan Administrasi*; Pidato Pengukuhan Jabatan Guru Besar dalam Ilmu Administrasi pada Fakultas Ilmu Administrasi Pemangunan Universitas Brawijaya; Malang, 27 Mei 1995.
- Kenneth E. Bauzon (ed), *Development and Democratisation in the Third World*:
- Marcus A. (2005), *Yogendra Prosad Acharya, Local Culture, Local Power: Micro finance in Rural Nepal*, Working Paper No. 01/05, 2005, Melbourne University Private.
- Nadler, Leonard, 2002, *Designing Training Program, The Critical Event Model*, Addison Wesley Publishing Company, London.
- Sangadji, E.M.(2008) *Perancangan Bisnis, Modul Kuliah*, pada Jurusan teknik Industri UM, 2008 (Tidak diterbitkan)
- Sangadji, E.M. (2008), *Pedoman Pengelolaan Pembukuan Usaha Kecil, makalah disampaikan dalam pelatihan Kewirausahaan, Bagi Pengusaha Muhammadiyah se Malang raya*, Pengurus Majelis Ekonomi Muhammadiyah Kota Malang
- Setyarso Iqbal don Adhiatmoko Sunaryo (2005), *Pemberdayaan Tak Pernah Berhenti Catatan dan Refleksi Dompot Dhuafa*, Khairul Bayan Press, Jakarta Selatan.

Slamet, Margono (2003), *"Pemberdayaan Masyarakat"*, dalam *Membentuk Pola Perilaku Manusia Pembangunan, Disunting oleh Ida Yustina dan Adjad Sudrajat*, Bogor : IPB Press.

Swasono, Sri-Edi (2003), *"Kemandirian dasar Martabat bangsa"*, *Pidato ilmiah dalam Rangka Diesnatalis Universitas Gajayana Malang, September 2003*

Sasono, Adi, 2003, *Pemberdayaan Tanpa akhir Terhadap Petani Melalui Koperasi*, Makalah, KOPINDO Jakarta.

Sibejo, 2009, *How To Plan And to Organize Training*. Jilid 1, Subejo @lycos.Com

Sibejo, 2009, *How To Plan And to Organize Training*. Jilid 2, Subejo @lycos.Com

Simanowitz, Anton and Alice Walter (2002), *"Ensuring Impact: Researching the Poorest while Building Financially Self-Sufficient Insiltutiosn, and Showing Improvement in the Live of the Poorest Women and Their Families"*, In Sam Daley-Harris *Pathways out of Poverty*, Kumarian Press, Inc., Biaomfield, CT.

Suharto Edi (2005), *Membangun Masyarakat Memberdayakan Rakyat, kajian Integral Pembangunan Kesejahteraan sosial dan Pekerjaan Sosial*, Refika Aditama, Jakarta

Sulistyowati, Firma (2005), *Pengembangan Lembaga Kredit Mikro yang berperspektif Gender, Reposisi Usaha Mikro Kecil Dan menengah Dalam Perekonomian*

Suryana. 2003. *Kewirausahaan (pedoman praktis, kiat dan proses menuju sukses)*. Jakarta: Salemba empat.

Swasono, Sri-Edi (2003), *"Kemandirian dasar Martabat bangsa"*, *Pidato ilmiah dalam Rangka Diesnatalis Universitas Gajayana Malang, September 2003*

Tjiptono, Fandy. 1997. *Strategi Pemasaran*. Yogyakarta: Andi.

Tumasz A. Duff y (2005), *Credit and Co-Wives: Exploring Empowerment In Senegal*, College of Arts and Sciences CUREJ- College Under Gradute Research Electronics *Journal University of Pensylvania*.

Yamauchi C. (2004), *Evaluating Poverty Alleviation*, Program for Training in International Population Studies, California Centre for Population Research from The William and Flow hewlettt Foundation, May 2004

Jawa Pos, 23 Pebruari 2008