

Service Learning Research

REPORTED TO :
UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION IN ASIA



Faculty of Economic and Business
Soegijapranata Catholic University Semarang,
Central Java, Indonesia
Fiscal Year: 2016-2017

TITLE:

Poverty Alleviation Through Family Empowerment in Education, Health, and Household Economic Management

REPORTED BY:

Shandy Jannifer Matitaputty, S.E., M.Si., Rini Hastuti, SE., MSi., Akt,
Agnes Arrie Mientarry Christie, SE., MSi., Akt, Dr. Ika Rahutami,

CONTACT PERSON:

Shandy Jannifer Matitaputty, S.E., M.Si
shandy@unika.ac.id
deta.matitaputty@gmail.com
Ph.: +62-24-7461467 / Mobile: +62-85641517364
Fax: +62-24-8445265 / 8415429

SEMARANG
2017

UNITEDBOARDFINAL REPORT

I. BasicInformation

1. Name of institution
SoegijapranataCatholicUniversity(SCU),Semarang,CentralJava,Indonesia
2. Projecttitle (*shouldbeconsistent withproposaltitle*)
Poverty Alleviation Through Family Empowerment in Education, Health, and Household Economic Management.
3. Year UnitedBoardgrantwasgiven
2016-2017
4. Contactpersonandinformation(*fullnameandtitle,address,telephone,email*)
ContactPerson :ShandyJanniferMatitaputty, S.E., M.Si
Address :Faculty of Economics and Busines
SoegijapranataCatholicUniversity
Jl.PawiyatanLuhurIVNo.1BendanDuwurSemarang
Indonesia,50234
Telephone :+6285641517364
Email : shandy@unika.ac.id/ deta.matitaputty@gmail.com

II. Reflectionsfrom theProjectLeader

1. What were you trying to achieve in this project?

This project was motivated by the importance of real experiences to foster students social awareness. Social awareness, according to some sources is defined as a person's ability to understand the condition of others in detail at a specific time, for example, what they do, their emotional state, as well as the environmental conditions around them at the time. In a broader scope, social awareness also means that a person's consciousness will be viewed by its contribution to the community, environment, or to the nation. Therefore social awareness can be inferred as an individual's awareness of the existence and involvement in the social environment where it is located.

Awareness of responsibility for the social environment will be arisen when a person has a good understanding of current conditions. A good understanding of the condition of other people, environment, society, and of the nation was formed and enhanced by information received either directly or indirectly. The information that is able to set a proper understanding is the kind of information that is complete and verifiable truth. Obtained information directly shapes individual's understanding. This is because when a person directly contacts or engages with the source of information, he will obtain a complete data and can feel the direct and real situation that is happening. To process the information that has been received into a deep understanding require media called education, this is as Martin Luther King Jr. says, "The function of education is to teach one to think intensely and to think critically." Intelligence plus character - that is the goal of true education"

Education is believed to be a way to improve the quality of human beings. Educated people are considered capable of assessing and addressing a more thoughtful and comprehensive condition. Educated people are also considered to be able to find or create solutions to any problems that are

faced. The magnitude of the effect or benefit of acquired education is largely determined by the quality of education itself.

This project for us is a form of service to people in need. To achieve the objectives of this project we try to develop a sense of social and nationalism awareness of students by doing outdoor learning. Method of this project is adopted from Borg and Gall, 1989. Borg and Gall formulated "Educational Research and Development is a process used to develop and validate educational products". Educational product that is developed through this research and development approach is an outdoor learning. The methodology was subsequently divided into (i) descriptive method, (ii) evaluative methods and (iii) experimental methods.

- i. Descriptive research method was used in a pilot study to collect data about social condition of society around student. This method was used at first stage to prepare the outdoor learning.
- ii. Evaluative method was then used to evaluate development process of learning outside the classroom. We are regularly present in our daily activities program and support activities. Routine activities such as free tutoring to poor children held each week. Tutoring activities carried out by people who specifically had a moral burden on the future of children. Teachers are students who do not have previous teaching experience. This leads us to directly assist in learning activities and provide guidance to the teachers there. The most fundamental weaknesses in the activities of tutoring is the absence of curriculum planning and planning activity variations. We help make the curriculum. The curriculum is designed in accordance with the conditions of tutoring. We also did a comparative study with other tutoring has quite a lot of support activities and learning activities. We did a comparative study on the activities of Indonesian gold foundation ("Yayasan Emas Indonesia" in bahasa). This foundation serves tutoring for street children. They do activities tutoring in open space in the city park with quite a lot of activity and support the game. Supporting activities in addition to teaching and learning activities carried out to establish closer relations both with children and families of children and the community. I helped build closeness with the families of the children and the community. I participated in a visit to the home / family of children to know the habits of children at home. Any activity that I did get a positive response from children, teachers and the community. This method was run along during and once the outdoor learning had been implemented. That was to evaluate the product in the process of developing outdoor learning. The analysis included the evaluation of results and implementation of the outdoor learning. The evaluation aims to control the learning process and take corrective action needed once it was found deficiencies and constraints.
- iii. Experimental method was subsequently used to test the effectiveness of the methods that had just been implemented and evaluated. This method was intended to compare between the unevaluated and evaluated group of students who practiced outdoor learning.

Subjects in this study were students who were registered to Indonesian Economy class in the Faculty of Economics and Business, Soegijapranata Catholic University Indonesia in the late of 2016. Indonesia Economy is a subject to be considered because of it discusses socio-economic of the nation. It describes daily conditions in term of economic condition of the people and of the nation.

Based on the methodology and activities of this project, we are sure that we can build a sense of social and nationalism awareness of students by doing outdoor learning

2. What are some of the main activities and related results?

There are three main activities in this project to achieve the objectives drafted.

First stage-the preparation for the outdoor learning

The first step was to collect data of economic and social issues in surrounding community. The data could be obtained and collected from the news, available statistical data that can be easily accessed, as well as social events that were occurred every day around us. Data collection was executed by the students in accordance with the instruction of lecturer. In this stage, students were expected to obtain variety of knowledge and information of economic and social conditions that were happening.

Data about economic and social conditions that had been gathered then being grouped and selected according to the needs of learning objectives. Grouped and selected data were then brought to the lecturers. The selected data will be used for instructional practice sheet. Economic and social conditions were selected as topics for learning practice field. The chosen topics were considered to strengthen the understanding, as well as developing a sense of empathy, critical thinking skills and awareness of social responsibility of students. In this article the chosen sub-topics for instructional practice field in the form of outdoor learning is poverty and children.

Topic of poverty and children had been determined because number of poor people was still quite high and there were many street children to be victims of poverty. The poverty and street children were kind of issues that were closed with the daily life of students. They could see or find it near their lives. It allowed students to interact, learn and contribute directly to the poor society, children from poor families, and also street children.

Second stage-learning process and evaluation

The second stage was the analysis of the student characteristic, students grouping, learning assignment and evaluation. Students were divided into groups for the implementation of the outdoor learning based on their characteristics. Each group consisted of several students that were set up by the lecturer who intensively and individually recognized the students. It was expected each group could cooperate well. It was highly required for the lecturer to have good students' characteristics understanding. This lecture's student characteristics understanding should had been developed since the beginning of the course by class observation and interaction. It was expected students could go richer and deeper in their discussion.

After students grouping, the groups were asked to observe and to have direct interaction with the referred poor society. Each group would visit some places that had already been coordinated beforehand by the lecturer. Some of these places were shelters that would be used for class tutoring; some of them were also children playground for poor families and street children. The first place was located in a middle of Semarang city called "TuguMuda City Park". The park is located on Pemuda Street, Semarang. At this place, there are events held by Emas Indonesia Foundation in every week. The activities cover studying, learning, and playing together with street children. The students were instructed to collaborate with the foundation when the activities were running. The second place was a place where poor societies live. It was located on Wonodri Semarang. After implementation of learning task, an evaluation is conducted to control

the learning process and to take corrective actions as quick as finding shortcomings and obstacles.

photos: Students do service learning by collecting information about the conditions faced by poor children (their habits, mindset, etc.) through the community service approach (helping children learn) to then be compared with the theories obtained in the class





Third stage-experimental and curriculum development

At this stage, the effectiveness of outdoor learning methods that had just been implemented was evaluated. It was intended to compare groups of students between unevaluated and evaluated ones. This was a form of improvement and development of learning.

Students observed directly and got engage in activities with poor and street children. Students made interactions with street children, poor families, and children from poor families. Students collected data and information directly to the situation faced by street children, poor families and their children, opinion/ their mindset related to several things and their planning in terms of education, health and finance. The collected data such as jobs, living condition, food they eat, family finance management, health, relationships with the people around them (neighborhood), how long they live in such conditions today, whether they accept the poverty alleviation programs of the government, what programs of poverty alleviation they receive, and whether they experience difficulties caused by the economic system, social, political force when they access jobs, education and health services. This information was collected to identify whether these communities experiencing individual or structural poverty.

Information collected by the students about the mindset of street children, poor families and their children i.e. their opinion about the importance of education plans, savings, clean healthy lifestyle, family planning, as well as their views on the role of government and society. This was done to explore the mindset of street children, poor families and their children.

Students also collected information from street children, poor families and their children related to their planning in terms of education, health and finance. This information was collected to determine whether these communities had a will to get out of their current condition or not.

Besides assigned to collect information and establish relationships, students were also given a special assignment. A specific assignment that had to be done by the students regarding the conduct of outdoor learning was held in the form of service to the poor and street children. Service to the poor and street children could be given in several forms, including teaching street

children and children from poor families meanwhile motivating them to have future goals so that they could have better future.

Photos: Students give motivation about the importance of ideals, expectation of better family economic condition, education and sparing pattern of life through game and role play as one of poverty alleviation strategy formulated by students based on their theory and field study





When students did activities with the children and families of these children, students were trained to empathize, having the ability to listen, and the ability to motivate or share insights and encouragement to the children and families they met. Students then analyzed, compared with the theory that they had received in the classroom and to conclude the causes, indicators and types of poverty suffered by children and communities that they visited. Students were also trying to formulate poverty reduction strategies based on the results of their observations and group discussions.

The learning model as it sought to provide a holistic education. This method aimed to touch the brain and heart of students. By interacting and serve directly, lessons were expected to sharpen the knowledge, the ability to analyze and shape the character and attitude of the heart that appropriate to the learning objectives.

The next stage was analysis of curriculum and course syllabus of Indonesian Economy to be fit with the concept of outdoor learning. The review of curriculum and syllabus were continuously developed to find a model of lectures that was more effective, and more in line with the learning objectives to build student's character of nationalism.

3. To what extent do you think you have achieved the goals of this project? How do you know this?

Basically, learning is not just a process of knowledge enhancement. The learning process should also result in a relatively permanent change in a person's behavior based on his or her learning experience or process. Learning at this level is characterized by the learner's ability to interpret reality he is facing, judging, and taking action/ decisions. This is important because education should make a person to better understand his role in society and to improve humanity.

Various researches on learning find that the best learning process occurs when students engage in active learning - when they do something instead of neither passively sitting nor listening. Outdoor learning is a learning that is able to make students active directly on the identification process so that learning becomes meaningful and the main concept cognitive learning can be

empowered. Outside school environment can be used as a learning resource that is factual, because the learning materials that learners learn in the classroom can be found in the society.

An outline of the results showed that the learning model is effectively proven to foster a sense of social awareness and nationalism insight of campus live. Before the implementation of outdoor learning, student discussion was confined to the theory that was not deep. Only a few students actively argued or asked questions about the course topics. After interactions with the community in outdoor learning, students could discuss richer and deeper. Students become more diligent in understanding of theories that had been delivered because they experienced by themselves. All students actively expressed and raised their opinions and criticized the theories they had learnt. Students were able to know that the responsibility of poverty alleviation was not solely on the government but on society as a whole.

Outdoor learning activities had been proven to improve students' social awareness character. Students stated that they found the world as a class. Students revealed that they became more grateful for their lives. They were also grateful to be able to interact with the poor and street children directly. Some students were committed to continuously contribute in the activities with Emas Indonesia Foundation. They assist street children in studying activities.

In addition, after these outdoor learning activities, the students have a better understanding how to alleviate poverty. They could make strategies for poverty alleviation, not only based on theory but also their experiential learning. Based on theory and experiential learning, students could suggest the strategy to reduce poverty through (i) development of tutoring, (ii) households empowering program, and (iii) iii. Forming of life-saving and healthy life style

i. The development of tutoring.

Tutoring has given by the team and students for poor children in order to obtain generations who have academic and non-academic insight. Non-academic insights provided in the form of insights that encourage children to have courage and perspective to become a successful person. Children are encouraged to have a good self-image and have dreams for the future. It is believed to be a way to break the chains of poverty.



- ii. The development of household economy. Poor families have economic problems as their fundamental difficulty. Low education and skill that make them difficult to get a job with an income that can meet the needs of life. This will affect the various aspects of the household. We conduct training for household economy to help parents in regulating their economic in order to have the potential job with higher incomes.



- iii. The forming of life-saving and healthy life style

The forming of life-saving and healthy life style need to be established at an early age. Having a frugal and healthy lifestyle will encourage someone to save and reduce the cost of treatment. In the long term, it will contribute in improving the economic condition. The forming of life style has done by giving kind of words that raise the awareness and appreciation for every success of its application.



4. What internal or external partners are you involved in the project? How are they contributing

External partner help to provide direction and bring students closer to the targeted children and families. External partners facilitate students to obtain information regarding the conditions faced by children and poor families, such as their habits, their patterns of living and consumption patterns and the views / ideologies that flourished among them. External partner also helps in terms of permission with the surrounding community.

There are some volunteers of the tutoring, who help in giving strategy in approaching children.

5. What are greatest challenges with implementing this project? What surprised you?

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ The situation of poverty (as a media practice of student learning) is easy to find because it is around the students. ▪ There are partners (partners) who support the implementation of service learning ▪ There is support from the Faculty of Economics and Business ▪ There is strong will from students and lecturers 	<ul style="list-style-type: none"> ▪ Number of students that are not comparable with the number of lecturers ▪ Coordination between lecturers and students are less detailed
Opportunities	Threats
<ul style="list-style-type: none"> ▪ Poor children and their parents are open to student attendance ▪ Poor children and their parents are interested/ enthusiastic about the things/ materials that are taught by the students ▪ Poor children and their parents enthusiastically participate in activities organized by students 	<ul style="list-style-type: none"> ▪ Requires a lot of energy and time consuming ▪ Activities are carried out not on normal campus study hours ▪ Unpredictable weather ▪ Heavy rain can inhibit the implementation of activities

Even though there are many advantages, outdoor learning method with service learning model still has many obstacles. These constraints are grouped into internal and external barriers. Internal barriers arise from individual constraints of students and lecturers. Students may think that the method is new and have no previous knowledge/ experience. Some students may feel scared or less confidence. While internal barriers derived from lecturers are related to the capacity to assist a large number of students. Another internal barrier of lecturers is the need for a very good understanding of students' characteristics to compose right groups with matched members. Lecturers are also required to find appropriate location for the implementation of outdoor learning and service learning.

External obstacles for students and lecturer are related to natural factors, transportation and time. The outdoor learning model with service learning method selects locations and groups according to learning topic and observation result. Another constrain came on the way caused by the less favorable weather factor. Schedule had to be adjusted with the assisted group therefore the activities should be implemented out of working hours. Some students who did not have personal

transportation could be hampered in their mobility; otherwise they arrange for group transportation.

Apart from those existing barriers, the implementation of outdoor learning combined with service learning methods has broadened the students' personal horizons through greater appreciation and understanding of the world and the communities around them.

6. What potential future directions for this project do you see? How can this work be sustained or institutionalized?

These activities have been highly accepted and recognized by the local community. Local community leaders even suggested to use the village hall which has been unused for use as a home study and no longer riding on homes for tutoring activities as long as this occurs. There is potential for this to be a container tutoring was widened to become a means of fostering families that exist in the region. On the other hand, this outdoor learning model could be implemented sustainably on the subject of related lecturing such as Indonesian economic. This service learning model is better applied into other subjects that need real and direct experiences to the society.

III. Reflections from the External Evaluator

The reflection from an external evaluator will be described when submitting the Final Report as the writing of the Final Report is postponed due to some other activities that must be done. It will be provided at the Final Report.

1. Dr. Marcella Elwina Simandjuntak, SH., CN., M.Hum

Phone : +628156515763

E-mail : marcella@unika.ac.id

Institution : Faculty of Law and Communication
Soegijapranata Catholic University, Semarang, Indonesia

Reflection :

This project is good for young lecturers and students of SCU for self-development as it tries to combine theories they got in the classroom with some practices done outside the classroom. The activities could also be used to enrich or enhance the curriculum, as the lecturer could provide practical examples they got from the service learning activities.

By doing service learning activities included in this project, students will have better empathy for those living with poverty and this will also enhance their knowledge on poverty alleviation. This project could help the SCU lecturers and students to develop their awareness to social problems around them. It could broaden their views of 'poverty' issues that happen in Indonesia (especially in Semarang) and raise their capability and capacity to help and work with poor society.

The activities done by the lecturer and students were examples of the whole person education that reflects UB's mission and Mgr. Soegijapranata's 'option for the poor' values.

IV. Financial Report

Title of Project: Poverty alleviation through family empowerment

Date: 2016 - 2017

Name of Institution : Economics and Business Faculty Soegijapranata Catholic University

Project Fiscal Year : 2016 - 2017

Title of Project : Poverty alleviation through family empowerment

Amount received : Rp 69.352.530 (US\$ 4,500)

Please align this financial report with the budget approved by the United Board		Received from United Board		Expenses		Balance	
Project Task/Activity	Details	Local Currency	USD	Local Currency	USD	Local Currency	USD
PHASE 1							
Introduction agenda program							
1) Preparation of curriculum for the learning assistance, medical assistance, and community empowerment (August 2016)	1st Briefing (Aug, 2016)	Rp0	USD 0	Rp191.000	USD 14	-Rp191.000	-USD 14
	2nd Briefing (Sept, 2016)	Rp0	USD 0	Rp117.000	USD 9	-Rp117.000	-USD 9
	Telephone Bill	Rp500.000	USD 38	Rp400.000	USD 30	Rp100.000	USD 8
	Stationery	Rp1.500.000	USD 114	Rp1.253.000	USD 95	Rp247.000	USD 19
2) Scheduling date and time with the household for the agenda of activities (September 2016)	Travel and Accommodation cost to visit social community	Rp1.000.000	USD 76	Rp550.000	USD 42	Rp450.000	USD 34
	Drink, Snack and Meal	Rp1.200.000	USD 91	Rp1.000.000	USD 76	Rp200.000	USD 15
3) Scheduling date and time with the student implementing agendas for activities (September 2016)	Travel and Accommodation cost to visit social community	Rp1.000.000	USD 76	Rp550.000	USD 42	Rp450.000	USD 34
	Drink, Snack and Meal	Rp1.200.000	USD 91	Rp1.000.000	USD 76	Rp200.000	USD 15
Subtotal		Rp6.400.000	USD 485	Rp6.061.000	USD 384	Rp1.339.000	USD 102
PHASE 2							
Preparation of Human Resources							
1) Training methods of teaching for students escort children (October 2016)	Meeting and Coordination Cost	Rp0	USD 0	Rp110.000	USD 8	-Rp110.000	-USD 8
	Drink, Snack and Meal	Rp2.400.000	USD 182	Rp2.400.000	USD 182	Rp0	USD 0
	Incentive Course	Rp2.000.000	USD 152	Rp2.000.000	USD 152	Rp0	USD 0
	Telephone Bill	Rp500.000	USD 38	Rp450.000	USD 34	Rp50.000	USD 4
	Documentation	Rp500.000	USD 38	Rp0	USD 0	Rp500.000	USD 38
	Modul	Rp1.000.000	USD 76	Rp1.500.000	USD 114	-Rp500.000	-USD 38
Subtotal		Rp6.400.000	USD 485	Rp6.460.000	USD 490	-Rp60.000	-USD 5
PHASE 3							
Strengthening Public Education							
1) Facilitation of learning for school-age children by students (October 2016 - May 2017)	Travel and Accommodation cost to visit social community	Rp3.000.000	USD 227	Rp2.000.000	USD 152	Rp1.000.000	USD 76
	Stationery	Rp2.500.000	USD 190	Rp2.150.000	USD 163	Rp350.000	USD 27
	Snack	Rp4.000.000	USD 303	Rp4.000.000	USD 303	Rp0	USD 0
2) Counseling for parents on "Smart Parenting" (November 2016)	Meeting and Coordination Cost	Rp0	USD 0	Rp240.000	USD 18	-Rp240.000	-USD 18
	Travel and Accommodation cost to visit social community	Rp1.000.000	USD 76	Rp550.000	USD 42	Rp450.000	USD 34
	Drink, Snack and Meal	Rp2.400.000	USD 182	Rp2.400.000	USD 182	Rp0	USD 0
	Incentive Course	Rp2.000.000	USD 152	Rp2.000.000	USD 152	Rp0	USD 0
	Documentation	Rp500.000	USD 38	Rp0	USD 0	Rp500.000	USD 38
	Seminar Kit	Rp1.200.000	USD 91	Rp1.995.000	USD 151	-Rp795.000	-USD 60
	Rent Cost of the Venue	Rp500.000	USD 38	Rp0	USD 1.123	Rp500.000	-USD 1.125
	Subtotal	Rp17.100.000	USD 1.296	Rp15.336.000	USD 1.265	Rp1.764.000	-USD 1.029
PHASE 4							
Strengthening public health							
1) Counseling for parents on Sanitary and Healthy Lifestyle (December 2016)	Meeting and Coordination Cost	Rp0	USD 0	Rp176.000	USD 13	-Rp176.000	-USD 13
	Travel and Accommodation cost to visit social community	Rp1.000.000	USD 76	Rp500.000	USD 38	Rp500.000	USD 38
	Drink, Snack and Meal	Rp2.400.000	USD 182	Rp3.000.000	USD 227	-Rp600.000	-USD 45
	Incentive Course	Rp2.000.000	USD 152	Rp2.000.000	USD 152	Rp0	USD 0
	Documentation	Rp500.000	USD 38	Rp0	USD 0	Rp500.000	USD 38
	Seminar Kit	Rp1.200.000	USD 91	Rp1.859.000	USD 141	-Rp659.000	-USD 50
	Telephone Bill	Rp500.000	USD 38	Rp450.000	USD 34	Rp50.000	USD 4
	Rent Cost of the Venue	Rp500.000	USD 38	Rp0	USD 571	Rp500.000	-USD 533
Subtotal		Rp8.100.000	USD 614	Rp7.985.000	USD 1.177	Rp115.000	-USD 563
PHASE 5							
Strengthening the Home Economics							
1) Counseling for parents on the Management of Household Economy (February 2017)	Meeting and Coordination Cost	Rp0	USD 0	Rp315.000	USD 24	-Rp315.000	-USD 24
	Travel and Accommodation cost to visit social community	Rp1.000.000	USD 76	Rp500.000	USD 38	Rp500.000	USD 38
	Drink, Snack and Meal	Rp2.400.000	USD 182	Rp3.000.000	USD 227	-Rp600.000	-USD 45
	Incentive Course	Rp2.000.000	USD 152	Rp2.000.000	USD 152	Rp0	USD 0
	Documentation	Rp500.000	USD 38	Rp0	USD 0	Rp500.000	USD 38
	Seminar Kit	Rp1.200.000	USD 91	Rp1.585.000	USD 120	-Rp385.000	-USD 29
	Telephone Bill	Rp500.000	USD 38	Rp450.000	USD 34	Rp50.000	USD 4
	Rent Cost of the Venue	Rp500.000	USD 38	Rp0	USD 561	Rp500.000	-USD 523
Subtotal		Rp8.100.000	USD 614	Rp7.850.000	USD 1.156	Rp250.000	-USD 542
PHASE 6							
Reporting and Evaluating							
1) Evaluation by students	Questionare	Rp1.000.000	USD 76	Rp172.900	USD 13	Rp827.100	USD 63
	Data Processing	Rp1.000.000	USD 76	Rp1.000.000	USD 76	Rp0	USD 0
	Souvenir	Rp2.000.000	USD 152	Rp850.000	USD 64	Rp1.150.000	USD 88
2) Evaluation by community	Questionare	Rp1.000.000	USD 76	Rp120.400	USD 9	Rp879.600	USD 67
	Data Processing	Rp1.000.000	USD 76	Rp1.000.000	USD 76	Rp0	USD 0
	Souvenir	Rp2.000.000	USD 152	Rp1.125.000	USD 85	Rp875.000	USD 66
3) Project Report	Analysing dan Editing	Rp2.500.000	USD 190	Rp0	USD 0	Rp2.500.000	USD 190
	Conference	Rp0	USD 0	Rp3.774.529	USD 286	-Rp3.774.529	-USD 286
	Discuss and Evaluation Meeting	Rp500.000	USD 38	Rp1.190.500	USD 90	-Rp690.500	-USD 52
	Report Making	Rp1.000.000	USD 76	Rp1.000.000	USD 76	Rp0	USD 0
	Tim Incentif	Rp0	USD 0	Rp6.000.000	USD 455	-Rp6.000.000	-USD 455
	Telephone Bill	Rp500.000	USD 38	Rp450.000	USD 34	Rp50.000	USD 4
	Other Expense	Rp752.530	USD 57	Rp150.000	USD 11	Rp602.530	USD 46
Subtotal		Rp13.262.530	USD 1.005	Rp16.633.329	USD 1.261	-Rp3.370.799	-USD 256
Total		Rp69.352.530	USD 4.500	Rp69.324.329	USD 6.793	Rp28.201	-USD 2.293
Balance held over from previous year (if applicable)		Rp0	USD 0	Rp0	USD 0	Rp0	USD 0
Other Income (if applicable)		Rp5.000.000	USD 379	Rp5.000.000	USD 379	Rp0	USD 0
Grand Total		Rp74.352.530	USD 4.879	Rp74.324.329	USD 7.172	Rp28.201	-USD 2.293

Prepared by: Agnes Arie Mientary Christie, SE, Msi, Ak, BKP, CA
(Lecture of Soegijapranata Catholic University)

Approved by: Prof. Dr. Budi Widianarko
(Rector of Soegijapranata Catholic University)

*Exchange Rate: 1 USD = Rp13.189

V. Activities Photos



Picture1-4

Students do service learning by collecting information about the conditions faced by poor children (their habits, mindset, etc.) through community service approach (helping children learn) to then compare with the theory obtained in the classroom





Picture5-8

Students give motivation about the importance of ideals, expectation of better family economic condition, education and sparing pattern of life through game and role play as one of poverty eradication strategy formulated by students based on their theory and field study



Picture9

Smart Parenting Counseling to parents as one of poverty alleviation strategies formulated by students based on their theories and their field studies



Picture10

Counseling and strengthening the importance of healthy lifestyles to support productivity as one of the poverty reduction strategies formulated by students based on their theories and their field studies

VI. Endorsement

APPROVAL PAGE
EXTERNALLY FUNDED RESEARCH

Title of Research : Poverty Alleviation Through Family Empowerment in Education, Health, and Household Economic Management

Code/Name of field of science : 550/ Economic

Principal researcher :

- a. Full name : Shandy Jannifer Matitaputty
- b. NIDN : 0623018704
- c. Academic rank : Pranata Muda
- d. Study program : Taxation/ Faculty of Economics and Bussiness
- e. Mobile phone : 085641517364
- f. E-mail : shandy@unika.ac.id

Co researcher (1) :

- a. Full name : Paulina Rini Hastuti
- b. NIDN : 0609047602
- c. University : Soegijapranata Catholic University

Co researcher (2) :

- a. Full name : Agnes Arie Mientarry Christie
- b. NIDN : 0605117802
- c. University : Soegijapranata Catholic University

Co researcher (3) :

- a. Full name : Angelina Ika Rahutami
- b. NIDN : 0622026802
- c. University : Soegijapranata Catholic University

Length of research period : 10 months

Year of research : 2016-2017

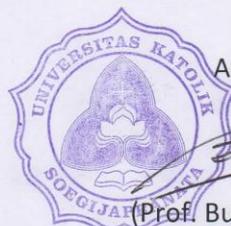
Total research funds : Rp. 64.324.329

Research funds of current year : United Board Rp 59.532.530
USD 4.500

Semarang,
Principal research


Acknowledged
Director Institute of
Research and Community Services
(Prof. Andreas Lako)


(Shandy Jannifer M.S.E., M.Si)


Approved
Rector
(Prof. Budi Widianarko)