Turnitine_EDUCATION AND LOCAL WISDOM IN THE POVERTY ALLEVIATION FRAMEWORK THE BASIC OF A SELF-HELP MODEL FOR EMPOWERING THE POOR

by Mg Westri Kekalih Susilowati

FAKULTAS EKONOMI DAN BISNIS

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SOEGIJAPRANATA

SURAT TUGAS

Nomor: 0134/K.6.4/ST/FEB/III/2014

Dekan Fakultas Ekonomi dan Bisnis Universitas Katolik Soegijapranata memberikan tugas kepada:

Nama : MG. Westri Kekalih S, SE., ME NPP: 058.1.1993.141

Status : Tenaga Edukatif Fakultas Ekonomi dan Bisnis Universitas Katolik Soegijapranata

Tugas : Keynote Speaker Judul : Education and Local Wisdom in the Poverty Allevation Framework: The Basic of Self-help Model for Empowering the Poor, dalam 4th International Conference on Economics, Trade and Development - ICETD 2014.

Tempat : Penang, Malaysia

Waktu : 12 - 14 Maret 2014 2014

Keterangan : Harap melaksanakan tugas dengan baik dan penuh tanggung jawab, serta memberikan laporan setelah melaksanakan tugas.

Semarang, 11 Maret 2014
Plt. Dekan,

Dr. OCTAVIANUS DIGDO HARTOMO, M.Si, Akt
NPP 058.1.1995.170

Telah melaksanakan tugas

Registration: March 12, 2014 (Wednesday)

The Gurney Resort Hotel & Residences Penang, Malaysia

http://swissgarden.com/hotels/sgitg/

13：30 - 17：00	Arrival and Registration (Venue: Lobby)

(1)   Please print your registration form before you come to the conference.

(2)   You can also register at any time during the conference.

(3)   Certificate of Participation can be collected at the registration counter.

(4)   Please tell the conference receptions your paper ID.

(5)The organizer won't provide accommodation, and we suggest you make an early reservation.

(6)One Best Paper will be selected from each oral session. The Certificate for Best Papers will be awarded in the Welcome Banquet on March 13, 2014.

Conference: Morning, March 13, 2014 (Thursday)

Venue: Function Hall 2

08:30-08:40	Opening Remarks
	DR. YIP MUM WAI
	Faculty of Engineering and Built Environment Tunku Abdul Rahman University College, Malaysia
08:40-09:15	Keynote Speaker Speech 1
	Dr. MG. Westri Kekalih Susilowati
	Soegijapranata Catholic Univerity
	Title: Education and Local Wisdom in the Poverty Alleviation Framework: The Basic of Self-Help Model for Empowering the Poor
	Abstract: Maximum welfare is the goal of development. It goes beyond individual and aggregator's mindsets. Welfare can be associated with fishes in the sea. Everybody can have it for f It is the same as welfare. To obtain it, people should make efforts to get a better life. Moreover, they should be willing to work. All they need to do are trying to take it seriously in a proper way, and refusing to give up easily. Indonesia's dream about the welfare is formulated into the National Vision of Long Term Development Planning 2005 – 2025. It sets forth the independence, justice, improvement, and welfare for Indonesia. The Government has conducted some efforts to reduce poverty. However, poverty rate reduction was not as much as expected. It is as if stagnant, would

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not budge. Some experts say that there are many blunders in the paradigm of poverty alleviation. The poverty alleviation model tends to be top down, initiated by government. This model put "the poor" as an object. It is based on the premise that poor have nothing. There is also tendency to apply charitable-based poverty alleviation model. Suharto (2003) says that poverty eradication should be started from "what poor people have" instead of "what poor people need". Poverty alleviation should use the philosophy of empowerment.

To empower the poor cannot simply rely on uniform patterns. In fact, in each of the poor have different social psychology character. The social psychology character of the society, including the poor is strongly influenced by the physical and non-physical environment as well as local community interaction patterns. Through the social psychology character of the poor identification, the potential of the poor will be explored as well as their social capital. Thus, anti-poverty program in which the poor can solve their own problems - to help people to help themselves can be formulated. To develop this model, education and local wisdom as a manifestation of the positive values that exist in the community can be used as the Basic of Self-Help Model for Empowering the Poor.

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09:15-9:50

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Keynote Speaker Speech 2

Sugumaran Narayanan
Midwestern State University, USA

Title: Southeast Asian Civil Wars: Analysis Using Various Research Methods to Arrive at Unified Results

Abstract: Historically, Southeast Asia has been among the most peaceful regions of the world. In the last sixty years, however, the populations of Southeast Asia have been torn apart by ravaging civil wars. What could be causing the high number of ethno-religious civil wars in Southeast Asia? Exactly what aspects of ethnicity and religion are associated with the start and continuation of war? What happens when religion and race crosses the path of a historically and traditionally peaceful Southeast Asian culture?

To understand this, I use three different methods, quantitative (statistical),

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	traditional case studies, and personal interviews with direct participants of conflict. Without personal interviews, the research becomes critically incomplete. No studies have used three methods—quantitative, case studies, and personal interviews. The interviews provide direct contact with parties involved in the conflicts, and the goal is to produce an organized, balanced, comprehensive, and fair research that elicits information in its totality. What I propose to do is to build an inventory of transcripts of personal interviews of all former and current parties directly involved in these conflicts. This, combined with the results obtained from the other two methods, will highlight the causes of civil wars in Southeast Asia, bringing to the surface the dynamics behind these causes, therefore allowing policy-makers to consider the causes of civil war, which will contribute to tailoring policies accordingly. I believe all civil war actors will be more comfortable with scholars than with journalists. Very few exclusive press conferences have been conducted in the topic of civil war, making press reports haphazard, disjointed, misleading, and reported in bits and pieces. I am embarking on an organized, balanced, comprehensive, and a fair report that elicits information in totality.
09:50-10:15	Coffee Break & Photo Session
10:15-10:50	Keynote Speaker Speech 3 **DR. YIP MUM WAI** *Faculty of Engineering and Built Environment Tunku Abdul Rahman University College, Malaysia* **Abstract:** Innovation is a buzz word in the new economy, have you ever wondered how to become more innovative? If music, arts, singing, dancing, martial arts can be taught, so is INNOVATION. There is a way to learn and teach INNOVATION in a systematic way, it is called TRIZ or Theory of Inventive Problem Solving. The concept and application of TRIZ tools are discussed in this presentation. The preliminary literature review identified organizational culture, top management leadership, team work and education and training are the key success factors of TRIZ implementation. Theoretical model of key success factors of implementation of TRIZ in Malaysia is proposed. Important research implications are discussed.

SESSION – 1

Venue: Function Hall 2

Session Chair: *Dr. MG. Westri Kekalih Susilowati*

Time: 10:50-12:20

ID	Title+ Author's name
Economics, Trade and Development	
X00007	Guns Versus Butter Tradeoff: The Theory of Defense Quality Factor **Emre Dikici**
X00009	The Influence of Individual Characteristics on Auditors' Intention to Report Errors **Arezoo Aghaei Chadegani**, Zakiah Muhammaddun Mohamed, and Takiah Mohd Iskandar
X10001	The Comparative Analysis of Gender and Social Network among Malay SMEs Entrepreneurs in Malaysia **Ehsan Fansuree Surin**, Nurul Hafez Abd. Halil and Oswald Timothy Edward
X10002	Service Atonement Toward The Service Dissonance and Customer Switching **Suwignyo Rahman** and Ibnu Widiyanto
X10007	The Development of Self- helping Model for Poverty Alleviation on the Productive Poor Group **MG. Westri Kekalih S., Angelina Ika Rahutami**, A. Rachmad Djati Winarno
X10009	Examining Trends of Indian Imports during the Period of 2002-12 **Payal K. Shah** and **Sannidhi R. Vyas**
X10010	Can a Country be Exempted from Impossible Trinity: Evidence from Malaysia **Soo Khoon Goh**
X10016	Economic Diversification by Boosting Non-Oil Exports (case of UAE) **M. Hazem Shayah**

12:20 – 13:30	Lunch

Afternoon, March 13, 2014 (Thursday)

SESSION – 2

Venue: Function Hall 2

Session Chair: *DR. YIP MUM WAI*

Time: 13:30-15:50

ID	Title+ Author's name
World Islamic Studies	
A00006	Social Entrepreneurship in Islamic Social Welfare System **Hendrati Dwi Mulyaningsih**
A00007	New Challenges in Creating Social Entrepreneurs Based on Sharia **Fauzi Noerwenda** and Hendrati Dwi Mulyaningsih
A00008	Religiosity and Adversity Quotient of Muslims in Poor Community **Dona Eka Putri** and Dina Nur Amalia
A00010	Judicial Review against the Financing Agreement in the Islamic Bank in Indonesia Review of Act No. 30 of 2004 concerning Notary **Mery Maulin** and Hendrati Dwi Mulyaningsih
A00014	Factors Influencing Wasiyyah Adoption and Its Barriers among Malaysian Muslims **Zahirah Hamid Ghul**, Mohd Hisham Yahya and Amalina Abdullah
A10017	Examine Islamic Perspective of Depression: Prevalence of among Libyan Muslims Adult **Naziha Suliman Abdelati**, Norzarina Mohd Zaharim and Yasmin Othman Mydin
A10020	The Effect of Liquidity Risk and Non Performing Financing (NPF) Ratio to Commercial Sharia Bank Profitability in Indonesia **Yoppy Palupi Purbaningsih**
A10033	Development Planning in Islamic Perspective: New Structure Based on Indonesia Experiences **Atih Rohaeti Dariah**, Hendrati Dwi Mulyaningsih and Ryan Tresna
A10034	A Basic Quantitative Study of the Relationship between the Physical Trait, Skin Color or Tone on the Likelihood of Civil War **Sugumaran Narayanan**
A10038	The Hidden Confrontation between the United States and the Egyptian Muslim Brotherhood **Mohamed Chami Mkouboi**

15:50 – 16:20	**Coffee Break**

SESSION –3
Venue: Function Hall 2
Session Chair: *Sugumaran Narayanan*
Time: 16:20-18:30

ID	Title+ Author's name
Humanity, History and Society	
CM702	The Role of ICT in Collaborative Product Development: A Conceptual Model based on Information Processing Theory **Chathurani Silva**, Sanjay Mathrani, and Nihal Jayamaha
CM706	Operational Performance Metrics in Manufacturing Process: Based on SCOR model and RFID Technology **Gyusun Hwang**, Sumin Han, Sungbum Jun and Jinwoo Park
S00005	Preservation of Culture and Built Heritage in New Urban Development: A Case Study on Little India Brickfields, Kuala Lumpur Hafez Zainudin, **Saiful Hazmi Bachek** and Nurul Ain Haron
S00006	Procedural Justice Criteria in Salary Determination for Job Satisfaction **Wan Soraya Wan Abdul Ghani,** Mohd Redhuan Dzulkipli, Nurain Md Yassin, Tengku Elena Tengku Mahamad and Nurakmal Ramli
S00014	EU's Terrorist List and Hezbollah: Hard Decisions, Soft Consequences **Liubomir Topaloff**
S00017	A New Health Information Platform: Youth Consumer Behaviour Towards Healthcare Websites **Chee Kit Liew**
S00022	Trade Liberalisation, Financial Development and Growth in Malaysia Noor Hasvenda Abd Rahim and **Nur Fadhlina Zainal Abedin**
S00023	Teaching Morality in History **Emmett Gilles**
S10000	Religion Influence on the Architecture in the Age of Globalization Case Study in the Arab Gulf Countries **Abdullah M. Al Nafeesi**
S10008	Learning Style among Native IBAN Students Based on their Gender in Acquiring Malay as A Second Language **Vijayaletchumy Subramaniam**, Chyn-Chye Yong, Muhammad Hussein Bin Abdullah, and Nertiyan Elankovan
S10010	Mahatma Gandhi: an Apostle Misunderstood **Mitali Sengupta**
S10014	Keeping The City Vibrantly Youthful Through Graffiti **Rudy Harjanto** and Setiawan Sabana
S10015	It Takes Two to 'Tangle' for Malay Idioms, but Does It Also Take 'Two' to Learn

	Them?
	Noraziah Mohd Amin, Wan Syakira Meor Hissan, and **Noor Azam Abdul Rahman**

	Closing Ceremony
March 13, 2014 19:00	Dinner

Instructions for Oral Presentations

Devices Provided by the Conference Organizer:

Laptops (with MS-Office & Adobe Reader)

Projectors & Screen

Laser Sticks

Materials Provided by the Presenters:

PowerPoint or PDF files (Files shall be copied to the Conference Computer at the beginning of each Session)

Duration of each Presentation (Tentatively):

Regular Oral Session: about 10-15 Minutes of Presentation 2-5 Minutes of Q&A

Keynote Speech: 30- 35 Minutes of Presentation 5-10 Minutes of Q&A

March 14, 2014 (Friday)

One-day Tour

80 USD / 260 MYR per person (Including Lunch, tour guide) if you would like to join our one-day tour program, please pay the fee on the reception of conference in conference hotel during12-13 March.

The Snake Temple(Chinese: 蛇庙; pinyin: Shé Miào; Pėh-ōe-jī: Tsuâ-biō) is situated in Sungai Kluang, Bayan Lepas, Penang, Malaysia and is perhaps the only temple of its kind in the world. The temple is filled with the smoke of burning incense and a variety of pit vipers. The vipers are believed to be rendered harmless by the sacred smoke, but as a safety precaution, the snakes have also been de-venomed but still have their fangs intact. Visitors are warned against picking up the reptiles and placing them on their bodies to take pictures. Local devotees believe the temple's snake population comes there of its own accord.

Fort Cornwallis is a star fort that the British East India Company built in the late 1700s on the northeastern coast of Penang Island, Malaysia. It is named after the late 18th century Governor-General of Bengal, India, Charles Cornwallis, 1st Marquess Cornwallis. Fort Cornwallis is the largest standing fort in Malaysia. In its entire history, the fort has never engaged in any battle.

Clan Jetties form part of the Penang Heritage Trail. There used to be seven jetties until one was demolished by fire and now six remain. Billed as one of the last bastions of old Chinese settlements on the island, this waterfront society is home to houses on stilts of various Chinese clans.Located straight down from Lebuh Chulia (beside the Kapitan Kling Mosque) at Pengkalan Weld (Weld Quay), these water villages are over a century old.Each jetty is named after a Chinese clan –the Chew Jetty is the most tourist-friendly with the most stilt-houses, the longest walkway, a temple that is worth stopping by and plenty of places for those Kodak moments.

Mirrors George Town is a series of murals painted on various street walls of Penang by a talented Lithuanian artist, Ernest Zacharevic. Some of these artworks include larger than life portraits as well as 3D incorporated murals. Ernest was commissioned by the Penang Island Municipal Council to create the Mirrors George Town series in conjunction with the 2012 George Town Festival Celebration. George Town is the capital of Penang Island, which has also been inscribed as a World Heritage Site.

The Gurney Resort Hotel & Residences Penang, Malaysia

http://swissgarden.com/hotels/sgitg/

The Gurney Resort Hotel & Residences Penang by SGI is strategically located at the famous Gurney Drive, Penang's most vibrant entertainment and culinary beachfront district. Comprising of 259 Studio Suites and Two-Bedroom Suites, the hotel offers leisure and business travelers a comprehensive range of business and recreational facilities for the ultimate stay. The hotel is adjacent to the new central Business District and less than five minutes away from all major shopping complexes such as Gurney Plaza, Gurney Paragon and Queensbay Mall. The hotel is 25 km away from Penang International Airport, approximately 20 minutes by road. Conveniently located in the heart of Georgetown, our discerning guests may access to the famous Batu Ferringhi, Fort Cornwallis, Penang Hill and Kek Lok Si with all modes of transportation available in the Penang Island. As the evening unwind, the night scene in this Pearl of the Orient came alive with colorful lightings around the bustling hawker centers, providing an exceptional dining experience with the mouth-watering local delights. Surrounded by fun and food, The Gurney Resort Hotel & Residences Penang by SGI is perfect for families looking for a getaway.

address: 18, Persiaran Gurney, 10250 Georgetown, Penang Malaysia
Tel : 604 - 370 7000   Fax : 604 - 370 5000
Email : yap.josten@gurney-hotel.com.my

Upcoming Conferences

May 10-11,2014	Place	Submission
2014 International Conference on Society, Education and Psychology (ICSEP2014)	Kuala Lumpur, Malaysia	Mar 20,2014
2014 International Conference on Banking, Marketing and Economy (ICBME2014)	Kuala Lumpur, Malaysia	Mar 20,2014
2014 4th International Conference on Management and Service Science (ICMSS2014)	Kuala Lumpur, Malaysia	Mar 20,2014
May 21-22,2014	**Place**	**Submission**
2014 International Conference on Humanity and Social Sciences (ICHSS2014)	Paris France	Mar 20,2014
2014 International Conference on Hospitality and Tourism Management (ICHTM2014)	Paris, France	Mar 20,2014
2014 3rd International Conference on Management and Education Innovation (ICMEI2014)	Paris, France	Mar 20,2014
Jun 16-17,2014	**Place**	**Submission**
2014 International Conference on Innovations in Business and Management (ICIBM2014)	Hong Kong	Mar 20,2014
2014 International Conference on Teaching and Education Sciences (ICTES2014)	Hong Kong	Mar 20,2014
2014 International Conference on Social Sciences and Business (ICSSB2014)	Hong Kong	Mar 20,2014
Jun 22-23,2014	**Place**	**Submission**
2014 2nd International Conference on Sociality Culture and Humanities (ICSCH2014)	Moscow, Russia	Mar 25,2014
2014 3rd International Conference on Psychological Sciences and Behaviors (ICPSB2014)	Moscow, Russia	Mar 25,2014
2014 3rd International Conference on Innovation, Trade and Economics (ICITE2014)	Moscow, Russia	Mar 25,2014
Jul 03-04,2014	**Place**	**Submission**
2014 4th International Conference on Strategy Management and Research (ICSMR2014)	Plymouth, UK	Apr 01,2014
2014 3rd International Conference on Society, Humanity and History (ICSHH2014)	Plymouth, UK	Apr 01,2014
2014 4th International Conference on Financial Management and Economics (ICFME2014)	Plymouth, UK	Apr 01,2014

Jul 19-20,2014	Place	Submission
2014 International Conference on Video and Media (ICVM2014)	Madrid, Spain	Apr 15,2014
014 International Conference on Economics, Society and Management (ICESM2014)	Madrid, Spain	Apr 15,2014
2014 International Conference on Social Sciences and Innovations (ICSSI2014)	Madrid, Spain	Apr 15,2014
Aug 09-11,2014	**Place**	**Submission**
2014 5th International Conference on Education and Management Technology (ICEMT2014)	Singapore	Apr 05,2014
2014 3rd International Conference on Knowledge, Culture and Society (ICKCS2014)	Singapore	Apr 05,2014
2014 International Conference on World Congress of Social Sciences (WCOSS2014)	Singapore	Apr 05,2014
Aug 28-29,2014	**Place**	**Submission**
2014 International Conference on Education and Training Technologies (ICETT2014)	Taipei, Taiwan	May 05,2014
2014 3rd International Conference on Mangement Technology and Science (ICMTS2014)	Taipei, Taiwan	May 05,2014
2014 5th International Conference on Construction and Project Management (ICCPM2014)	Taipei, Taiwan	May 05,2014
Sep 02-03,2014	**Place**	**Submission**
2014 2nd International Conference on Aviation Engineering and Management (ICAEM2014)	Kuala Lumpur, Malaysia	Jun 01,2014
2014 5th International Conference on E-business, Management and Economics (ICEME2014)	Kuala Lumpur, Malaysia	Jun 01,2014
2014 4th International Conference on Humanities, Society and Culture (ICHSC2014)	Kuala Lumpur, Malaysia	Jun 01,2014
2014 2nd International Conference on Industrial and Production Engineering (ICIPE2014)	Kuala Lumpur, Malaysia	Jun 01,2014
Sep 25-26,2014	**Place**	**Submission**
2014 4th International Conference on Education, Research and Innovation (ICERI2014)	Bangkok, Thailand	Jun 15,2014
2014 5th International Conference on Humanities, Historical and Social Sciences	Bangkok, Thailand	Jun 15,2014

(CHHSS2014)		
2014 4th International Conference on Business and Economics Research (ICBER2014)	Bangkok, Thailand	Jun 15,2014
Oct 10-11,2014	**Place**	**Submission**
2014 2nd International Conference on Psychological, Behavioral and Science (ICPBS2014)	Geneva, Switzerland	Jul 15,2014
2014 International Conference on Management Sciences and Innovations (ICMSI2014)	Geneva, Switzerland	Jul 15,2014
2014 2nd International Conference on Media and Film Studies (ICMFS2014)	Geneva, Switzerland	Jul 15,2014
Oct 13-14,2014	**Place**	**Submission**
2014 5th International Conference on Behavioral, Cognitive and Psychological Sciences (BCPS2014)	Georgia	Jul 20,2014
2014 2nd International Conference on e-Business and e-Commerce Management (ICBCM2014)	Georgia	Jul 20,2014
2014 3rd International Conference on History and Society Development (ICHSD2014)	Georgia	Jul 20,2014
Nov 08-10,2014	**Place**	**Submission**
2014 International Conference on Identity, Culture and Communication (ICICC2014)	Hong Kong	Jun 30,2014
2014 International Conference on Distance Education and Learning (ICDEL2014)	Hong Kong	Jun 30,2014
2014 International Conference on Business, Marketing and Management (ICBMM2014)	Hong Kong	Jun 30,2014
Nov 20-21,2014	**Place**	**Submission**
2014 International Conference on Marketing, Business and Management (ICMBM2014)	Milan, Italy	Jul 10,2014
2014 International Conference on Journalism and Mass Communications (ICJMC2014)	Milan, Italy	Jul 10,2014
2014 4th International Conference on Information and Finance (ICIF2014)	Milan, Italy	Jul 10,2014
2014 International Conference on Education and Social Sciences (ICESS2014)	Milan, Italy	Jul 10,2014
Dec 17-18,2013	**Place**	**Submission**
2014 2nd International Conference on Behavioral and Educational	Las Vegas, USA	Jul 30,2014

Psychology (ICBEP2014)		
2014 3rd International Conference on Business, Management and Governance (ICBMG2014)	Las Vegas, USA	Jul 30,2014
2014 2nd International Conference on Financial and Management Science (ICFMS2014)	Las Vegas, USA	Jul 30,2014
2014 3rd International Conference on Humanity, Culture and Society (ICHCS2014)	Las Vegas, USA	Jul 30,2014
Dec 29-30,2014	**Place**	**Submission**
2014 5th International Conference on Economics, Business and Management (ICEBM2014)	Phuket Island, Thailand	Aug 10,2014
2014 4th International Conference on Languages, Literature and Linguistics (ICLLL2014)	Phuket Island, Thailand	Aug 10,2014
2014 3rd International Conference on Sociality and Humanities (ICOSH2014)	Phuket Island, Thailand	Aug 10,2014

Welcome to the official website of the 2014 International Conference on Humanity and Social Sciences (ICHSS2014), will be held during May 21-22, 2014, in Paris France. ICHSS 2014, aims to bring together researchers, scientists, engineers, and scholar students to exchange and share their experiences, new ideas, and research results about all aspects of Humanity and Social Sciences, and discuss the practical challenges encountered and the solutions adopted.

The conference will be held every year to make it an ideal platform for people to share views and experiences in Humanity and Social Sciences and related areas.

All papers for the ICHSS2014 will be published in IPEDR (ISSN: 2010-4626) as one volume, and will be included in the [Engineering & Technology Digital Library](#), and indexed by EBSCO, CNKI, [DOAJ](#), WorldCat, Google Scholar, Ulrich's Periodicals Directory, Crossref, and Engineering & Technology Digital Library. The excellent papers in this proceeding would be recommended to be published into[International Journal of Social Science and Humanity (IJSSH, ISSN: 2010-3646)](#).

One Excellent Paper will be selected from each oral session The Certificate for Excellent Papers will be awarded in the Welcome Banquet on May 22, 2014.

English is the official language of the conference. We welcome paper submissions. Prospective authors are invited to submit full (and original research) papers (which is NOT submitted/published/under consideration anywhere in other conferences/journal) in electronic (PDF only) format through the [Electronic Submission System](#) website or via email ichss@iedrc.net.

Important Date

Paper Submission (Full Paper)	Before March 20, 2014
Notification of Acceptance	On April 5, 2014
Final Paper Submission	Before April 15, 2014
Authors' Registration	Before April 15, 2014
ICHSS 2014 Conference Dates	May 21-22, 2014

Welcome to the official website of the 2014 International Conference on Hospitality and Tourism Management (ICHTM2014), will be held during May 21-22, 2014, in Paris, France. ICHTM 2014, aims to bring together researchers, scientists, engineers, and scholar students to exchange and share their experiences, new ideas, and research results about all aspects of Hospitality and Tourism Management and discuss the practical challenges encountered and the solutions adopted.

The conference will be held every year to make it an ideal platform for people to share views and experiences in Hospitality and Tourism Management and related areas.

All papers for the ICHTM2014 will be published in IPEDR (ISSN: 2010-4626) as one volume, and will be included in the Engineering & Technology Digital Library, and indexed by EBSCO, CNKI, DOAJ, WorldCat, Google Scholar, Ulrich's Periodicals Directory, Crossref, and Engineering & Technology Digital Library. The excellent papers in this proceeding would be recommended to be published into International Journal of Trade, Economics and Finance (IJTEF, ISSN: 2010-023X).

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Important Date

Round II

Paper Submission (Full Paper)	Before March 20, 2014
Notification of Acceptance	On April 5, 2014
Final Paper Submission	Before April 15, 2014
Authors' Registration	Before April 15, 2014
ICHTM 2014 Conference Dates	May 21-22, 2014

Welcome to the official website of the 2014 3rd International Conference on Management and Education Innovation - ICMEI 2014, will be held during May 21-22, 2014, in Paris, France. ICMEI 2014, aims to bring together researchers, scientists, engineers, and scholar students to exchange and share their experiences, new ideas, and research results about all aspects of Management and Education Innovation, and discuss the practical challenges encountered and the solutions adopted.

The conference will be held every year to make it an ideal platform for people to share views and experiences in Management and Education Innovation and related areas.

All papers for the ICMEI2014 will be published in IPEDR (ISSN: 2010-4626) as one volume, and will be included in the Engineering & Technology Digital Library, and indexed by DOAJ, Electronic Journals Library, Engineering & Technology Digital Library, Google Scholar, Crossref and ProQuest . The excellent papers in this proceeding would be recommended to be published into International Journal of Information and Education Technology (IJIET, ISSN:2010-3689).

One Excellent Paper will be selected from each oral session The Certificate for Excellent Papers will be awarded in the Welcome Banquet on May 22, 2014.

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The conference will be held every year to make it an ideal platform for people to share views and experiences in Innovations in Business and Management and related areas.

All papers for the ICIBM2014 will be published in JOAMS (ISSN: 2168-0787) as one volume, and will be included in the Engineering & Technology Digital Library, and indexed by Ulrich's Periodicals Directory, Google Scholar, EBSCO, Engineering & Technology Digital Library and Electronic Journals Digital Library , and ProQuest.

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Notification of Acceptance	On April 10, 2014
Final Paper Submission	Before April 25, 2014
Authors' Registration	Before April 25, 2014
ICIBM 2014 Conference Dates	June 16-17, 2014

International Conference on Teaching and Education Sciences
June 16-17, 2014   Hong Kong

ICTES 2014

Welcome to the official website of the 2014 International Conference on Teaching and Education Sciences (ICTES2014), will be held during June 16-17, 2014, in Hong Kong. ICTES 2014, aims to bring together researchers, scientists, engineers, and scholar students to exchange and share their experiences, new ideas, and research results about all aspects of Teaching and Education Sciences, and discuss the practical challenges encountered and the solutions adopted.

The conference will be held every year to make it an ideal platform for people to share views and experiences in Teaching and Education Sciences and related areas.

All papers for the ICTES2014 will be published in IJIET (ISSN: 2010-3689) as one volume, and will be included in the Engineering & Technology Digital Library, and indexed by DOAJ, Electronic Journals Library, Engineering & Technology Digital Library, Google Scholar, Crossref and ProQuest .

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Final Paper Submission	Before April 25, 2014
Authors' Registration	Before April 25, 2014
ICTES 2014 Conference Dates	June 16-17, 2014

Welcome to the official website of the 2014 International Conference on Social Sciences and Business (ICSSB2014), will be held during June 16-17, 2014, in Hong Kong. ICSSB 2014, aims to bring together researchers, scientists, engineers, and scholar students to exchange and share their experiences, new ideas, and research results about all aspects of Social Sciences and Business, and discuss the practical challenges encountered and the solutions adopted.

The conference will be held every year to make it an ideal platform for people to share views and experiences in Social Sciences and Business and related areas.

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English is the official language of the conference. We welcome paper submissions. Prospective authors are invited to submit full (and original research) papers (which is NOT submitted/published/under consideration anywhere in other conferences/journal) in electronic (PDF only) format through the Electronic Submission System website or via email icssb@iedrc.net.

Important Date

Paper Submission (Full Paper)	Before March 20, 2014
Notification of Acceptance	On April 10, 2014
Final Paper Submission	Before April 25, 2014
Authors' Registration	Before April 25, 2014
ICTES 2014 Conference Dates	June 16-17, 2014

Note

Note

OUTLINE

- **INTRODUCTION**
- **GLOBAL POVERTY**
- **POVERTY IN INDONESIA**
- **POVERTY ALLEVIATION PROGRAMS IN INDONESIA**
- **THE ROLE OF EDUCATION AND LOCAL WISDOM IN ALLEVIATING POVERTY**
  - ❖ **THE ROLE OF EDUCATION**
  - ❖ **THE ROLE OFLOCAL WISDOM**
- **END NOTES**

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INTRODUCTION

- Welfare can be associated with fishes in the sea..."*there are plenty of fishes in the sea"*. Everybody can have it for free, and so does the welfare.

INTRODUCTION .....cont'd

WELFARE?

According to dictionary, WELFARE➔**SAFE, NO WORRY AND PROSPERITY**

In Indonesia ➔
Person is considered wealthy if he/she is able to fulfill the 6 basic needs.

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GLOBAL POForty

Nowadays, the poverty are becoming more crucial due its consequences
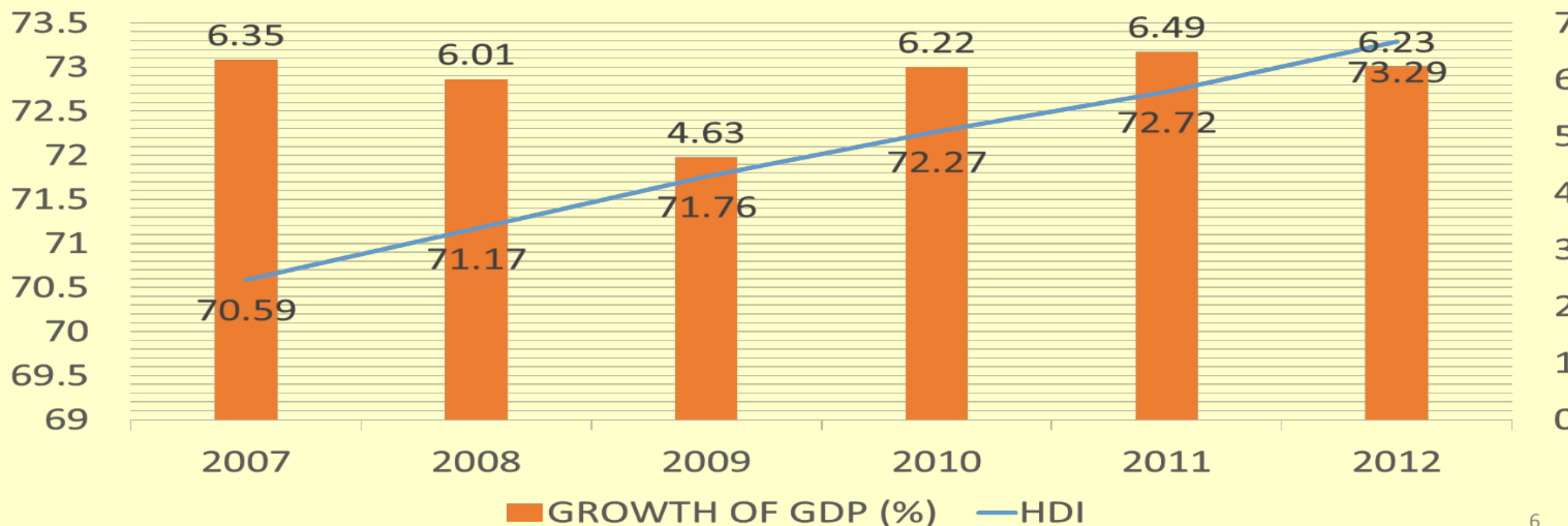
MILLENIUM DEVELOPMENT GOALS-GOAL 1   COURTSY OF YOUTUBE

World Poverty Statistics	
World Population that lives on less than $2.50 a day	50% (3 Billion)
Total Number of children that die each day due to Poverty	22,000

POVERTY IN INDONESIA

Nationally, there are some indicators to reflect the welfare increase. It can be seen in Gross Domestic Product (GDP), Human Development Index (HDI), and level of poverty.
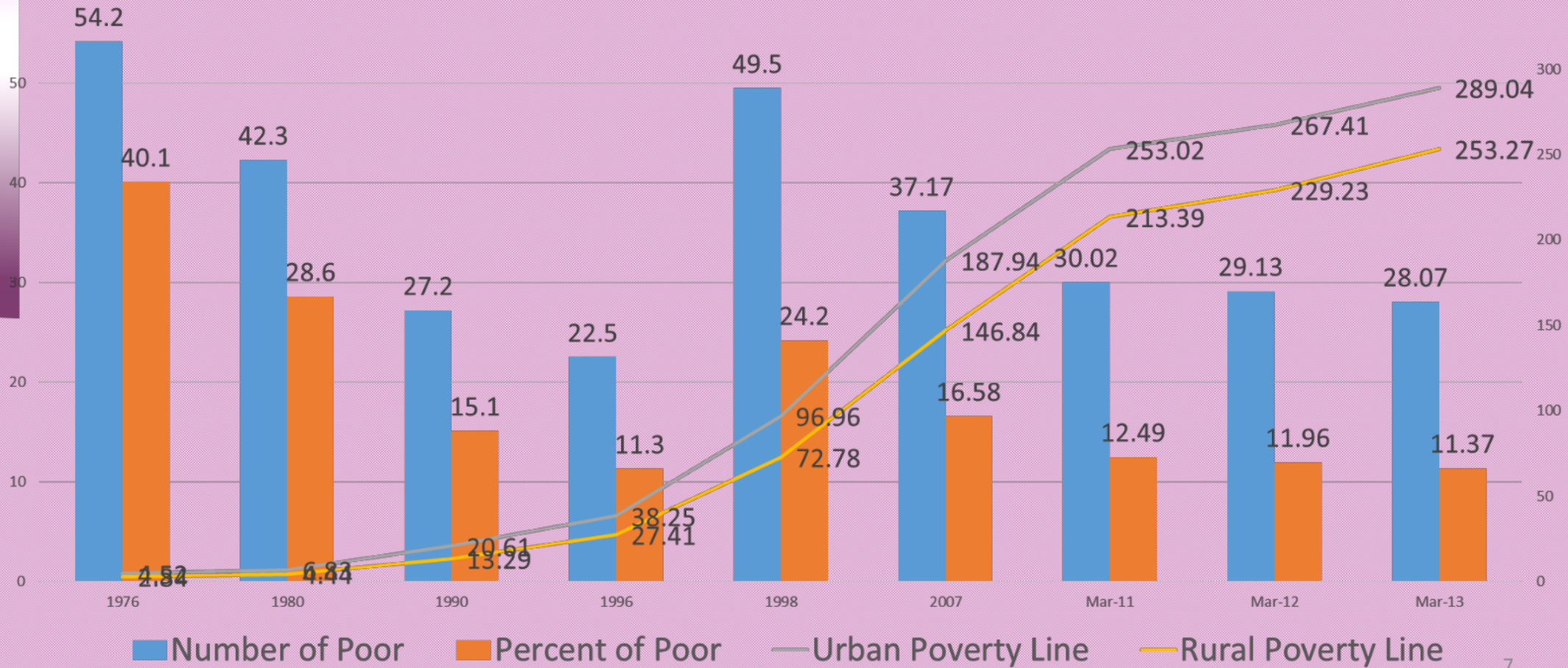
Growth rate of GDP and Human Development Index Periode 2007-2012

GDP values (bars): 2007: 6.35, 2008: 6.01, 2009: 4.63, 2010: 6.22, 2011: 6.49, 2012: 6.23

HDI values (line): 2007: 70.59, 2008: 71.17, 2009: 71.76, 2010: 72.27, 2011: 72.72, 2012: 73.29

Legend: GROWTH OF GDP (%)   —HDI

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POVERTY IN INDONESIA..... cont'd

Number of Poor People, Percentage of Poor People and the Poverty Line, 1976-2013

POVERTY ALLEVIATION PROGRAMS IN INDONESIA

Poverty Alleviation Programs in Indonesia

- The program for under-developed areas
- Regional program to overcome the impact of economic crisis) which is followed by urban poverty eradication program, district-level program and urban poor (with World Bank),
- Farm Credit Services,
- Rice for the poor program,
- Social safety net program,

POVERTY ALLEVIATION PROGRAMS IN INDONESIA... cont'd

Unika
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Poverty Alleviation Programs in Indonesia

- Low-income family card,
- Scholarship for the poor,
- Micro credit,
- Unconditional cash Transfer,
- national program of community empowerment and others.

IN FACT THAT HAPPENING................

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Abu Huraerah, (2006)➔The poverty alleviation model tends to be INITIATED BY GOVERNMENT, PUT "THE POOR" AS THE OBJECT, MOST OFTEN ASSOCIATED WITH THE INABILITY ECONOMICALLY AND CHARITY➔Old paradigm

I'M FROM THE GOVERNMENT, I'M HERE TO HELP

davidsincan.blogspot.com

Suharto (2003)➔Poverty alleviation should EMPHASIZE ON "WHAT THE POOR PEOPLE" INSTEAD OF "WHAT IS NOT OWNED BY THE POOR, MULTIDIMENSIONAL, ENHANCE PRODUCTIVITY, ENGAGE THE POOR AS SUBJECTS AND EMPOWERING.➔New Paradigm

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THE ROLE OF EDUCATION: ENABLING, ENOBLING AND EMPOWERING

According to dictionary, EDUCATION is defined as the process of changing the behavior of a person or group of people in human mature businesses through the efforts of teaching and training; educating means "to train the character" and "giving intelligence"

http://agmarketingconsulting.com/

ROLE 1: ENABLING

Education increases one's ability to a better life

Education gives people opportunities to access job market, increasing income, and increasing welfare,rising socia status

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ROLE 1: ENABLING... cont'd

If there are the following questions,
➔ Why do you go to school?,
➔ Why take a course (such as, tailor, technician, mechanic, etc.)?",
➔ Why go to college?",
➔ Why do you send your children to school?

regional.kompasiana.com

www.merdeka.com

The posible answers are:
➔ to be successful,
➔ to get a job,
➔ to have higher income,
➔ To be welfare not to become poor, and so on.

ROLE 2: ENNOBLING

Education makes life more dignified

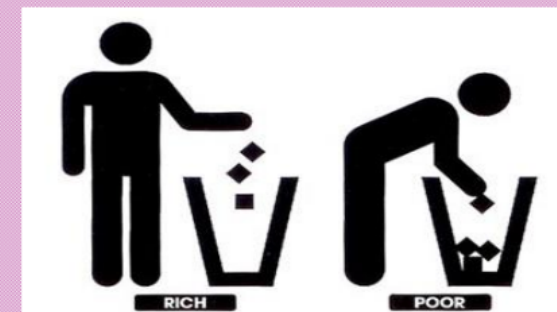There are two types of social mobility
➔horizontally
➔vertically: vertical upward social mobility (social climbing) and downward social mobility (social sinking).

klik7Z.blogspot.com

Factors which are influence Vertical mobility
➔Income/standard of living
➔Behavioral/attitude changes
➔position / title
➔EDUCATION

RICH   POOR

http://www.ummi-online.com/

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ROLE 3: EMPOWERING

Education give (someone) the authority or power to do something ➜ the way to elevate poverty
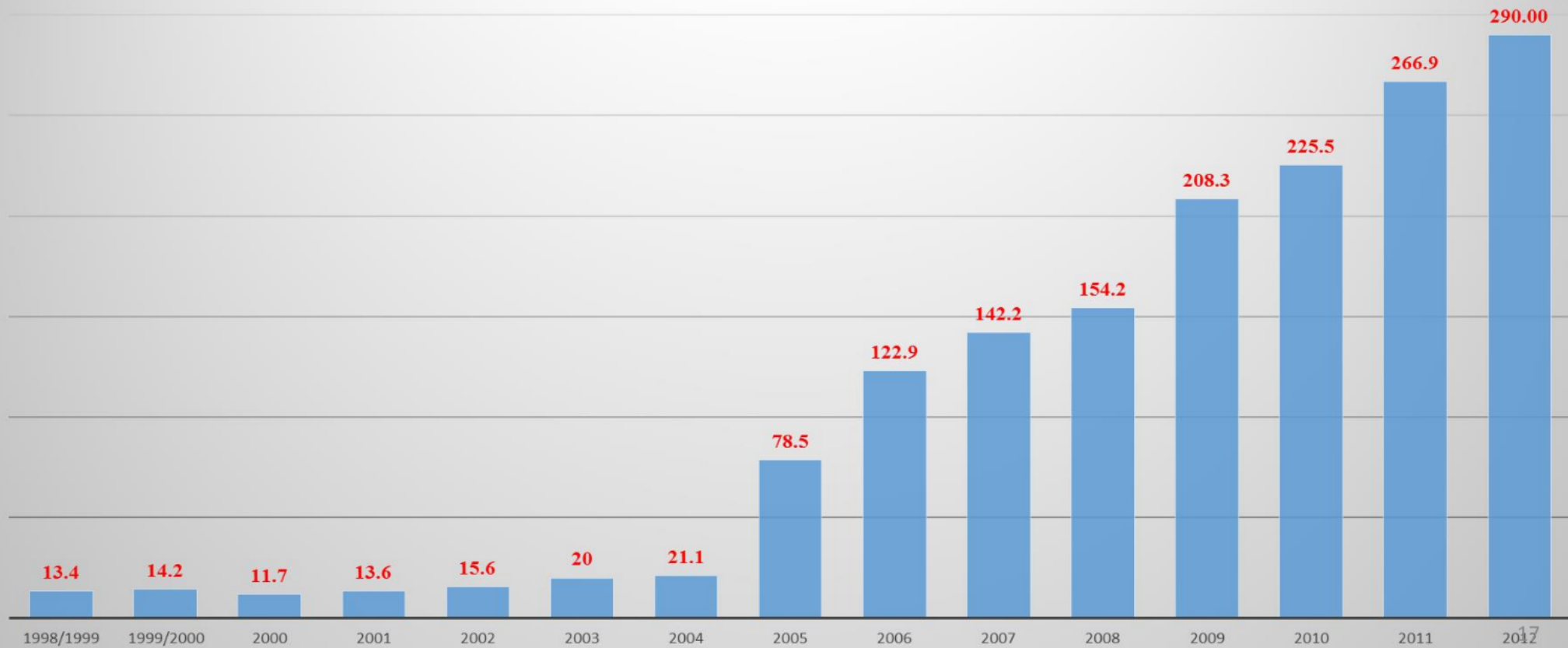
sohoque.com

portalgresik.com

Clark (1944) in **An Investment in People** ➜ *"experiments in law-income communities show clearly that education can be used to help people obtain a higher standard of living through their own efforts"*.

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Westri, Ika Rahutami, Rahmat Djati (2013) identified two groups of poor who has different social psychology character. The first group is the group of the poor who tend to accept poverty as destiny. This group considers that education is not important and subsistence work. Secondly, the groups of poor who believe that poverty can be changed. THEY ARGUE THAT THE KEY FACTOR TO GET OUT OF POVERTY IS EDUCATION. Most of them set aside part of their income to live better in the future.

How Indonesia concerns with Education... cont'd

There are some programs used to increase the education facilities. and give away scholarship for students from elementary school level until university level. Those are School Operational Aid (Bantuan Operasional Sekolah/BOS), School Operational Aid for books, Special Aid (Bantuan Khusus Murid/BKM), and scholarships from elementary to college/higher education. The program is intended to facilitate educational fund for the students, especially for the poor ones as well as quality improvement through Quality Management Operational Assistance (BOMM). The program even recognized to be best practice by UNESCO.

THE ROLE OF LOCAL WISDOM

Local Wisdom is the knowledge that comes through a <u>long period</u> that people evolved together with their environment, inherent in the minds of people for generations and make it as a potential energy source <u>community life</u> (Keraf, 2002)

local wisdom is defined as the truth that has been a tradition or steadily in a region (Gobyah, 2009)

Local Wisdom ➔ value which is considered to be good and true that lasts for generations and implemented by a particular communities

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A FEW LOCAL WISDOM IN INDONESIA

1. *GOTONG ROYONG* .

2. KETAATAN PADA PEMIMPIN TERUTAMA TOKOH AGAMA

3. NGENGER

4. ORANG TUA ASUH

5. TABUNGAN CINTA KASIH

LOCAL WISDOM: INSTRUMENT TO DEVELOP THE POTENTIAL AND SOCIAL CAPITAL OF THE POOR.

Local wisdom is unique

Identifying and recognizing the socio-phicology character of the community is very important in empowering them.

Poverty Alleviation Programs will meet the need

Empowering the poor cannot simply rely on same patterns.

END NOTES: 1

Empowering the poor cannot simply rely on uniform patterns. There are differences in the social character of the community, and so does the poor. It is caused by differences in the natural environment, culture, social interaction, history, and a few other things Therefore, in formulating poverty alleviation programs should be focused on the main characters in each group.

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SOEGIJAPRANATA CATHOLIC UNIVERSITY

Starting poverty eradication from the point of view of "what poor people have" instead of "what poor people do not have or what the poor people need". This approach has more positive energy than focus on what the poor people don't have.

SOEGIJAPRANATA CATHOLIC UNIVERSITY

Local wisdom has a very important role in empowering the poor, because it contains positive values in society. Local wisdom is the social capital that can lead to and become trigger of poor potential development.

END NOTES: 4

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According to Rhenald Kasali (2005), working is like a game of cards. You will win if you have "ACEs" (*in bahasa: AS*). Kerja*kerAS* (working hardly), *kerjacerdAS* (working smartly), *kerjaikhlAS* (working sincerely) and *kerjatuntAS* (working thoroughly).

http://www.groupon.co.in/

So, ...teach/motivate the poor to have , to apply the four "*AS*" and their will win, they can help themselves to cope their own poverty.

TERIMAKASIH
THANK YOU

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**EDUCATION AND LOCAL WISDOM IN THE POVERTY ALLEVIATION
FRAMEWORK: THE BASIC OF A SELF-HELP MODEL FOR EMPOWERING
THE POOR
KEYNOTE SPEECH
MG WESTRI KEKALIH S,
SOEGIJAPRANATA CATHOLIC UNIVERSITY, SEMARANG INDONESIA**

INTRODUCTION

Maximum welfare is the goal of development. It goes beyond individual and aggregator's mindsets. Indonesia's dream about welfare is formulated into the National Vision of Long-Term Development Planning 2005-2025, which is to set forth the independence, justice, advance, and welfare for Indonesia.

Welfare can be associated with fishes in the sea..."*there are plenty of fishes in the sea*". Everybody can have it for free. Even so the welfare. To obtain the welfare, for a better life, people should make an effort. Moreover, they should be willing to work. All they need to do are trying to take it seriously in a proper way and refusing to give up easily. According to Rhenald Kasali (2005), working is like a game of cards. You will win if you have "ACEs" (*in bahasa: AS*). Kerja*kerAS* (working hardly), *kerjacerdAS* (working smartly), *kerjaikhlAS* (working sincerely) and *kerjatuntAS* (working thoroughly). So, the four "*AS*" are used as the basic of the program that empowers the poor people to cope their own poverty.

There must be actions and efforts to achieve the purpose. Nothing will be done if you only wish. It is a hard work. Working smartly means creatively selecting, searching, creating and making decision, putting 'what, how and why' into account of the risks, being able to see opportunities and finding solutions to achieve the expected benefits. Working sincerely means doing something earnestly without any complaints to organize the parts in an integrated effort from start to finish and to achieve maximum results. The four aces will be motivations and frameworks of thoughts to make decision to keep people away from poverty. They can be developed through education and they can also be utilized as the existing social capital, such as local wisdom.

POVERTY IN INDONESIA

Nationally, there are some indicators to reflect the welfare increase. It can be seen in Gross Domestic Product (GDP), Human Development Index (HDI), employment or level of unemployment, and level of poverty.

GDP reflects the overall output values resulted by economy activities in a certain period of time. The higher the value of GDP, the wealthier a nation will become. Economic growth is identical to the increasing in welfare. That is the reason why a high economy growth shown in the GDP has always been used as the main target to achieve an excellent economy development. Social status of an individual would generally be lifted up as long

1

as an excellent economy condition is in a good control. It can be seen in the table that Indonesia's economic growth during 2007-2012 period has always been above 6 percent except in 2009 due to the impact of the global financial crisis. It means that there is an improvement in welfare.

Table 1. Growth Rate of Gross Domestic Product at 2000 Constant Market Prices By Industrial Origin (Percent), 2007-2012
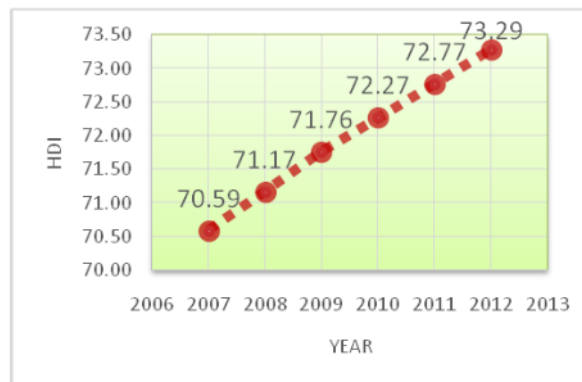
Lapangan Usaha	2007	2008	2009	2010	2011*	2012**
1. Agriculture, Livestock, Forestry and Fishery	3,47	4,83	3,96	3,01	3,37	3,97
2. Mining and Quarrying	1,93	0,71	4,47	3,86	1,39	1,49
3. Manufacturing Industry	4,67	3,66	2,21	4,74	6,14	5,73
4. Electricity, Gas & Water Supply	10,33	10,93	14,29	5,33	4,82	6,40
5. Construction	8,53	7,55	7,07	6,95	6,65	7,50
6. Trade, Hotel & Restaurants	8,93	6,87	1,28	8,69	9,17	8,11
7. Transport and Communication	14,04	16,57	15,85	13,41	10,70	9,98
8. Finance, Real Estate and Business Services	7,99	8,24	5,21	5,67	6,84	7,15
9. Services	6,44	6,24	6,42	6,04	6,75	5,24
Gross Domestic Product	6,35	6,01	4,63	6,22	6,49	6,23

Source: Indonesian Statistics, 2013
Notes:
preliminary figures
** *Very preliminary figures*

Source: Indonesian Statistics, 2013
Figure 1. Indonesia's Human Development Index periode 2007-2012

The Human Development Index (HDI) covers life expectancy, level of literate people, and purchasing power. HDI will confirm any information on how the people can get access to every single of development outcome which is represented upon their life expectancy, education, and income. Along with the economic growth, the HDI increases from year to year. In 2007, the HDI was 70.50. In 2012 the HDI increased to 73.29. The targets of HDI in Indonesia are: reaching 85 years of life expectancy, acquiring basic

level (12 years) of education for each individual, and reaching adequate standard of good living.

Historically, Indonesia had experienced a very significant decrease in poverty during the period 1976-1996. Indonesia's poverty fell from 40.1% to 11.3% of the total population of Indonesia. In 1976 the poverty rate was 54.2 million people (approximately 44.2 million people in rural areas, and about 10 million people in urban areas). This number of the poverty declined in 1980 to be approximately 42.3 million people (approximately 32.8 million people in urban areas, and around 9.5 million people in rural areas), or it reduced for about 21.95 percent. In 1990, the number of poor declined to be approximately 27.2 million people (approximately 17.8 million people in urban areas, and around 9.4 million people in rural areas), or approximately 35.69 percent decrease from 1980. Although the poor had increased higher in 1996 to 34.5 million people (approximately 24.9 million people in urban areas, and 9.6 million people in rural areas) compared to what happened in 1990, but this number is lower than the one in 1976.

Table 2   Number of Poor People, Percentage of Poor People and the Poverty Line, 2007-2013

Year	Number Of Poor People (Million)			Percentage of Poor People			The Poverty Line (Rp1.000/Capita/Month)	
	Urban	Rural	Urban+Rural	Urban	Rural	Urban+Rural	Urban	Rural
1976	10.00	44.20	54.20	38.80	40.40	40.10	4 522	2 849
1980	9.50	32.80	42.30	29.00	28.40	28.60	6 831	4 449
1990	9.40	17.80	27.20	16.80	14.30	15.10	20 614	13 295
2002	13.32	25.08	38.39	14.46	21.10	18.20	130 499	96,512
2003	12.26	25.08	37.34	13.57	20.23	17.42	138 803	105 888
2004	11.37	24.78	36.15	12.13	20.11	16.66	143 455	108.725
2005	12.40	22.70	35.10	11.68	19.98	15.97	165 565	117 365
2006	14.49	24.81	39.30	13.47	21.81	17.75	174 290	130.854
2007	13.56	23.61	37.17	12.52	20.37	16.58	187.94	146.84
2008	12.77	22.19	34.96	11.65	18.93	15.42	204.90	161.83
2009	11.91	20.62	32.53	10.72	17.35	14.15	222.12	179.83
2010	11.10	19.93	31.02	9.87	16.56	13.33	232.99	192.35
March 2011	11.05	18.97	30.02	9.23	15.72	12.49	253.02	213.39
40787	10.95	18.94	29.89	9.09	15.59	12.36	263.59	223.18
March 2012	10.65	18.49	29.13	8.78	15.12	11.96	267.41	229.23
41153	10.51	18.09	28.59	8.60	14.70	11.66	277.38	240.44
March 2013	10.33	17.74	28.07	8.39	14.32	11.37	289.04	253.27

Note:
Times References for all entries is February,

The economy crisis had finally triggered a multidimensional crisis within a period of 1997-1998. The crisis led the level of poverty went up dramatically. Indonesian statistics show the increasing rate of poverty from 11.3% in 1996 to 24.2% in 1999. However, along with the economic recovery in 2007-2012, the level of poverty was going down again in terms of the number, percentage and poverty line (table 2). In 2007, the number of poverty was 37.17 million (approximately 16.56 percent to total population). In March 2013 the number of poverty was going down to 28.07 million people (approximately 14.32 percent to total population). Meanwhile, the poverty line had increased significantly, both in rural and urban areas. In 2007, the poverty line in urban areas was Rp187.94 per capita per month and Rp146.84 per capita per month in rural areas. In March 2013, the poverty line in urban areas was Rp289.04 per capita per month and Rp253.27 per capita per month for rural.

Nowadays, the poverty becomes are becoming more crucial because of its characteristics. The characteristics of poverty can damage the system, in term of economic and political system, social culture and even the noble values that exist in society. A large number of the poor could potentially create social problems such as theft, robbery, prostitution, and other deeds which in turn create unsafe conditions and socio-political instability. The peace of the community will decline and their activities will disrupt. Therefore, poverty is set as the first target in the Millennium Development Goals (MDGs).

POVERTY ALLEVIATION PROGGRAMS IN INDONESIA

Poverty is multidimensional because it involves many aspects of life, such as social status, economic status, health status, and many more. However, quantitative measures, such as the number of ownership of goods, and calories consumed, or the level of monthly income per capita is more widely used to measure the level of poverty. The poverty is most often associated with the economic inability. There are two weaknesses in the quantitative measurement, (1) increasing the number of the poor because all persons are willing to accept the help from the government for free, and (2) The groups that are really poor, such as homeless people, buskers, beggars, and scavengers, may not be recorded as they could not be quantified. There are also many isolated rural communities that are not covered by the data recorder. These conditions make the government face the increasingly complex social problems. Economic development which is hampered due to the presentation of social data is not always accurate. Poverty alleviation which is based solely on quantitative measures tends to be less effective. It enables the groups of people trapped in poverty (poverty trap), inequality, disempowerment and lack of access to resources, infrastructure and socio-economic development outcomes

The government with their policies tries to unchain the poverty. As exemplified in the Presidential Instruction no.5/1993 about poverty prevention which launched the program for under-developed areas (or *Inpres Desa Tertinggal* abbreviated as *IDT*), regional program to overcome the impact of economic crisis (*PDM-DKE*) which is followed by urban poverty eradication program (*P2KP*), district-level program and urban poor (with World Bank), Farm Credit Services (*KUT*), rice program for the poor

(*Raskin*), social safety net program (*JPS*), low-income family card (*Kartu Gakin*), scholarship for the poor, micro credit, direct cash aid (*Bantuan Langsung Tunai/BLT*), national program of community empowerment (*Program Nasional Pemberdayaan Masyarakat Mandiri/PNPM Mandiri*) and others. Though those programs are not said as failures, poverty rate reduction is not as much as expected. It is as if stagnant or likely to say it would not budge.

Some analysts on poverty criticize the stagnancy. It seemed that poverty rate remained the same. It does not mean that the Government has failed. It was caused by some paradigm blunders. Recently, the poverty alleviation model tends to be topped down or initiated by government. This model tends to put "the poor" as the object. It is based on the premise that economically, the poor do not have anything (having nothing); socially, they are nobody (being nothing); and politically, they do not acquire the rights. They are the victims of development (having no rights and being wrong). According to Abu Huraerah (2006), poverty alleviation blunders are caused by (1) there is the tendency to use an economic measurement, meanwhile the poverty consists of many aspects of life or multidimensional, poverty can be formed into cultural poverty (apathetic, apolitical, fatalistic, and powerlessness values of discrimination), economic poverty (no sufficient income to fulfil the needs, even the basic needs) and structural poverty (caused by disadvantages in living), (2) there is the tendency to apply charitable-based poverty eradication model, instead of productivity-based poverty eradication model. This model tends to create a dependency to the donor and it does not stimulate productivity, (3) the poor is placed as the passive object in the efforts of poverty eradication, and, (4) sometimes the government takes position as the ruler, not as the facilitator. In other words, Suharto (2003) stated that poverty eradication should be started from "what poor people have" instead of "what poor people need". Poverty alleviation should use the philosophy of empowerment approach. That is " by, from, and for the community itself - self help "and" help people (individuals and collectivities) so that people can solve their own problems - to help people to help themselves. This can be done by developing the potential and social capital of the poor, especially local wisdom. By this new paradigm, poverty eradication program may improve productivity and empower the poor.

THE ROLE OF EDUCATION

Besides paradigm shift, other theories stated that the solution to eradicate poverty is by giving poor people an educational opportunity. MarzukiAlie in the Panel Discussion of Millennium Development Goals (MDGs) and Eradication of Poverty which was held by Parliamentary Cooperation Board (BKSAP) in November 2011 stated that one of the solutions to eradicate poverty is through education. The importance of education itself had already been stated by the heroes of education, Ki Hajar Dewantoro or Ir. Soekarno. They stated that the only way to change the destiny of a nation is education. Ki Hajar Dewantoro, had initiated a culture of education, that is "**tut wuri handayani**" meant a teacher should be able to provide encouragement and guidance, "**ing madya mangun karsa**" meant the teacher should create initiatives and ideas, and "**ing ngarsa sung tulada**," meant a teacher should set forth an example of good behavior, inspiring and

becoming the role model. This sequence of sentences has the spirit of morality and advancement.

Many or even all of us have at least once applied for a job. Perhaps you may recall things in general what you see in most job vacancies. They must be about position and qualifications. For those who are interested and meet the qualifications, they will enclose the CV as attachment. Why is the CV needed? It is because companies need some information about the applicants. Whenever we want to start out a business, we clearly need knowledge and skills for choosing business types, choosing business location, making business plan and so on. With adequate education, those needs can be fulfilled. Learning process will run into education. We may say that education is a stepping stone to lead an easy and wealthy life.

The word education is a common word. These are the definitions of education:

1. According to the Indonesian dictionary, '*pendidikan*' or 'education' comes from the word '*didik*' or 'to educate'. This means keeping or giving lessons (leadership lessons) about morality and intellectual quotient. Meanwhile, education is meant to be the process of transformation and attitude establishment upon individuals or a group of people through teaching-learning activities, expansion process, and education procedures.
2. UNESCO formulates the lessons of learning how to think, how to do, how to learn, and how to live together.
3. The Act of the Republic of Indonesia number 20/2003 on national education system mentioned the definition of education: "education is a planned conscious effort to actualize learning process and environment so as to actively developing students' potentials and their possession of spiritual mind, self-control, personality, intelligence, morality, and skills which are needed by each individual, society, and nation"

Pertaining to those definitions, it can be inferred that education is likely to keep up with a process to preserve the existence of human beings. Thus, education is an important matter for someone to stay alive, to gain a decent life, and to lead a wealthy life. Through education, we can learn how to identify ourselves, how to make up our mind according to what first matters, and how to make a decision systematically. In addition, the levels of education have been used to measure one's qualification matter. Therefore, in many cases people with higher education level will have better positions and earn higher salaries.

As I stated previously, poverty is a condition which reflects helplessness and inability of individuals. The government facility also plays an important role in this matter. According to Ginandjar Kartasasmita, there are 3 ways to empower society and help them to alleviate people from poverty. They are: (1) creating the condition which makes people able to develop their skills (2) reinforcing the human resources in society, and (3) empowering them. Education is actually made up to create that condition.

Source: agus34drajat.wordpress.com

EDUCATION ENABLING

As stated above, there are certain qualifications to come into the world of job vacancy. As a result of conjuncture of economy, unemployment happens because there is a qualification of incompatibility between the demand of the company and the qualification of the job seeker. Many of job seekers are failed when they have to fulfill the company requirement. This case reflects the condition nowadays that the reason why many job seekers are failed to enter the job market is because they are less competent. This condition consequently results in the rise of the number of unemployment. Meanwhile, unemployment is identical to poverty.

Education becomes the way to fulfil the needs of job seeker's competence so they are qualified in the job market. It will also influence people to think systematically. Moreover, it opens people's mind about new knowledge, cultures, sophisticated technology and others. It means that education gives people opportunities to access job market, to earn income to fulfil their needs and to have a wealthy life. Education gives the opportunity for people to reach certain social class. For example, when you answer questions of "why do you go to school?", "why do you join certain courses (such as, sewing, painting, computer graphics, etc.)?", "why do you take higher education?", "why do you send your children to school?", the answers of these questions are typically as follows: to be successful, to get a job, to have income, to have a wealthy life, and so on. It implies that education may give the possibility for someone to have a better future in life. If every individual in the society has the opportunity to be better, a prosperous nation can be established.

EDUCATION ENNOBLING

Education gives an opportunity to upgrade the life not only of for an individual but also for a nation. If life continues to improve, education will make a person even more dignified. In fact, in our society, social mobility will occur: horizontally and vertically. A person can undergo vertical social mobility, either upward (social climbing) or downward

(social sinking). Horizontal mobility does not cause a change in social rank, for instance, when a person moves from one city to another, or when a person changes nationality. Meanwhile, vertical social mobility goes along with a change in social rank. In general, people want the upward social mobility, i.e. moving to a higher class.

There are some factors influencing vertical social mobility. They are as follows:

1. Level of income
   As one's income increases, his/her social rank will also rise. The higher a person's income is, the higher his standard of living will become. If we relate this to education, higher education will become a bridge to gain high income and standard of living; to lift up his/her rank.
2. A high social status can also be caused by a change in behavior, that is, by imitating the life style of a person belonging to a certain social class. By doing so, his/her social rank will be improved. By education, one can also be more knowledgeable than before. This will also change his/her behavior to be better.
3. Position
   One can undergo an upward vertical mobility when he/she holds a certain position, such as a mayor, a dean, a rector, and so on.
4. Education
   By having knowledge and skill, one can access a higher social class easily.

From the aforementioned points, it can be seen that education causes an upward social mobility, either directly or indirectly. Moreover, education can make a person more dignified because it ennobles a person. Education, which is a process of transferring knowledge, values, cultures, is aimed to elevate people's dignity, and to make them "complete human beings".

In the strategic plan of department of education, it is stated that education is a systematic process to elevate people's dignity holistically, which enables the fundamental dimensions of humanity: affection, cognition, and psychomotor to develop optimally.

EDUCATION EMPOWERING

Clark (1944) stated in his book **An Investment in People**, "*experiments in law-income communities show clearly that education can be used to help people obtain a higher standard of living through their own efforts*". Based on this statement, I emphasize the key words "*their own efforts*". This phrase shows that education empowers people. Through education, one can have wider insight and knowledge and a better way of thinking. Therefore, an educated person has a better ability to adjust with his environment more easily, either in a bad or good condition than those who are not educated. An educated person can also anticipate the worst reality better than those who are not.

From this starting point, education, as a way to elevate poverty, can be a tool to empower people living under poverty line. Education is a way to elevate poverty. Paulo Freire (1984) developed a concept of education for liberation, that is, creating a comfortable atmosphere in education to empower students as a subject of education to enable them empower themselves gradually. Through education, the quality of human resource can be improved for it releases us from the shackle of helplessness.

Even though, Indonesia has faced some problems such as education unbalanced access by the society (poor people are likely to have more difficulties to get adequate

education as tuition fees are nowadays getting more unreasonably expensive), and also the unbalanced levels of education among regions as well as the educational facilities. However, there are some increasing indicators towards Indonesian education as shown in table 2.

Table 3
The Developing Education Indicators in Indonesia 2007-2012

Education Indicators	2007	2008	2009	2010	2011***)	2012
PARTICIPATION IN FORMAL EDUCATION						
School Participation Rate (SPR) 7-12 years	97.60	97.83	97.95	97.97	97.49	97.88
School Participation Rate (SPR) 13-15 years	84.26	84.41	85.43	86.11	87.58	89.52
School Participation Rate (SPR) 16-18 years	54.61	54.70	55.05	55.83	57.57	60.87
School Participation Rate (SPR) 19-24 years	12.20	12.43	12.66	13.67	13.91	15.73
PARTICIPATION IN FORMAL AND NON FORMAL EDUCATION**)						
School Participation Rate (SPR) 7-12 years	97.64	97.88	97.95	98.02	97.58	97.95
School Participation Rate (SPR) 13-15 years	84.65	84.89	85.47	86.24	87.78	89.66
School Participation Rate (SPR) 16-18 years	55.49	55.50	55.16	56.01	57.85	61.06
School Participation Rate (SPR) 19-24 years	13.08	13.29	12.72	13.77	14.26	15.84
Educational Attainment Population Aged 15 Years and Over						
Not/Never Attending School	8.59	8.24	7.50	7.28	6.41	5.88
Not completed Primary School	14.42	14.98	14.86	12.74	14.69	13.90
Primary Education (SD/MI/equivalent)	30.43	29.08	29.31	29.72	28.72	28.09
Lower Secondary Education (SMP/MTs/equivalent)	19.83	20.23	19.85	20.57	20.74	21.00
Secondary Education and above (SM/equivalent +)	26.73	27.46	28.49	29.69	29.44	31.13
Illiteracy Rate						
Illiteracy Rate Population Aged 10 years +	7.26	6.95	6.59	6.34	6.44	6.02
Illiteracy Rate Population Aged 15 years +	8.13	7.81	7.42	7.09	7.19	6.75
Illiteracy Rate Population Aged 15-44 years	2.96	1.95	1.80	1.71	2.30	2.00
Illiteracy Rate Population Aged 45 years +	18.94	19.59	18.68	18.25	17.89	17.20
Source: BPS-RI, Susenas 1994-2012						
Note: * Not available						
**Coverage of non formal education are Package A equal SD/MI, Package B equal SMP/MTs and Package C equal SM/SMK/MA						
***Increase of Illiteracy and reduction in the comparison of education indicators in 2010 and 2011 due to:						
1. Differences in calculation methodology of estimation. In 2010, inflate calculation is not based on a 5-year age groups (0-4, 5-9, 10-14, ..) while in 2011, the calculation of inflate by age group 5 years.						

Education Indicators	2007	2008	2009	2010	2011***)	2012

2. *Data collection in 2010 made once times a year, while in July made quarterly. This affects the calculation of indicators education because the school year beginning in July ended in June next year.*

Source: Indonesian Statistics

School Participation Ages (APS) shows that there is quite a few school-aged population that used educational facilities increasing year after year, either by the group of ages 7 – 12 years old, 13 – 15 years old, 16 – 18 years old, or 19 – 24 years old. Many people at the ages of 7 – 12 years old have made use of the advantages of education. This condition shows that the compulsory education program is successful. Meanwhile, there are approximately 87 percent of junior high school students at the age of 13 – 15 years old have accessed that education. Nevertheless, most people who accessed the facilities of education are those people at the age of 16 – 18 years old or similar to senior high school students. School Participation Number of formal and informal education have similar phenomenon which is increasing year by year in all level of age of education and mostly they have used non formal education.

The government's seriousness to improve the education system can also be seen in the development of educational budget proportion toward State Budget (APBN). The 20% of educational budget of State Budget is always fulfilled; in fact, the realization of this budget is bigger than the expected one. There are some programs used to increase the education facilities and give away scholarship for students from elementary school level until university level. Those are School Operational Aid (*Bantuan Operasional Sekolah/BOS*), School Operational Aid for books, Special Aid (*Bantuan Khusus Murid/BKM*), and scholarships from elementary to college/higher education. Those programs are intended to facilitate educational fund for the students, especially for the poor ones as well as quality improvement through Quality Management Operational Assistance (*BOMM*). The program is even recognized to be the best practice by UNESCO.

For educators who are obliged to transfer knowledge, the achievement itself is also becoming the most important factor. Concerning to this matter, the Constitution of Republic of Indonesia (*Undang-undang Dasar 1945*) No. 14/2005 about Teacher and Lecturer proclaims the educators as professional title. As a profession, a teacher is encouraged to fulfil educators' qualification of minimal Undergraduate level (*S1 or D4*), meanwhile, a lecturer should hold at least Graduate or Post-Graduate level (*S2/S3*). For supporting this qualification, some activities to improve qualification and competency are held as follows:

a. Giving scholarship for teachers to enhance teacher's qualification to S1/D4 and improving lecturer's qualification to S2/S3.

b. Giving certification for educators to give profession benefit for educators; to increase educators' motivation in developing teaching quality simultaneously.
c. Training and developing educators' competency.
d. Upgrading the professionalism of teachers continuously through *KKG/MGMP* program, *KKKS/MKKS*, and *KKPS/MKPS*.

THE ROLE OF LOCAL WISDOM.

Communities will develop the institution and institutional corresponding to their respective geography as one of the strategies of adaptation in behavior. The differences in geography leads to differences in institution and institutional. Therefore, identifying and recognizing the socio-cultural elements of a society (especially the poor society) is very important in empowering them. Each society has the potential of self-development which is formed by the socio-cultural background. It is unique and special as well as geographic and environment (Mubyarto, 1994). It shows that the community cannot be separated from culture which is consciously or not influencing their thinking and behavior (Samovar et al, 2010).The people who live in a specific environment, for example people who live in rural are influenced by the character of rural communities as well as a close relationship and a strong bond strict social control, mutual assistance, and the pattern of a simpler life. Similarly, the heterogeneous characters of the city do not put close relationships and the existence of a higher tolerance will affect the lives of the urban poor.

An expert of Social learning theory, Albert Bandura, stated that human behavior cannot be separated from the influence of the individual and the environment. The relationship between the environment, the individual, and their behavior is reciprocal (mutual). Therefore, the individual's productivity and his economic activities cannot be separated from their environment where he lives and the personal characteristics that he concerned. It means that these three elements (environment, individual/people, and their behavior) interplay. Environment, consisting of social and physical, provides varous of possibilities and limitations for individuals to behave. Such behavior in turn also affects the individual concerned and the environment in which he lives.

Empowering the poor cannot simply rely on uniform patterns. First, poverty reduction needs to consider the character and specific patterns that occur in the poor first in order to obtain a comprehensive model of poverty reduction. By exploring and developing local wisdom, the poverty not only can be reduced (relieving) but also can be avoided (preventing) as resources for sustainability for the next generation (Soerjani, 2005). Local wisdom contains norms and social values that govern how should the balance between the carrying capacity of the natural environment and the lifestyle of human needs establish. Local wisdom should be an inseparable part of anti-poverty policies. Therefore, the poverty alleviation programs will meet the need due to the programs in accordance with their potential, cultural and social psychology characters. Westri, Ika Rahutami, Rahmat Djati (2013) identified two groups of poor who have different social psychology characters. The first group is the group of the poor that tends to accept poverty as destiny. It considers that education is not important and becomes a subsistence work. It is found in rural areas which have low levels of mobility, and the people tend to be homogeneous. Secondly, the groups of poor that believe that poverty

can be changed. They argue that the key factor to get out of poverty is education. Most of them save their income to live better in the future. This group tends to be found in urban areas which have high levels of mobility, and the people are more likely heterogeneous.

There are positive values in groups of communities. They have grown and formed a norm or convention that applies hereditary from generation to generation. This is called the local wisdom. Local wisdom in one society is different to another. Positive values contained in local wisdom can be used as an instrument to develop potential and social capital of the poor in order to alleviate poverty. Some examples of local wisdom in Indonesia, are:

1. *Gotong royong* (mutual cooperation). *Gotong royong* is a life attitude, work methods and habits that are already known in Indonesia since immemorial time. In *gotong royong*, people do and finish an activity together. They help each other and share the task. Through *gotong royong*, a lot of things can be done. For example: setting up home, working the fields, helping the neighbor in distress, giving aid to the poor and others.

2. Adherence to the Leader. Indonesian society tends to be very respectful of the leader or someone who is regarded as the leader / public figures, especially religious leaders. Respect for the the leaders manifested in their adherence to leaders / public figures, especially religious leaders. Therefore, poverty alleviation programs should involve leaders or public figures to be more readily accepted by the public.

3. *"Ngenger"*. It happens when the poor entrust their children to the rich. There are two types of "*ngenger*". First, the rich families take care of the chilren without asking anything in return. Second, the rich families ask the children to work for them to pay for their education.

4. Foster parent. Being foster parents means the rich acts as parents for children from poor families, abandoned children, orphans and so on. One of the foster parents' role is to provide educational funding for children so that he or she can be independent in the future. In Indonesia, there is a national foster parent movement (*gerakan orang tua asuh/GN-OTA*). It is a forum or social concern movement to ensure the continuity of education of orphans and students from poor families through parenting.

5. *Tabungan Cinta Kasih* (Love saving). Institutionally, there are special accounts in the mosques or churches to hold funds from the social community. The fund is distributed to the poor in the form of school aid or financial aid.

In Indonesia, there are a lot of other local wisdoms related to environmental management and land, especially agricultural land. Assuming the majority of Indonesian people are farmers / life in the agricultural sector, the local wisdom in the agricultural sector can be an instrument of poverty alleviation.

END NOTES

1. Empowering the poor cannot simply rely on uniform patterns. There are differences in the social character of the community, and so does the poor. It is caused by differences in the natural environment, culture, social interaction, history, and a few other things Therefore, in formulating poverty alleviation programs should be focused on the main characters in each group.

2. Starting poverty eradication from the point of view of "what poor people have" instead of "what poor people do not have or what the poor people need". This approach has more positive energy than focus on what the poor people don't have.

3. Local wisdom has a very important role in empowering the poor, because it contains positive values in society. Local wisdom is the social capital that can lead to and become trigger of poor potential development.

4. Teaching the poor to elevate themselves from the poverty. Teach them to do the four ACES (*AS*), Kerja *kerAS* (work hardly), *kerja cerdAS* (work smartly), *kerja ikhlAS* (work sincerely) and *kerja tuntAS* (work thoroughly). So, they can come out from their poverty by themselves.

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