

# Empowering Scavenger's Progeny Through Social Entrepreneur School Model Toward Sustainable Development's Society

Heny Kusdiyati, Robby Wijaya, Indra Febrianto

**Abstract:** This research purposed to develop the empowering pioner school model for scavenger's progeny in Supit Urang Landfill Malang toward sustainability Development's Society in Malang. Te research method that used is descriptive-qualitative research. The approach used in this research is emic (emic view). This research done in the scavenger's community in the Malang namely Supit Urang Landfill. Based on data analysis shows there are several factors influencing the low interest of scavenger's progeny to school are: First, the condition of the environment around scavenger children, second, the lack of motivation and support from both parents for their children's education, third, there is no cost to send their children to school., fourth, the low level of knowledge of parents about the education of their children, which can potentially break the chain of poverty that occurs. The implication of the Eradication of Poverty model for scavenger's progeny at the Supit Urang Landfill is done with the MSME-Based Pilot School which begins by providing assistance in the form of education on the importance of education for scavenger children. This is done to provide an understanding of the importance of education and knowledge to increase productivity and income so as to break the poverty chain. The existence of MSME-Based Pilot Schools can impact on the behavior of scavenger progeny who originally imitated their parents scavenging to become more independent through the processing of scavenging (waste) into profit.

**Index Terms:** scavenger's progeny, social entrepreneurship, supit urang landfill, sustainable developemnt's society,

## 1 INTRODUCTION

The Entrepreneurship is one of the important subjects that give significant contribution to Indonesia's economic growth. In 2018, the contribution of MSME's to Indonesia's Gross Domestic Product reached 60.34% (BPS, 2019). The Chair of the Indonesian Micro, Small and Medium Enterprises Association predicts that the contribution of MSME's will grow by 5% to 65% or around Rp. 2,394.5 trillion in 2019 (Akumindo, 2019). It can be seen that MSME's contribution have huge impact for improvement of Indonesia's Gross Domestic Product. This is the main reason the succes of entrepreneurship will create qualified young businessman who establish MSME's in the future. The role of entrepreneurship also become a vicle of economic and societal transformation, is not new in the economic literature. Several authors have already studied the link between resolving global problems and entrepreneurship (Shumpeter, 1934, 1942; Drucker, 1985; Matos and Hall, 2007). There are so many stakeholders that have to be involved to support the succes of entrepreneurship contribution to Indonesia's GDP. Not only huge businesmaan or big enterprises, but also micro enterprises in the border area also have to be active to support this contribution. Supit Urang, is one of the border area in the Malang that familiar with its scavengers. There are so many problems that happen in the Supit Urang's community.

The one of the big problem that happen in the Supit Urang's scavenger is poverty. Some of the factors that cause community poverty in general are because they rely on natural resources are very high, do not have the opportunity to work in other sectors, the scarcity of business resources specifically the entrepreneurial sector, institutions for results and marketing that exploit and the low quality of resources. In such conditions, it is necessary to have clear and sustainable concepts and management plans. Alternative social entrepreneurship education for their progeny through the empowerment approach to the role of entrepreneurship competence is an offer that deserves appreciation and positive response. Social entrepreneurship education become one of the right approach that can be implemented to scavenger's progeny. According to Hibber, Hogg et all (2002) show that social entrepreneurship is the use of entrepreneurial behavior for social end rather than for profit objective. It is really match with scavenger's progeny because of their environment was not just focus on profit objective. The succes of social entrepreneurship education also become one of the important thing to support the poverty eradication in the Supit Urang. Social entrepreneurship is also become an initiative of independent social entrepreneur aiming to alleviate a particular social problem (Alvord et al, 2002). There are several research that have been done to identificate the social problem solving was happened in Supit Urang. According to Suhartono (2014) show that the strategy of scavenger's community to survive and get out of poverty is to live a very simple life attitude in an effort to minimize expenses, involve family members to work, and run a side business. They just depend on helping from the community and the government. In the other research that conducted by Salaman et al (2016) which is implemented environmentally aware gerbage management program by using methane gas. This program can be one solution for scavenger's community to get out poverty cycler. However, that program was not implement perfectly because of les participation of the Supit Urang's community and the local government. It can not be developed sustainability and was not maximize to solve the social

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problem there. Therefore, it is necessary to develop the program that can be implemented perfectly considering the real condition on Supit Urang's community. Based on the problem above, this research conducted focuses on developing the program for social entrepreneurship education toward sustainable development of Supit Urang's community. This design program will be implemented in the pioneer school for scavenger's progeny in the Supit Urang.

## 2. METHOD

### A. Research Approach

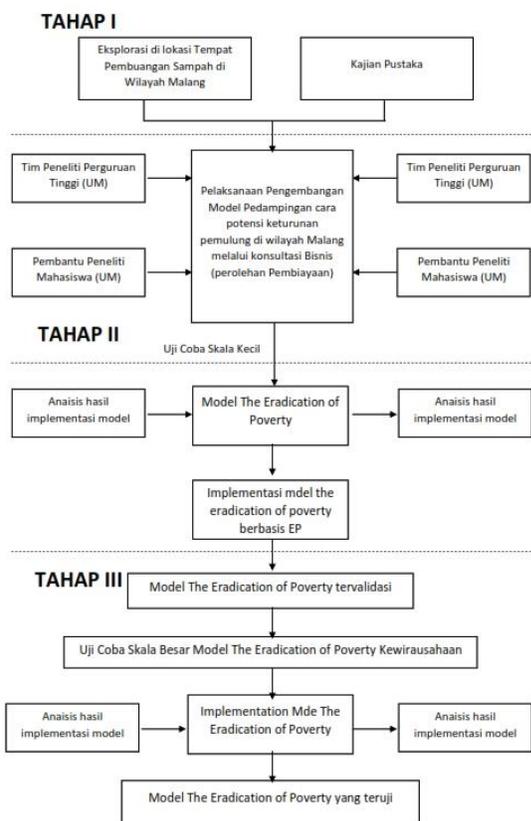


Figure 1. Research Approach

This research is a descriptive-qualitative research. The approach used in this research is emic (emic view) (Pelto and Pelto, 1978). This approach places is the scavenger's community in the Malang namely Supit Urang as autonomous subjects in providing perceptions and assessments about the empowerment of entrepreneurial competencies towards business continuity towards the dynamics and life of their economies.

### B. Research Informants and Data Collection Methods

Research informants who will be the source of information / research data are descendants of scavengers in Malang, both businessmen (business owners), local community leaders, both formal and informal. Informal numbers are relative and are determined based on data analysis needs. The method of applying the model will be carried out with deep implementation and involved observations, which are the main methods in qualitative descriptive research (Spradley, 1979 and 1997). With the triangulation approach, the inventoried

data is expected to be valid and reliable.

### 1) Development Procedures

The Procedure for Implementing the Development of the Eradication of Poverty model of entrepreneurship is carried out through the following steps:

#### a) First stage development procedure (first year)

(1) Identifying. (2) Analyzing the situation. (3) the participants' real needs are identified. (4) Designing entrepreneurship model for scavenger offspring. (5) Compiled a Model Guide to the Eradication of Poverty in entrepreneurship. (6) Validation.

#### b). Second stage of development procedure (second year)

(a) Implement the Entrepreneurship model, and mentoring, (b) Conducted comparative studies to successful scavenger breeding businesses in the Malang region, (c) Explore the potential of new entrepreneurs, (d) Evaluate the results of the Eradication of Poverty proposal, (e) Holding the Eradication of Poverty in the context of establishing a business (Implementation of a Business Plan) that has been prepared by participants of the Eradication of Poverty who are interested in opening a business.

### 2) Data analysis

Data analysis in this research was conducted with descriptive analysis, including activities analyzing the situation (environment), analyzing the characteristics of respondents and analyzing the needs of respondents for the Eradication of Poverty model to be carried out. These characteristics need to be known to be used as information in the framework of designing, the Eradication of Poverty model, the Eradication of Poverty material, the Eradication of Poverty method, the Eradication of Poverty media and instructors involved in the Eradication of Poverty if the model created is deemed appropriate. Analysis of respondents' real needs includes: The level of respondent needs for the Eradication of Poverty in the field of entrepreneurship and assistance. After these data are obtained, a draft of the Eradication of Poverty model is made and through expert validation a trial of the Eradication of Poverty model will then be conducted. And at the end of the activity is expected to produce a representative model in order to increase new entrepreneurs in the business sector. The next analysis is the result of the implementation or application of a model that has been tested on a small scale, then conducted an evaluation by experts and researchers, a revision process is also held and finally a validation test is held for the next stage, which is a large scale stage.

## 3. RESULT AND DISCUSSION

### A. Analysis of Problem Characteristics and Real Needs of Scavengers in Supit Urang Landfill in Malang

Based on interviews conducted with scavengers in the Supit Urang Landfill. Obtained some information about the physical condition (Figure 4.1) and the problems that exist in that place. The Supit Urang Landfill is located in the village of Mulyorejo, Malang Regency. The Supit Urang Landfill has a land area of around 32 hectares and the remaining 16 hectares. The Supit Urang Landfill is the largest waste disposal center in Malang. Within a day 125-135 trucks carry garbage to the Supit Urang Landfill. There are 250 scavengers in the Supit Urang Landfill with 5-6 collectors. In this case there are no restrictions on

scavenging so small children also follow their parents scavenging.



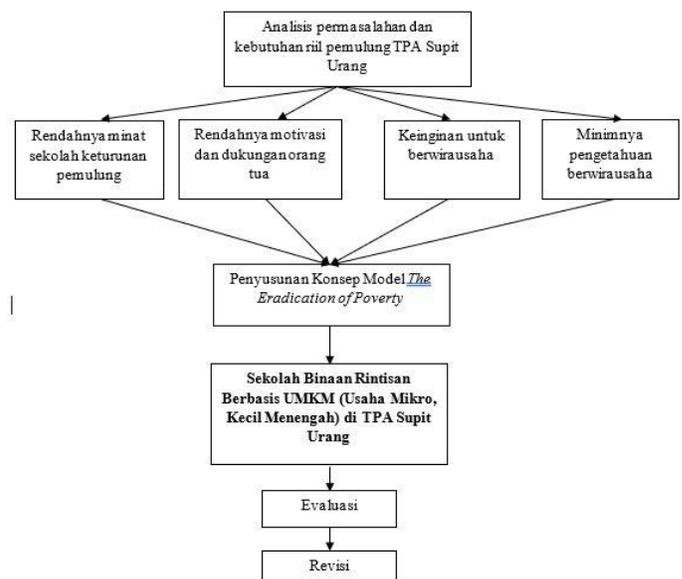
**Figure 2.** Condition of Scavengers in Supit Urang Landfill

Based on the facts obtained in the field, it is known that there are several factors that drive the low interest of scavenger children to go to school. First, the environmental conditions around the scavenger children. Not all scavengers want to go to school, only a small portion. There are children who go to junior high school, but seeing their friends scavenging and earning an income they decide not to continue school. Second, the lack of motivation and support from both parents for their children's education. Third, there is no cost to send their children to school. Fourth, the low level of knowledge of parents about the education of their children, which can potentially break the chain of poverty that occurs. According to Aisyah (2001) poverty is caused by a lack of skills, assets, and stamina. In addition, poverty is also caused by differences in the quality of human resources so that productivity is low and wages are also low, and is caused by differences in access and capital (Kuncoro, 2000). Therefore, it is very clear that the causes of poverty can be overcome by first providing education to parents and scavenger's progeny so that they are aware of the importance of education in their position as poverty alleviation that occurs in scavengers. The Eradication of Poverty is highly expected by the scavengers. It's just that the lack of knowledge in breaking the chain of poverty so that scavengers descendants still participate in their parents scavenging and dropping out of school. As a result of poverty it makes scavengers less productive so that their incomes are low. Low income has implications for low savings and investment so that the scavengers cannot improve their quality of life (Mubyarto et al. 1984, Masyuri, 1999; Kusnadi, 2002; Masyuri Imron, 2003). Based on the description above, it can be seen that the scavengers need concrete efforts in terms of improving the quality of life in the form of education and educational welfare services. This is because, it is also found that in Supit Urang Landfill there is still no education from the Education Office.

### B. Implications of Eradication of Poverty Models to Scavenger's Progeny through MSME Pilot Schools

(Micro, Small, and Medium Enterprises) at Supit Urang Landfill in Malang City It has been known in the previous description that The Eradication of Poverty in scavengers can be pursued by improving quality by increasing productivity so that income can increase as well. Efforts to increase productivity must of course be coupled with qualified Human Resources (HR) as

well. In this case parents and scavenger's progeny. Based on research conducted by Kusdiyanti (2012), a plan for developing business of scavenger children progeny, 53% of respondents stated that they wanted to develop their business in the hope of increasing income, while 47% had difficulty managing existing business activities so there were no plans to add business activities in the form different from existing ones. Based on the results of this research, in general, the scavengers are interested in the business plan. On the other hand, the lack of scavenger knowledge in entrepreneurship makes it difficult to develop businesses that are needed by the market today. This is an interesting fact that needs to be studied and potentially as an effort to break the poverty chain (The Eradication Poverty). Entrepreneurial activity is one of the real needs of scavengers for The Eradication of Poverty. In order to break the scavenger poverty chain that matches the real needs of scavengers by utilizing the potential of existing human resources, namely parents and scavenger's progeny. In this case a concept map of the scavenger models of Eradication of Poverty has been made as shown in Figure below.



**Figure 3.** Concept Model for The Eradication of Poverty through MSME-Based Pilot Schools

The prototype of a MSME-based pilot school for scavenger children progeny is a container that is able to accommodate the real needs of scavengers. In addition, the most important thing is as a means to educate scavenger's progeny so as not to lack knowledge. This school is targeted at children of scavengers of productive age studying, namely children of junior high school age. This is due to the large number of scavengers who have not graduated from junior high school with the fact that they prefer to follow friends and their parents earn money from scavenging activities. The education provided at MSME-based pilot schools has a similar concept to the Malang City Save Street Children (SSC) community that embraces street children to be motivated to learn and further educate so that there is an increase in the quality of human resources and have an interest in going to school. At the end, as an initial step in the efforts of The Eradication of Poverty of scavenger's progeny at the Supit Urang Landfill, conduct education in order to provide awareness of the importance of

knowledge and education for scavenger's progeny. In its implementation, the Malang City Save Street Children (SSC) community took part in the education process at the Supit Urang Landfill



**Figure 4.** Provision of Material Regarding Motivation to Increase Interest in Learning of Scavenger's Progeny at the Supit Urang Landfill

This education is an initial form of assistance to scavenger's progeny before later given assistance on growing innovative attitudes on themselves, skills, and knowledge in entrepreneurship. This action is also in line with Syaifullah, et al. (2003) which said that the formation of an educational forum or community was a forerunner to the formation of socio-economic institutions that had a great influence, such as: (1) a container for the hope and management of aspirations for the development interests of citizens, (2) mobilizing all social, economic potential so that the ability of collectivity increase, (3) strengthen social solidarity and cohesiveness so that the community's mutual cooperation capability develops, (4) enlarges the bargaining position of the community with parties to the village, and (5) develops community collective responsibility for regional development. The event also featured relevant institutions namely Malang City Environment Agency and Supit Urang Landfill Chief of Staff. This is intended so that several parties participate together in overcoming the problems that occur in the Supit Urang Landfill. The existence of this MSME-based pilot school also has a long-term goal in the form of scavenger's progeny in the Supit Urang Landfill capable of developing the results of scavenging into profit-worth products and collected at the target MSME's. That way, local scavenger income is not only limited to the results of waste picking up which are handed over to suppliers. However, it can produce processing products from waste obtained from scavenging. The MSME program was chosen because MSME is in line with local government programs as one sector that is able to improve the regional economy.

### C. Evaluation and Revision of Eradication of Poverty Model of Scavenger's Progeny through MSME Pilot Schools at Supit Urang Landfill



**Figure 5.** An Education and Dialogue with Scavengers in the Supit Urang Landfill as an Evaluation Material for the Eradication of Poverty

The education that was carried out at the Supit Urang Landfill was attended by around 150 scavengers. The evaluation (shown in Figure 5) of the program as an initial step in the establishment of the MSME-Based Pilot School found several fundamental problems that made scavenger parents less encouraging and motivating their children to go to school. The problems are: (1) School fees are very expensive, (2) Waste collecting is more fun because it directly provides income, and (3) There is a desire for an increase in quality of life and does not continue to collect. These problems are known after direct dialogue after education. This shows that there is interest and desire of scavenger parents for their children to go to school. However, it is constrained by expensive school fees and the income derived from scavenging. The role of several related parties is needed to overcome the problems faced by scavengers in the Supit Urang Landfill as an effort to break the poverty chain (The Eradication of Poverty). Parties that can be invited to partner are the Malang City Environment Agency and Malang City Education Office. In this case the MSME-Based Pilot School as a place for facilitators between scavengers and other parties. The participation of these offices is very important because it is close to local government policy. For example, there is a free school program, where this program is not known to scavengers and its provisions. This is another position for the MSME-Based Pilot School for scavenger's progeny at the Supit Urang Landfill.

### D. Changes in Economic Behavior and Lifestyle as a Positive Impact from Empowerment

The existence of MSME-Based Pilot School as a model of the Eradication of Poverty of Scavengers is very strategic and important.



**Figure 6.** A Portrait of Changes in Economic Behavior and Lifestyle (a) Before and (b) After Empowerment

Not only improving potential human resources. However, it can be used as a forum to develop a business, especially from the results of scavenging (waste) into a product that is profitable and desirable in the market. In addition, this program also trains children's independence. Activities in these schools are also able to increase the productivity of waste collectors, which can impact on increasing the income and quality of life of waste collectors at the Supit Urang Landfill. This program can also have an impact on the behavior change of scavenger offspring who originally possessed: (1) low interest in learning and (2) behavior to follow parents who scavenged because of direct income.

#### 4. CONCLUSION

Based on the discussion above, several conclusions can be drawn as follows:

1. Factors influencing the low interest of scavenger's progeny to school are: First, the condition of the environment around scavenger children. Not all scavengers want to go to school. Second, the lack of motivation and support from both parents for their children's education. Third, there is no cost to send their children to school. Fourth, the low level of knowledge of parents about the education of their children, which can potentially break the chain of poverty that occurs.
2. MSME-Based Pilot Schools (Micro, Small, and Medium Enterprises) are prototypes of target schools that are able to accommodate the needs of scavengers, educating, and developing the results of scavenging (waste) into profitable business products.
3. The implication of the Eradication of Poverty model for scavenger's progeny at the Supit Urang Landfill is done with the MSME-Based Pilot School (Micro, Small, and Medium Enterprises) which begins by providing assistance in the form of education on the importance of education for scavenger children. This is done to provide an understanding of the importance of education and knowledge to increase productivity and income so as to break the poverty chain.
4. Evaluation of the eradication of poverty model with MSME-Based Pilot Schools show that scavenger children who are more interested in scavenging following their parents than school so that many who drop out of school, high school fees make parents less interested in encouraging their children to go to school.
5. The revision of the eradication of poverty model with the MSME-Based Pilot School is the involvement of several related institutions such as the Department of

Environment and the Office of Education to facilitate scavengers who do not understand policies and help their descendants to get education.

6. The existence of MSME-Based Pilot Schools can impact on the behavior of scavenger progeny who originally imitated their parents scavenging to become more independent through the processing of scavenging (waste) into profit.

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