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& GOVERNANCE**

23-24

OCTOBER 2013
BANDAR LAMPUNG
UNIVERSITY (UBL),
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ON LAW, BUSINESS AND GOVERNANCE 2013

22, 23, 24 October 2013
Bandar Lampung University (UBL)
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PREFACE

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference on Law, Business and Governance (Icon-LBG 2013) organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participants. It is noteworthy to point out that about 67 technical papers were received for this conference.

The participants of the conference come from many well known universities, among others : International Islamic University Malaysia, Utrech University, Maastricht University, Unika ATMA JAYA, Universitas Sebelas Maret, Universitas Negeri Surabaya, Universitas Jambi (UNJA), Diponegoro University, Semarang, Universitas 17 Agustus 1945 Jakarta, Universitas Bandar Lampung, Universitas Andalas Padang, University of Dian Nuswantoro, Semarang, Universitas Terbuka, Universitas Airlangga, Bangka Belitung University, President University, Tujuh Belas Agustus University Jakarta, International Business Management Ciputra University, Surabaya, University of Indonesia, Business School Pelita Harapan University, STIE EKUITAS, Bandung, STAN Indonesia Mandiri School of Economics Bandung, Lampung University.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also gratefull to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time

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CREATIVE ECONOMIC DEVELOPMENT MODE THROUGH BUSINESS LEARNING GROUP FOR THE PURPOSE OF ENDING THE POVERTY

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Abstract

Economic development is not merely about increasing the number of gaining, but also about wealth distribution.

In some cases, the correlation between economic growth and wealth distribution signifies bad correlation, because the national income is only enjoyed by some certain people so it creates distance between the rich and the poor people. The high growth of economic also affects to the high budget in education because in making a better life, everything starts from improving people education.

Owing to this fact, it is important to do every effort in distributing people's wealth evenly. One of the indicators of a successful development is even distribution in people wealth.

Based on that thing, Indonesian government nowadays has applied creative economic strategy in its effort to build its people's prosperity. It is mentioned in President's instruction no. 6 2009 about the development of creative economic.

The government needs to make this policy owing to the number of poor people in Indonesia which is still big either in cities or in villages. Government and society's role is needed in the effort to stimulate the people by using productive activity, such as business learning group, so that it can rise people life standard, which eventually people will be confident and independent.

Keywords : Creative Economic, Business Learning Group, Poverty

1. INTRODUCTION

In the effort to be developed and economic independent country and also the balance prosperity among Indonesia citizen, Indonesia has to face a big problem and also some prospective opportunities. The most fundamental challenge is to gain and maintain the prosperity, and also increase the economic growth and its sustainability. For that purpose, it is imperative that each individual in this country have contribution in supporting such a program.

Economic development is not merely about increasing the number of gaining, but also about wealth distribution.

In some cases, the correlation between economic growth and wealth distribution signifies bad correlation, because the national income is only enjoyed by some certain people so it creates distance between the rich and the poor people. The high growth of economic also affects to the high budget in education because in making a better life, everything starts from improving people education.

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Based on that thing, Indonesian government nowadays has applied creative economic strategy in its effort to build its people's prosperity. It is mentioned in President's instruction no. 6 2009 about the development of creative economic.

The number of poor people either in cities or in villages in Indonesia is still big.

Tabel 1. Number of poor people 2012

| Propinsi | Number of Poor People | | |
|-----------------|-----------------------|---------|---------|
| | Poor People (000) | | |
| | Kota | Desa | Jumlah |
| Aceh | 165.4 | 711.1 | 876.5 |
| Sumut | 669.4 | 709.1 | 1378.5 |
| Sumbar | 124.3 | 273.8 | 398.1 |
| Riau | 156.4 | 324.9 | 481.3 |
| Jambi | 105.4 | 164.7 | 270.1 |
| Sumsel | 376.6 | 674.6 | 1051.2 |
| Bengkulu | 92.7 | 217.8 | 310.5 |
| Lampung | 237.9 | 981.1 | 1219 |
| Bangka Belitung | 24.3 | 46.2 | 70.5 |
| Kepulauan Riau | 106.6 | 24.6 | 131.2 |
| DKI Jakarta | 365.8 | 0 | 365.8 |
| Jawa Barat | 2560.1 | 1861.5 | 4421.6 |
| Jawa Tengah | 1946.5 | 1916.9 | 3863.4 |
| DI Yogyakarta | 306.5 | 255.6 | 562.1 |
| Jawa Timur | 1606 | 3254.6 | 4860.6 |
| Banten | 333.5 | 314.8 | 648.3 |
| Bali | 93.2 | 67.7 | 160.9 |
| NTB | 415.4 | 412.9 | 828.3 |
| NTT | 117.4 | 882.9 | 1000.3 |
| Kalbar | 74.2 | 281.5 | 355.7 |
| Kalteng | 32.3 | 109.6 | 141.9 |
| KaTim | 91.5 | 154.6 | 246.1 |
| Kalsel | 56.5 | 132.7 | 189.2 |
| Sulut | 66.8 | 110.7 | 177.5 |
| Sulteng | 60.2 | 349.4 | 409.6 |
| Sulsel | 133.6 | 672.3 | 805.9 |
| Sul Tenggara | 29.5 | 274.7 | 304.2 |
| Gorontalo | 17.8 | 169.9 | 187.7 |
| Sulbar | 29.1 | 131.5 | 160.6 |
| Maluku | 51.1 | 287.8 | 338.9 |
| Malut | 8.7 | 79.6 | 88.3 |
| Papua Barat | 13.3 | 210 | 223.3 |
| Papua | 48.1 | 928.3 | 976.4 |
| Total | 10516.1 | 16987.4 | 27503.5 |

Source : Indeks Kerparahan Kemiskinan BPS : 2012

2. FRAME OF THEORY

Nowadays, among 5 people in the world there is only 1 person who gets high prosperity of life. Three of them get a standard and sufficient life, while the other one lives under the standard and should keep struggling every day for living. It is true that everybody is born with the same potential to carry out his/herself-development, but it needs to be trained and prepared in order to be able to be creative in making a better life.

a. the nature of creative economic

President instruction no. 6 2009

1. to support the idea of creative economic 2009-2015 in which the focus is on increasing the ability of creativeness, talent, and individual creativity which have economic value and influence toward the prosperity of Indonesian people.
2. Emphasizing on creative economic in 14 sectors
3. Respective minister, head of non-governmental institution, governor, regent/ mayor makes and plans the creative economic development and together make creative Indonesia year 2009 successful.

4. Reporting the result of its implementation to the President through the coordinator minister for people prosperity every 6 months, or at any time when the president asks.

Creative economic means that any economical activity which uses creativity (intellectual value), culture and its legacy, or environment as future guarantee.

Creative economic is not merely the spending of limited resources even unlimited resources such as talent, ideas, and creativity. The economic value in creativity era is no longer based on the price of the natural resources or the production budget, but more on the value of creativity and the finding of new innovation through the development of technology. Industry no longer competes in terms of the quality of the product, but also on the creativity, innovation, and imagination.

According to the department of commerce, (2007) there are some directions regarding the development of creative economic, such as the development which emphasizes on industry which bases on: (1) (*creative cultural industry*); (2) (*creative industry*), (3) (*copyright industry*). Creative economic has proven to be having significant influence in the process of development of countries around the world for deep digging their respective creative potential they have.

b. Creative economic industry sectors

Creative economic industry sectors based on the president instruction no 6 2009 are as follows:

1. advertising,
2. Architect,
3. Art and antique bazaar,
4. industry,
5. Design,
6. Fashion,
7. Video/film/ animation/photography,
8. Game,
9. Music,
10. Showbiz,
11. Press,
12. Software,
13. Television/radio (broadcasting), and
14. Research and Development(R&D)

3. DISCUSSION.

1. Creative Economic Contribution:

- a. Economic crisis 1998 (around 1 million people lost their job)
- b. Indonesia has the potential of creative economic which can contribute to the economic growth, for instance, around 7.391.642 people get involved in creative economic (Ministry of Commerce 2010). Creative economic can build identity and image of a nation in terms of nation branding.

2. Making efficient use of people potential

Based on the data of people poverty, it is revealed that most of poor people get their poverty because of lack of education. This case makes them incompetent in gaining better life in every aspect. Government and other institutions which focus on the education development should take any possible action to solve this problem. The making efficient use is a reflection. A process which can be started and sustained only by agents or subjects who are looking for the power and self determination (Simon 1990:7)

Thus, a right policy is needed in the effort of making efficient use of people potential.

- a. A direct policy such as supporting circumstance for people social-economic.
- b. A policy which is targeting on the development of economic activity of the target group.
- c. Special policy for reaching poor people by using special effort.

As indicators of the success of the making efficient use are (Sedarmiyanti 2005:22)

1. The reduce of poor people
2. The development of effort in gaining income by poor people
3. The increasing of people concern on the effort of increasing people prosperity
4. The increasing of groups' independency which is marked by the development of productive industry
5. The increase of poor people income

II. The characteristics of poverty.

Education has a very close relationship with poverty. People who are not sufficiently educated tend to have more chance to be in poverty. On the other hand, well-educated people tend to have bigger chance in making a better life. It is due to the fact that educated people have bigger chance to be employed than uneducated people. In terms of this, the ability to read and write, and the degree of education which is accomplished by poor breadwinners is very interesting to be discussed.

The most basic indicator used is the ability to read and write.

Table 3. Breadwinners' characteristics

| Breadwinners' characteristics | Poor | Not Poor |
|---|-------|----------|
| Percentage of poor breadwinner who cannot read and write: | | |
| city | 14,30 | 4,20 |
| village | 19,57 | 11,13 |
| Average of education duration (year) | | |
| City | 5,19 | 9,06 |
| Village | 4,06 | 5,78 |

Source : BPS 2010

Tabel 4. Breadwinners' characteristics based on level of education

| Family characteristics | Under elementary school | EL | Jun | Sen | Coolege |
|------------------------|-------------------------|-------|-------|-------|---------|
| Poor family | | | | | |
| City | 37,13 | 35,55 | 13,69 | 12,93 | 0,70 |
| Village | 45,36 | 41,15 | 8,60 | 4,53 | 0,28 |
| Not poor family | | | | | |
| City | 13,89 | 22,25 | 16,00 | 34,91 | 12,95 |
| Village | 32,34 | 36,89 | 13,69 | 13,52 | 3,55 |

Source : BPS 2010

III. Business Learning Group.

1. Government's policy in non formal education.

All education holders either formal or non formal need to form a kind of education management which dynamically involves the best elements in world industry, and other profession. The concern is on how knowledge and information obtained by participants can be converted into skills so that our human resources work based on their knowledge

This business group learning is an activity which is held by people to solve the education problem and this is under DEPDIKNAS supervision. This program also gives knowledge to its participants and skills which they can benefit from. The theme of the learning activity is based on the condition where it is held such as agriculture, animal husbandry, service, industry and so on. The following are the business learning group until 2008:

Table 5 : The General Outline Of Business Learning Group

| No | Province | Learning Group | Participant | References | Operator |
|----|-----------------------|----------------|---------------|--------------|--------------|
| 1 | DKI Jakarta | 10 | 100 | 20 | 10 |
| 2 | Jawa Barat | 278 | 4738 | 947 | 278 |
| 3 | Banten | 135 | 270 | 275 | 135 |
| 4 | Jawa Tengah | 1025 | 11400 | 1520 | 1000 |
| 5 | DI Yogyakarta | 103 | 1355 | 144 | 98 |
| 6 | Jawa Timur | 447 | 4638 | 568 | 439 |
| 7 | Nangro Aceh Darusalam | 21 | 305 | 48 | 20 |
| 8 | Sumatera Utara | 14 | 658 | 19 | 14 |
| 9 | Sumatera Barat | 291 | 9813 | 493 | 291 |
| 10 | Riau | 3 | 30 | 3 | 3 |
| 11 | Kep. Riau | 14 | 140 | 30 | 11 |
| 12 | Jambi | 63 | 6520 | 642 | 163 |
| 13 | Sumatera Selatan | 5 | 105 | 11 | 5 |
| 14 | Bangka Belitung | - | - | - | - |
| 15 | Bengkulu | 40 | 449 | 63 | 47 |
| 16 | Lampung | 21 | 153 | 36 | 21 |
| 17 | Kalimantan Barat | 5 | 106 | 5 | 5 |
| 18 | Kalimantan Tengah | 73 | 618 | 150 | 70 |
| 19 | Kalimantan Selatan | 1 | 30 | 6 | 1 |
| 20 | Kalimantan Timur | 11 | 55 | 11 | 11 |
| 21 | Sulawesi Utara | 26 | 660 | 26 | 26 |
| 22 | Gorontalo | 3 | 30 | 3 | 3 |
| 23 | Sulawesi Tengah | 21 | 155 | 35 | 21 |
| 24 | Sulawesi Selatan | 30 | 385 | 42 | 28 |
| 25 | Sulawesi Barat | 36 | 518 | 63 | 86 |
| 26 | Sulawesi Tenggara | 21 | 307 | 19 | 19 |
| 27 | Maluku | 3 | 125 | 12 | 1 |
| 28 | Maluku Utara | 21 | 480 | 65 | 21 |
| 29 | Bali | 52 | 260 | 52 | 52 |
| 30 | Nusa Tenggara Barat | 4 | 151 | 8 | 4 |
| 31 | Nusa Tenggara Timur | 960 | 19210 | 1921 | 1037 |
| 32 | Papua | 206 | 2729 | 383 | 206 |
| 33 | Papua Barat | 7 | 77 | 13 | 7 |
| | | 4,050 | 66,570 | 7,643 | 4,133 |

Based on the above table it is figured out that poor people have strived to increase their knowledge and skills through non formal education, with number of group learning reaches 4050, with 66570 participants.

Tabel 6 : Number of Group Learning Based on The Types of Business
Business Learning Group Program
From 1 January - 31 December 2008

| No | Province | Service | Industry | Home industry | agriculture | Technique | Number |
|----|-----------------------|------------|--------------|---------------|-------------|------------|--------|
| 1 | DKI Jakarta | 2 | 2 | 3 | 0 | 3 | 10 |
| 2 | Jawa Barat | 67 | 50 | 72 | 64 | 25 | 278 |
| 3 | Banten | 0 | 68 | 67 | 0 | 0 | 135 |
| 4 | Jawa Tengah | 0 | 256 | 656 | 72 | 41 | 1025 |
| 5 | DI Yogyakarta | 0 | 32 | 61 | 9 | 1 | 103 |
| 6 | Jawa Timur | 22 | 80 | 273 | 36 | 36 | 447 |
| 7 | Nangro Aceh Darusalam | 3 | 3 | 8 | 3 | 4 | 21 |
| 8 | Sumatera Utara | 0 | 2 | 9 | 2 | 1 | 14 |
| 9 | Sumatera Barat | 61 | 29 | 131 | 41 | 29 | 291 |
| 10 | Riau | 0 | 0 | 1 | 1 | 1 | 3 |
| 11 | Kep. Riau | 0 | 0 | 0 | 14 | 0 | 14 |
| 12 | Jambi | 26 | 26 | 52 | 31 | 28 | 163 |
| 13 | Sumatera Selatan | 1 | 1 | 2 | 1 | 0 | 5 |
| 14 | Bangka Belitung | 0 | 0 | 0 | 0 | 0 | 0 |
| 15 | Bengkulu | 8 | 3 | 21 | 5 | 3 | 40 |
| 16 | Lampung | 4 | 2 | 12 | 2 | 1 | 21 |
| 17 | Kalimantan Barat | 0 | 2 | 1 | 2 | 0 | 5 |
| 18 | Kalimantan Tengah | 0 | 40 | 13 | 20 | 0 | 73 |
| 19 | Kalimantan Selatan | 0 | 1 | 0 | 0 | 0 | 1 |
| 20 | Kalimantan Timur | 0 | 6 | 2 | 3 | 0 | 11 |
| 21 | Sulawesi Utara | 0 | 13 | 13 | 0 | 0 | 26 |
| 22 | Gorontalo | 0 | 2 | 1 | 0 | 0 | 3 |
| 23 | Sulawesi Tengah | 0 | 0 | 0 | 0 | 21 | 21 |
| 24 | Sulawesi Selatan | 0 | 7 | 7 | 12 | 4 | 30 |
| 25 | Sulawesi Barat | 0 | 7 | 14 | 7 | 8 | 36 |
| 26 | Sulawesi Tenggara | 0 | 0 | 21 | 0 | 0 | 21 |
| 27 | Maluku | 0 | 1 | 2 | 0 | 0 | 3 |
| 28 | Maluku Utara | 0 | 6 | 13 | 2 | 0 | 21 |
| 29 | Bali | 0 | 20 | 29 | 3 | - | 52 |
| 30 | Nusa Tenggara Barat | 0 | 2 | 2 | 0 | 0 | 4 |
| 31 | Nusa Tenggara Timur | 0 | 317 | 643 | 0 | 0 | 960 |
| 32 | Papua | 0 | 103 | 103 | 0 | 0 | 206 |
| 33 | Papua Barat | 0 | 2 | 5 | 0 | 0 | 7 |
| 33 | Total | 194 | 1,083 | 2,237 | 333 | 203 | |

II. The model of business group learning within creative economic development

Government's role must be directed to the function of regulator and facilitator one of them are:

- a. Setting the rule
- b. Add apparatus
- c. Formulate economic macro policy for creating conducive environment in broadening job vacancy.

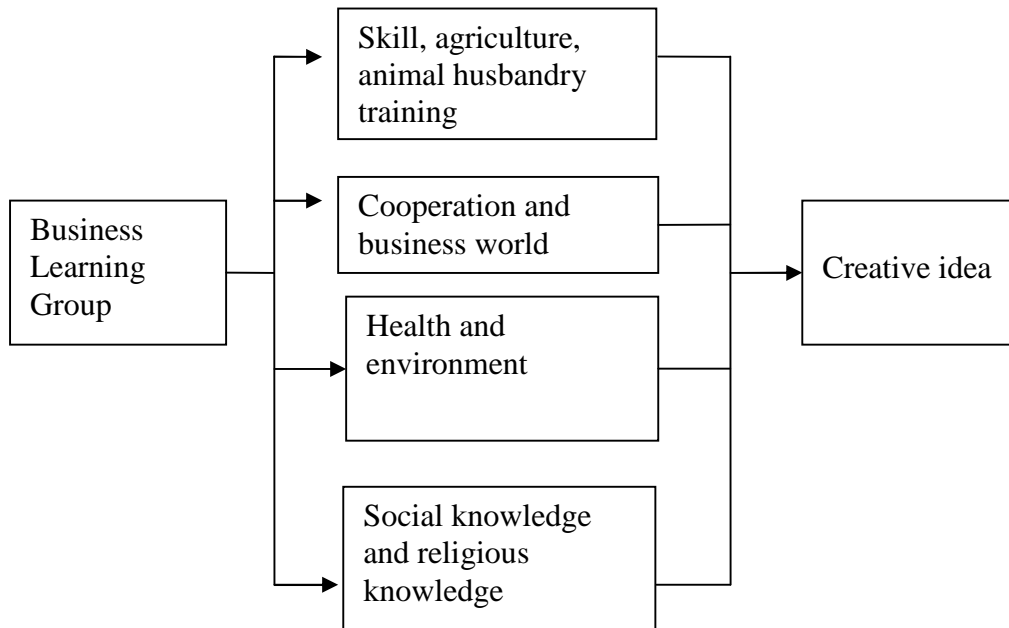
For reaching those goals, one of the efforts that will be done is through business group learning. Through this activity, people are equipped with adequate skills based on the level of education, time and the condition of the environment itself.

The steps that must be done are:

1. People with their own motivation form a business learning group.
2. Business learning group held some program related to their concern and report it to related institution.

3. The government facilitates either material or technical support which are needed based on the target of the group, especially things that are related to creative economic activity, from the product through its distribution.

The following are the model provided:



4. CONCLUSION

Poverty problem need serious and simultaneous solving. No single country can solve other country's problem because this problem is nourishing in the entire world and is inevitable.

Government and people's role is needed in making efficient use of human resources, such as business learning group so that it can help rising people's self-esteem and eventually people can be independent, confident in developing their creativity.

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