Capacity Building in Urban Poverty Alleviation in Indonesia

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Abstract
The purpose of this study is to determine the development of organizational capacity in urban poverty reduction as measured through the individual level of capacity development, the level of organization of its tasks and functions. The method used in this study is a qualitative research method with the support of secondary data. The parameters used in this study are through capacity development with research variables which include: knowledge, behavior and ethics, expertise and skills, facilities and infrastructure, financial resources, management and leadership. Implementing urban poverty alleviation through the national urban community empowerment program for urban development in terms of institutional capacity development and individual capacity is not optimal. Meanwhile the variables that most influence the successful achievement of the implementation of urban poverty reduction are facilities and infrastructure, leadership, behavior and ethics. But one of the achievements can be seen from the rolling economic activities. The results of this study can be concluded that the development of organizational capacity that has been well pursued, has not been able to achieve overall success in developing its capacity both at the individual level and at the organizational level.

Keywords : Capacity, Building, Independence, Community, Poverty,

Introduction

Poverty grows as part of the problems in people's lives even in the world. Its composition is that 40 percent of the people with the lowest income get only 15 percent of national income, 40 percent with income above it, get 32 percent of national income and 20 percent of the highest income group get 53 percent of national income (Baharoglu, 2001). To enable the poorest to act, there needs to be a facilitator (development agents) who have the resources, power, and ability to act. The poorest people are trapped in situations of powerlessness because of extreme economic and social poverty so that it often narrows, kills awareness, weakens, isolates and weakens them (Chambers, 1997). Many poverty alleviation programs have been implemented in Indonesia such as the development of underdeveloped villages, village improvement, and integrated poverty alleviation movements.

According to Lewis, the entrenched poverty is caused by fundamental social changes such as the transition from feudalism to capitalism, rapid technological change, colonialism, and so on. The Indonesian government is able to reduce the percentage of the population below the poverty line. As shown in the following table data:

Table. 1. Percentage and Number of Poor Population in Indonesia 2014-2019

No.	The Year	Number of poor people (million people)	Percentage of Poor Population (Percent)
1.	2014	27,73	8,16
2.	2015	28,51	8,22
3.	2016	27,76	7,73
4.	2017	26,58	7,26
5.	2018	25,67	9,66
6.	2019	25,14	9,41

Source: the Central Bureau of Statistics (BPS), 2019

The percentage of poor people in 2019 was 9.41 percent, down 0.25 percentage point compared to September 2018 and down 0.41 percentage point compared to 2018. However, there are still many concerns and confusion about poverty reduction at this time. The direction of poverty alleviation policies in Indonesia is much influenced by government politics. But the results are still not optimal. One of the reasons is that the consequences of the current poverty reduction strategy are not focusing and disguising the substance of poverty reduction so that it does not bring results.

In addition, there is a lack of education, high divorce rates, a culture of poverty, illiteracy, overpopulation, epidemic diseases such as AIDS and malaria, and environmental problems such as lack of rainfall. Extreme weather can be a cause of poverty in many countries. Drought, rainfall, and flooding are some of the biggest causes of poverty due to weather. When natural disasters don't get media attention, collecting money becomes more difficult. This becomes worse when the government spends money in the capital whereas the poorest areas need it most (White & Killick, 2001). In an academic study (Department of Communication and Information, 2008) mentions the causes of poverty include three elements: poverty caused by a person's physical or mental obstacles; poverty caused by natural disasters and artificial poverty.

One way that the government has done to reduce the poor population at this time is through the Urban Poverty Reduction Program to adopt the National Urban Empowerment Community Program. Research conducted by (Saragih, 2015) poverty alleviation programs launched by the central government to date has indeed had a positive effect on improving the ability of the community in basic education, meeting basic needs, such as access to clean water, electricity, health insurance, etc. other. However, this policy has not comprehensively eradicated poverty quickly and thoroughly, especially in terms of the economy. The government needs a relatively long time to accelerate the improvement of people's welfare and is absolutely supported by the budget. One other cause is the population poverty data between the government and BPS is not the same and must be synchronized first.

Therefore, when assistance is given to the poor, whether by individuals or by the community in various forms, the question is always about services without returns. These events cause changes in poverty trends in a country's economy (Munsterberg, 1904). The results achieved are not as expected, so it needs to do a review-reflection to then reorganize a better implementation strategy. From the aspect of the perpetrators so far the

implementation and misuse of funds have been carried out by the community, but now it starts reaching members of the Community Self-Reliance Agency and consultants (village facilitators). Research conducted in Vietnam (Chung, 2015) revealed that the process of implementing policies for poverty reduction in the Northwest region of Vietnam where poverty rates were still almost three times higher than the national average. Among several reasons, weaknesses in the implementation of policies play an important role. Based on secondary and primary data collected from six provinces in the region, the findings show that inaccurate determination of beneficiaries, top-down planning approaches, lack of resources, misused resources, slow decentralization processes, and improper monitoring systems are obstacles. in the implementation of policies for poverty reduction in the region. Therefore, planning processes need to be decentralized to the community level, mobilization and allocation of resources must be handled by local governments, support packages for communes are ideal for increasing the effectiveness of implementing poverty reduction policies and a good poverty model. Therefore, it is important for policymakers when developing and implementing policies to recognize the differences and relationships between needs, context, scale, and actors in poverty control based on the overall framework of policies, regulations, and formal institutions, as well as informal institutions of all types. As well as ways of thinking and acting (including social memes, social norms, behavior patterns, and the like.

The results of the study by (Bergeron, et.al, 2017) found that organizational capacity development usually provides services such as consultation, technical assistance, web-based learning options, relevant products, and knowledge resources, and facilitated training sessions. This type of organization is involved in processes aimed at those who want to increase their capacity to achieve certain goals. This process is called capacity-building intervention. Using theory, models, or frameworks as a basis for capacity building interventions can provide a road map for studying programs, developing appropriate interventions, and evaluating their effectiveness. They can also inform implementation practices and can highlight interactions between actions and results. However, there is limited research on how best to design capacity building interventions to optimize effectiveness, with some academics arguing that it is not always clear how the concept is applied or what the theoretical foundation interventions are.

Literatur Review

Definition of Capacity Building

Capacity is the ability of an individual, an agency/organization, or system to carry out its tasks and functions and to achieve its objectives effectively and efficiently (GTZ, 2005). According to Brown (in Hamdani, 2008). define a capacity building as a process that can improve the ability of a person, organization, or system to achieve the desired goals. Furthermore, Morison, (in Hamdani, 2008) sees the capacity building as a process for doing something or a series of activities, multilevel changes within individual organizations and systems in order to strengthen the ability to adjust individuals and organizations so that they can respond to changes in the existing environment.

Capacity building is also an abstract and multidimensional concept. definitions range from external descriptions of interventions (traditional top-down approaches based on the provision of financial and physical resources and technology transfer) to discussions of the change process (bottom-up development with a holistic approach). (Brown, LaFond & Macintyre, 2001; UNDP, 2002; Horton et al., 2008). Enemark & Ahene (2002) define it as the development of human resources (knowledge, skills, individual and group attitudes) for the purpose of developing and managing certain areas

of society. Brown, LaFond & Macintyre (2001) offer several definitions from the International NGO Research and Training Center, focusing on activities to improve the ability to make efforts to improve the lives of the poor, to enhance the capacity of implementing organizations and to strengthen the position of organizations in their communities.

This approach is also called capacity building, which is defined by Lavergne (2004) as the process by which individuals, groups, organizations, and communities increase their capacity in terms of human, organizational, institutional, and social capital. The OECD has defined Capacity Building as "the process by which individuals, groups, organizations, institutions, and communities enhance their ability to: (i) perform core functions, solve problems, determine and achieve goals; and (ii) understand and deal with the development of their needs in a broad and sustainable context "(Enemark, & Williamson, 2004: 640). This term is of concern in Agenda 21. This concept is related to sustainable development and is defined with a national perspective and focus on policy. Skills, knowledge and technical knowledge at the individual and institutional level are needed for institutional development, policy analysis and development management, including assessment of alternative courses of action with a view to increasing technology access and transfer and promoting economic development (UNCED, 1992). The social capacity can be upheld to improve social and economic resilience including group vision and business planning to carry out collective management activities, to develop a fair benefit distribution plan; resolve internal management disputes; negotiate with outside funders or government agencies; draw up a business plan; apply for accounting and fiscal management; marketing and communication; and maintaining quality control (Merino, S.S. & Carmenado, de R.I de I. (2012).

Capacity building is an effective strategy to promote organizational change and/or improve the quality of social services. Capacity building is a collaboration between social service agencies and universities from an empowerment perspective: maintaining control of the capacity building process at the institution; develop competencies that are important for people at the agency; involved in supporting roles; maintain a strength-based approach to capacity development; focus on sustainability, institutionalization, and utilization of acquired skills; and pay attention to cultural and contextual issues (Ahmed, and Hanson, 2011).

The poverty alleviation program in urban areas has been implemented since 1999 as an effort by the government to build community and regional government independence in reducing poverty in a sustainable manner. This program is very strategic because it prepares the foundation of community independence in the form of representative community leadership institutions, rooted and strengthened for the development of community social capital in the future as well as preparing community partnerships with local governments and local care groups. The series of community empowerment processes are carried out through the community development component. Capacity building can be defined directly as a process to strengthen the management and governance of an organization so that it can effectively achieve its objectives and fulfill its mission objectives, namely the ability of an organization to fulfill its mission through a combination of good management, strong governance, and persistent rededication to achieve results. Capacity building is an intervention that strengthens an organization's ability to fulfill its mission by promoting good management, strong governance, and rededication to achieve results (Beesley & Shebby, 2010).

Furthermore, having the ability to fulfill a capacity-building mission means the organization has (a) the sufficient number of staff who have the necessary knowledge and skills, (b) an appropriate and adequate technical and management system, (c) an appropriate physical infrastructure, and (d) many financial and other resources. Thus, capacity building is not limited to training personnel or providing skilled personnel, but can include reforming systems, renovating physical infrastructure, recruiting new personnel, and increasing the efficient use of existing resources (Wing, 2004). Capacity building can be seen as a process of change targeted at the alignment of trust and new or improved practices with desired growth targets "within an organization. To be effective. Capacity building requires a deliberate and planned change. When designing - and evaluating - technical assistance initiatives aimed at building capacity, four dimensions of the capacity building must be considered namely educational, intellectual, interaction, and skills capacity (Barrett, et.al, 2013).

Capacity Building Stages

Based on the literature review, according to Harsh and his colleagues identified four stages of building capacity: Exploration, Emerging Implementation, Full Implementation, and Sustainability. Like the following explanation:

1. Exploration. At this stage, key actors identify the need for change; determine the desired capacity; and identify the knowledge, skills, structure, and processes that need to be in place to achieve the desired capacity. An important task during this stage is to evaluate the current capacity of the organization, possibly including staff skills, the number of staff, computers, and other systems, infrastructure, and other resources. Gap capacity "is the difference between the existing capacity and the required capacity.

2. An implementation that Appears. This stage can be summarized in three steps: (1) the target organization's employees participate in activities; (2) employees build new knowledge, update technological or physical infrastructure, add resources, or learn to use available resources more efficiently; and (3) employees apply new knowledge and utilize new systems.

3. Full Implementation. This stage involves integrating new information and new skills and refining practices based on evaluating change. During this stage, the evaluation of capacity building activities can help to inform key actors about the impact and consequences of innovation.

4. Sustainability. This final stage involves the use of "pervasive and consistent" skills and practice. In addition, the organization demonstrates the capacity and ability to analyze and modify practices for continuous improvement and for any needs for innovation improvement.

Results of capacity development. Finally, when an organization goes through process capacity development, one of three types of results can occur: development (first-order change), transition (second-order change), and transformational (third-order change). The results of the development result from the improvement of skills or processes. The transition of results occurs when an organization begins to move from the initial state to the new desired. Transformational results are achieved when there is a shift in culture and trust between organizational members which results in significant differences in organizational structure and processes. The provider must consider the type of change the organization wants to achieve and the organizational context when choosing the capacity that is targeted at building results and designing change strategies (Harsh, 2010).

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One challenge relates to the difficulty of distinguishing between capacity-building efforts and overall project evaluation. Capacity building evaluation must focus on capacity building efforts and not necessarily evaluating whether the organization fulfills its objectives. Another challenge is the dynamic and multidimensional nature of the capacity building process. It may not be possible to establish a clear relationship between capacity building and capacity building activities because of the difficulty of making causal relationships and because external factors can influence outcomes. Furthermore, the development of assessment tools to measure abstract concepts related to capacity building, such as increased performance or organizational effectiveness, may be expensive and time-consuming. Still another challenge is the length of time required for capacity building. The main effectiveness of capacity building activities may not be determined within a time limit.

Urban Poverty

Poverty is multidimensional in nature, thus measuring it presents a number of challenges. Beyond low income, there is low human, social, and financial capital. The most common approach to measuring poverty is a quantitative, metric measure of money that uses income or consumption to assess whether a household is able to buy a basket of basic goods at a certain point in time. Baskets ideally reflect local tastes and adjust for differences in spatial prices across regions and urban or rural areas in certain countries. The money-metric method is widely used because they are objective, can be used as a basis for various socio-economic variables, and it is possible to adjust the differences between households, and inequality within households. While the dimensions of poverty are many, there are some characteristics that are more prominent for the poor in urban areas and may require special analysis (Baker and Nina Schuler, 2004):

1. commoditization (dependence on the cash economy);
2. conditions of living in shanty (slums);
3. hazard of environmental hazards (originating from densities and hazardous locations of settlements,
4. and exposure to several pollutants);
5. social fragmentation (lack of community and inter-household mechanism for social
6. security, relative to those in rural areas);
7. crime and violence;
8. traffic accident; and
9. natural disasters.

Despite these advantages, money-metric poverty measures have several drawbacks. Design surveys vary significantly between countries and over time, making comparability difficult. Some measures are used based on income, other consumption.

Decisions about how to assess housing, home-cooked food, and how to calculate household size and composition all influence poverty estimates. If not adjusted properly, monetary measures can underestimate urban poverty because they do not create additional costs for urban life (housing, transportation, and lack of opportunities to grow their own food).

Income or consumption measures also do not capture many dimensions of poverty. For example, in an urban context, the urban poor depend on the cash economy to make them more vulnerable to income fluctuations, and there are severe environmental and health hazards due to crowded living conditions in urban slums, and there is no guarantee of ownership. Other aspects of poverty, both in rural and urban areas, are multidimensional in relation to access to basic services such as water, wastewater, health and education, and safety nets to reduce difficult times. Measuring urban poverty can be done using a number of approaches summarized below. Regardless of the methodology chosen, data should ideally be comparable across cities, and allow disaggregation at the intra-city level. This will capture large differences between poor people in small cities and large cities, or between urban slums within a particular city.

Both income and consumption measurements are based on data that assesses whether an individual or household can buy a basket of basic goods (usually food, housing water, clothing, transportation, etc.). Consumption is generally considered a better measure of income because income tends to fluctuate from time to time, there are under-reporting problems (especially income from the private sector and the informal sector). The metric size of money can be adjusted to take into account the higher cost of living in urban areas when measuring poverty.

1. Income or Consumption Measures: Both are based on data assessing whether an individual or household can buy a basket of basic goods (usually food, housing water, clothing, transportation, etc.). Consumption is generally considered a better measure of income because income tends to fluctuate from time to time, there are under-reporting problems (especially income from the private sector and the informal sector). The metric size of money can be adjusted to take into account the higher cost of living in urban areas when measuring poverty.

2. Unsatisfied Basic Needs Index: This approach defines the minimum threshold for several dimensions of poverty classifying households that do not have access to these basic needs. They include characteristics such as literacy, school attendance, piped water, wastewater, adequate housing, density, and a kind of calorie and protein requirement. If one household lacks in one of the categories, they are classified as having basic needs that are not met.

3. Asset Indicator: This indicator is increasingly being used with standard Demographic and Health Surveys surveys now managed in around 50 countries. Various variables in household asset ownership are used to build indicators of household socioeconomic status. These assets include car, refrigerator, television, residential characteristics (the type of roof, floor, toilet), and access to basic services including clean water and electricity.

4. Vulnerability: This approach defines vulnerability as a dynamic concept that refers to the risk that a household or individual will experience episodes of income or health poverty over time, and is likely to be exposed to a number of other risks (violence, crime, natural disasters, pulled out of school). Vulnerability is measured by indicators that make it possible to assess household risk exposure over time through panel data. These indicators include measures: physical assets, human capital, income

diversification, links to networks, participation in formal safety nets, and access to credit markets. This type of analysis can be very complex, requiring a survey-specific design (Baker and Nina Schuler, 2004).

Methodology

The research method used in this study is a qualitative research method. Data processing starts with examining all data that has been collected from various sources, namely data in the form of observations, interviews, documentation, and secondary data by selecting it to find the required data. Next place the data in each category, the technique used by comparing data obtained from informants and documentation. The results of the interview are made into transcript form, by playing back the recorded interview results, listening carefully. Researchers write the words that are heard in accordance with what is recorded in the form of text, then data reduction (Creswell, 2010).

Then do the analysis by means of qualitative data coding, carried out to reduce information into themes and categories. Coding involves various processes of sorting information, developing coding categories, and creating themes and patterns categories. Steps to do the coding according to (Moeloeng, 2008) include (1) open coding, coding from the results of field data interview transcripts into certain codes, (2) Axial coding, categorizing (3) Open Coding which has the same characteristics and (4) Selective coding, sort out which axial coding is in accordance with the theoretical study being studied.

Results and Discussion

Poverty reduction in urban areas is comprehensive and comprehensive. aims to encourage changes in people's behavior through a process of social transformation from the conditions of the poor into independent communities and hopes. However, the problem of poverty can only be resolved through the efforts of the community itself to be able to transform themselves towards a civil social order, that is, a community capable of managing its own problems (self-community management). In voicing their aspirations and needs greatly influences the decision-making process relating to public policy at the local level to support the creation of civil society.

Capacity Building on an Individual Level

A review of the organization's knowledge of its tasks and functions is seen in its resources including the education and skills of the management in carrying out Tridaya activities (environmental activities, social activities, and economic activities. senior high school educators are in line with the opinion of Notoatmodjo (2003) education is an attempt to develop personalities and abilities inside and outside of school and lasts a lifetime. It needs to be stressed that a person with low education does not mean absolutely low knowledge either. absolutely obtained through formal education, but can also be obtained in informal education. In addition, experience also affects one's knowledge. This is consistent with the opinion of Notoadmodjo (2003) experience as a source of knowledge is a way to obtain h the truth of knowledge by repeating the knowledge gained in solving problems faced by the past.

a) Behavior and Ethics

The success of developing organizational capacity in urban poverty reduction is also determined by work behavior and ethics. Ethical problems and organizational member behavior related to the level of attendance and participation of members that have not been resolved. The decline in the level of attendance and participation continues to occur because it is intentional and someone is truly unable to attend.

b) Expertise and Skills

Expertise and skills can encourage the formation of optimal organizational performance. Training conducted in urban poverty reduction can generally be divided into two, namely those related to cycles. Training related to the cycle includes poverty reflection training, volunteer basic training, self-help mapping training, preparation of the Medium Term Poverty Prevention Program training, basic training, intermediate training, main training, and other training activities that support the empowerment cycle.

The training that is not directly related to the cycle includes training on making citizen media, training on community-based disaster management, training on community data, and information development. Through understanding someone it is possible to become an innovator, initiative maker, creative problem solver, and become someone who is creative and becomes effective and efficient in doing work and potential. In accordance with his opinion Samsudin (2006) that training is an effort to develop human resources, especially for the development of intellectual abilities and personality. Training is more related to improving the ability or skills of someone who already occupies a particular position or task. Whatever type of training and its level will essentially lead to a change in behavior both individually and in groups.

Capacity Development at Organizational Level

a) Facilities and Infrastructure

Facilities and infrastructure can be used as a tool in achieving goals or objectives, is the main support of the implementation of a process (business, development, project). In the opinion of Syahril (2005) facilities and infrastructure are elements that directly support or are used in the implementation of an activity.

b) Financial Resources

Financial capacity, i.e. financial statements, sources of funds, financial plans, and activity budget. Financial resources starting from the stage of preparing the budget, allocating the budget, up to accountability and preparing the financial statements are very helpful for each implementation of activities in achieving programs and activities in accordance with what is stated in the work plans of each that refers to the Medium-Term Program Plan.

c). Management

In the management system covers the process of general guidelines for operating standards, mechanisms, work procedures, work relationships and procedures at the level of planning and decision making, organizing, managing, general administration, finance, equipment, monitoring and evaluating organizational performance and carrying out coordination and management of archives, efficiency and about setting work culture.

Operational process capacity development (management) in this study consists of the capacity of activity procedures, decision making, task distribution capacity, determining priorities and urgency of beneficiaries, planning and implementing activities, developing organizational structures, and developing capacity for collaboration/channeling. Therefore, each village is advised to improve operational processes by developing work procedures and being able to disseminate them to all members. This socialization is not just a guideline for members to carry out their daily duties, but also provides guidance in providing quality empowerment to the community.

In accordance with the opinion of Abdusyani (1994) the characteristics of social organizations namely (1) have the formulation of operational boundaries (organization) clearly means that there are goals that have been set based on common interests, (2) have a clear identity usually collective and adapted to the elements information about the

organization, the specific purpose of forming the organization, where the organization is, (3) its members are formally determined, the job descriptions are stated in written and detailed to avoid overlapping tasks.

Effective leadership greatly influences the successful handling of urban poverty and organizational members for the achievement of the tasks and functions of the organization. In addition to having an important role in establishing the vision and mission, leaders motivate and empower the community by providing constructive feedback to other communities. The coordinator is in charge of coordinating members and providing mutual support by recognizing the achievements of team members, encouraging and facilitating members to work, trying to maintain commitment through the affirmation of a mutually agreed statute.

Aspects seen from the success of the coordinator are democratization and decision making systems. In addition, the implementation of a good and democratic management system is measured by the formulation of activities and the implementation of poverty alleviation programs. The attitude of the coordinator shows that there is an opportunity to deviate funds to reduce the attitude of trained employees. The results of the analysis above are consistent with Robbins (1994) opinion that the third leadership style is autocratic leadership style. The autocratic style is understood as a leadership style based on the strength of the position and use of the authority of the leader whose level of analysis focuses on the relationship between the leader and the group of collective followers. Overall, an overview of the approach to floating capacity can be seen to address urban poverty.

Conclussion

At the individual level, especially on the knowledge of organizational members of the tasks and functions possessed through formal and non-formal education. Formal education is based on the level of education completed, while non-formal is organizational experience. In addition, the lack of expertise and skills possessed by members causes the process of empowering the community in tackling urban poverty not to be optimal. Other capacity building is behavior and ethics which are judged based on the level that is still low. The highest level of attendance and participation of citizens at annual meetings with the community and organizational members is 78%. While the lowest attendance and participation rates were 40%. In order to achieve the tasks and functions of the organization to run effectively and efficiently, the procedure of activities must be disseminated to the public. This can be seen from the change of coordinators, where leaders who do not set a good example, weaken their leadership, especially in terms of decision making and implementation of activities that are not on target.

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