

**COMMUNITY SERVICE IN HONG KONG REPORT
THE FINANCIAL YEAR 2019**



**Training on Strengthening the Resilience of Indonesian Migrant Workers in
Hong Kong in Developing Creative and Innovative Business Development**

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**RESEARCH AND COMMUNITY SERVICE INSTITUTIONS
YOGYAKARTA STATE UNIVERSITY
In Cooperation with
CONSULATE GENERAL OF THE REPUBLIC OF INDONESIA
HONGKONG**

FOREWORD

Higher education is essential in building the community's quality of life. One of the critical tasks of the Tri Dharma of Higher Education is community service. The form of community activities can be carried out through student organizations in the form of social services, counseling, training, community assistance, or other things.

Yogyakarta State University has played a significant role in community service, which is expected to improve people's lives. Yogyakarta State University's efforts to play an active role in community service continue to be carried out by sharing strategies. It is following the objectives of Yogyakarta State University's vision, namely: **To become a superior, creative, and innovative educational university based on piety, independence, and scholarship in 2025; Yogyakarta State University's policy is to continue to develop various programs that can strengthen its existence as a university that is better known in the world.**

Community service for Indonesian Migrant Workers (IMW) in Hong Kong is a manifestation of Yogyakarta State University's concern, namely contributing to improving the quality of life of Indonesian citizens who are struggling abroad. This form of community service aims to provide knowledge to IMWs to become creative and productive entrepreneurs who have the confidence to open independent businesses. The form of training is designed comprehensively by providing AMT (achievement motivation training) and cooking practice materials.

On this occasion, the Research and Community Service Institutions of Yogyakarta State University would like to thank the Yogyakarta State University team and the Indonesian Consulate General in Hong Kong. They have collaborated in organizing community service programs in Hong Kong. Hopefully, the results of the training can motivate the spirit of entrepreneurs in Indonesian migrant workers.

Yogyakarta November 20, 2019

Head of LPPM Yogyakarta State University
Dr. Suyanta, M. Si

CHAPTER I

INTRODUCTION

A. Background of the problem

The problem of labor in Indonesia is very complex. The number of workers in Indonesia continues to grow significantly. Solutions to labor problems should be comprehensive to optimize the results. One of the most practical solutions for job seekers is to apply to become a migrant workers in several countries, including Malaysia, Saudi Arabia, Hong Kong, Taiwan, and Singapore. The phenomenon of migrant workers and their problems has attracted the attention of many people, especially education and research institutions. Much research on the problems of migrant workers has been carried out. For example, in its press release delivered on February 24, 2016, the FARSIGHT study found that 97% of migrant domestic workers migrate economically. Besides that,

The number of Indonesian migrant workers in Hong Kong in 2012 was 198 people; in 2013, there were 192 people; in 2014, there were 181 people, and in 2015 there were 153 people and in 2016, around 152,000 people. They are Indonesia's window in facing the world. They are a reflection of the nation in the eyes of the world (Hong Kong), even though they come from the Indonesian population who are less educated and less skilled at the same time and do not understand the values of the Indonesian nation. Therefore, it is the duty and obligation of fellow citizens to educate and train them to have the skills and personality of Indonesian citizens to become a reflection of a dignified nation.

Indonesian Migrant Workers (IMW) should have soft skills to improve their lives. Many studies have proven that soft skills are necessary working capital to face the highly competitive world of work. In addition, the workers will have independence if they have a robust entrepreneurial spirit. For workers, the spirit of trying must be an essential life value so that they are not dependent on others in the process of life. Likewise, the ability to be creative is an essential support for workers in making new things and ideas in developing businesses that can be used in developing employment opportunities independently when they no longer want to work abroad and want to return to work in Indonesia.

Capital knowledge about the business that exists within the workers must be optimized so that they dare to change their fate for the better. Becoming an "entrepreneur" will provide capital for workers to be able to return to Indonesia instead of having to stay in Hong Kong. To have the power to change the mindset, it takes courage to strengthen the resilience of the workers. With resilience, they have the strength and desire to become Indonesian citizens who can overcome problems and are optimistic in life. Many research results prove that resilience is needed to survive and thrive facing challenges and rapid social change. However, the study's results prove that resilience influenced by internal and external factors tends to be weak. Therefore, training on strengthening resilience for workers in Hong Kong is essential so that they have the confidence and ability to develop creative and innovative business plans. As initial data, the number of businesses in Indonesia that have developed is presented in Table 1.

Table 1. Number of Businesses in Indonesia

	Number of Business(Units)
Micro Small Business	50,700,000
Small business	520,000
Medium Enterprise	39,660
Big business	4.370

Table 1 shows many opportunities for the Indonesian workers to develop SMEs and for Indonesian migrant workers after they return from Hong Kong.

In addition, the existence of entrepreneurship skills training will develop knowledge and practice life skills based on art, technology, and economics. This activity begins with practicing creative expression skills to express ideas and ideas to please others and rationalize them technologically so that these skills lead to an appreciation of renewable technology, ergonomic and applicable results in utilizing the surrounding environment by paying attention to its impact on the ecosystem, management, and economy.

The principle of entrepreneurship training is an effort to obtain agile, fast, and precise competence in dealing with learning problems. In this case, the material is designed as a learning communication process to change the behavior of students to be agile, fast, and precise through practical activities, which are the initial motivation for developing creative and innovative businesses related to craft

activities and engineering technology, cultivation technology, and processing technology. This skillful behavior is needed in human life skills in society. The orientation of this entrepreneurship training is to facilitate emotional, intellectual, physical, perceptual, social, aesthetic, artistic, and creative experiences for students by carrying out appreciation and creation activities for various craft and technology products. This activity starts by identifying students' potential, turning them into valuable products for human life, including types, forms, functions, benefits, themes, structures, properties, compositions, raw materials, auxiliary materials, equipment, and advantages techniques. And its limitations. In addition, students also carry out activities to systematically produce handicraft and technology products in various ways, for example, imitating, modifying, and changing existing products' functions to new and more useful ones.

B. Problem Identification and Formulation

1. Identification of problems:
 - a. Most of the energy workers yet become a resilient person;
 - b. The part most of the workers in Hong Kong does not yet have an entrepreneurial spirit;
 - c. Most of the workers is not able to make creative and innovative business plans;
2. Formulation of the problem: "How to strengthen resilient Indonesian Migrant Workers in Hong Kong in developing creative and innovative businesses?"

C. Activity Purpose

This service aims to provide insight, experience, and assistance to Hong Kong workers to develop their resilience as Indonesian citizens and creativity in making a "business plan."

D. Activity Benefits

1. For Lecturers

This community service activity can increase insight and skills among lecturers in training and assisting target groups regarding creativity in developing a "business plan."

This community service activity is expected to add insight and increase the sensitivity and skills of students, especially in overcoming labor problems of the Indonesian nation by developing a resilient and creative personality.

2. For Labor

This community service activity is expected to develop the workers into resilient individuals who can create creative and innovative "business plans."

CHAPTER II RELATED LITERATURE

A. Entrepreneurship Concepts and Development

Entrepreneurship or entrepreneurship is the process of identifying, developing, and bringing a vision to life. The vision is innovative ideas, opportunities, and better ways of doing things. Entrepreneurship development is significant in a society that has a substantial population. National data support that in experiencing the 1998 crisis, Indonesia could maintain its existence because the role of MSMEs was Micro, Small, and Medium Enterprises. MSMEs are regulated based on Law Number 20 of 2008, which are managed but can play a role in dealing with the economic crisis. In addition, the MSME economy is the foundation and an essential choice for scholars to live more prosperously and independently and help many people overcome unemployment.

A small business is a productive business owned by an individual and an individual business entity that meets the criteria for a micro business as regulated in this Law. A small business is a productive economic business that stands alone, carried out by individuals or business entities that are not subsidiaries or branches of companies that are owned, controlled, or become a part either directly or indirectly of a medium or large business that meets the business criteria. Medium-sized businesses are productive economic businesses that stand-alone, which are carried out by individuals or business entities that are not subsidiaries or branches of companies that are owned, controlled, or become a part either directly or indirectly with a small business or a large business with a total net worth or annual sales results. A large business is a productive economic business carried out by a business entity with a net worth or annual sales proceeds greater than medium-sized businesses, including state-owned or private national businesses, joint ventures, and foreign businesses conducting economic activities in Indonesia. Table 2 presents the criteria for MSMEs.

Table 2. MSME Criteria

No	Description	Criteria	
		Asset	Turnover
1	Micro business	Max. 50 million	Max. 300 million
2	Small business	>50 million-500 million	>300 million-2.5 billion

From its development perspective, SMEs can be classified into four groups, namely:

1. *SMEs use livelihood activities as job opportunities to earn a living, more commonly known as the informal sector. Examples are street vendors;*
2. *A micro enterprise is an SME that has the nature of craftsmen but does not yet have the nature of entrepreneurship;*
3. *A small dynamic enterprise, an SME that already has an entrepreneurial spirit and can accept subcontracting and export work;*
4. *A fast-moving enterprise is an SME with an entrepreneurial spirit and will transform into a Big Business (BB) (<http://peuyeumcipatat.blogspot.co.id/2013/05/pengertiankriteria-dan-classification-umkm.html>).*

These characteristics provide an empirical picture of the existence of MSMEs:

Positive	Negative
Resilient, flexible, independent, efficient, self-financing	Informal, weak economies of scale, no standards, no clear management principles, not prepared to be a big business

B. Creativity in Business

Creativity or creativity is a term coined by Alfred North Whitehead to show a force in the universe that makes it possible to exist as actual entities, new ones based on other actual entities (Sudarminta, 1991). Creativity is the principle of novelty, novelty (Whitehead, 2009). In the process of becoming, creativity is there. If there is no creativity, then there is no process (Kleden, 2002). Creativity is not an actual entity. Creativity is a force that must exist in the process because of the existence of a new actual entity. Therefore, creativity in the process philosophy does not have a character apart from the actual entity that gives form to its creativity (Sudarminta, 1991).

Creativity is needed in designing a business. It is expected to present an object or thing creatively that previously did not exist to be used. Creativity is

associated with new ideas, at least with the person concerned. This creative idea can involve an effort to combine two or more ideas directly (Adair, 1996). A prospective entrepreneur must have created his business design to be more dynamic. With creativity will move into an innovator. Creativity and innovation complement each other to achieve optimal goals.

Innovation is needed in making a business plan. With innovation, there will be a process of finding or implementing something new into a new situation. This concept of novelty is different for most people because it is relative. What is considered new by one person or in one context can be something old to another in another context). Innovation is thinking and doing something new that adds or creates value benefits (social/economic) (Raka, 2001). To produce innovative behavior, one must see innovation as a fundamental process that can be managed (Adair, 1996). Therefore, when designing a new business, workers who want to prepare for a business must understand the business concept when they return to Indonesia.

Innovation and creativity are different areas of the same domain but have clear boundaries, but the social process is interconnected. Creativity is the first step towards innovation which consists of various stages. Creativity is concerned with the production of novelty and valuable ideas. Innovation is concerned with the production or adoption of practical ideas and their implementation.

For workers motivated to design businesses, knowledge of creativity and innovation is needed. Not only limited to the cognitive level but must be developed at the level of action. The ability to make a business plan must be considered in substance, objective, and realistic so that the training can change the mindset to be more developed.

Creativity and innovation are personal characteristics needed by an entrepreneur. A business not based on creative and innovative efforts will not develop optimally. Likewise, a business environment that is so dynamic requires entrepreneurs always to be adaptive and look for the latest breakthroughs. The character of being complacent and tending to stagnate is the same as bringing a business into bankruptcy. According to Zimmerer et al. (2009), creativity is the ability to develop new ideas and to find new ways of looking at problems and opportunities. Innovation is the ability to apply creative solutions to problems and

opportunities to improve or enrich people's lives. Levitt (Zimmerer, 2009) states that creativity thinks about new things, and innovation does new things.

Creativity without innovation is a waste because the idea is only thought without any realization. All businesses that have developed and developed up to now stem from creative and innovative efforts. Many foreign franchise restaurants that have gone global and have been around for decades have consistently shown this character. Creativity and innovation may be seen as efforts to disrupt the balance that has been created. Creativity and innovation can be applied: sensitivity to smelling opportunities and the ability to read the market. Creative thinking is developing into a product is not easy.

C. Becoming a Resilient Person

Resilience is needed in facing life's challenges. It is in line with the opinion of Reivich and Shatte (2002) in their book entitled *The Resilience Factor*, which explains that resilience has four primary functions in human life (Prihastuti, 2009).

First, overcome the difficulties experienced in childhood. Some people experience bitter experiences in childhood, such as poverty, violence, or a broken home. Resilience helps leave the harmful consequences of these bitter experiences by focusing more on personal responsibility to realize the desired adult.

Second, going through difficulties in daily life, for example, dealing with conflicts with colleagues or family and dealing with unwanted events. A person with good resilience will not let the difficulties he faces affect his productivity or well-being.

Third, bounce back after experiencing a traumatic event or significant adversity. Facing a life crisis, such as death or separation, will lead to one's helplessness. The ability to quickly rise from that helplessness will depend on one's resilience.

Fourth, achieve the best performance. Resilience can help to optimize all self-potential to achieve all goals in life. Achieve life goals by being open to various experiences and opportunities.

Everyone wants to build personal resilience. With strong resilience, it is expected to have optimal abilities in carrying out their social roles as educators who motivate students to develop their potential to the fullest. It agrees with the opinion of Jackson and Watkin (2004), which states that the key to successful

resilience is recognizing thoughts and belief structures and harnessing the power to increase the accuracy and flexibility of thinking to regulate emotions and behavior more effectively. These abilities can be measured, taught, and improved. Therefore, resilience is not determined by the number of difficulties passed as a determinant of success or failure in facing difficult circumstances. However, more determined by (a) the level of accuracy in considering a problematic situation; (b) the number of alternative scenarios that we can imagine; (c) the ability to be flexible; (d) continue to live to seize new opportunities (Prihastuti, 2011).

For the workers, strong resilience is crucial in helping those who experience unpleasant events to stay excited again when facing life's problems. A not resilient workers will negatively impact building an atmosphere and enthusiasm at work. Personal (individual) resilience, described by (Reivich K. & Shatte, 1999), includes seven abilities: emotion regulation, impulse control, empathy, optimism, causal analysis, self-efficacy, and reaching out. These seven abilities are also known as the seven resilience factors. Based on these factors, an inventory called the resilience quotient test was compiled. Table 3 describes each of the factors included in resilience.

Table 3. Description of Personal Resilience Factors

Resilience factor	Description
a. Emotion Regulation (Emotional Regulation)	Emotional regulation is the ability to remain calm in stressful conditions.
b. Impulse Control	Impulse control is closely related to the ability to regulate emotions. Impulse control is an individual's ability to control desires, urges, likes, and pressures from within.
c. Optimism (Optimism)	A resilient individual is an optimistic individual.
d. Causal Analysis	Causal analysis is a term used to refer to an individual's ability to identify the causes of their problems accurately.
a. Empathy	Empathy describes how well a person can read clues from others regarding the psychological and emotional state of that person.
f. <i>Self-Efficacy</i>	<i>Self-efficacy</i> describes a person's belief that he can solve the problems he is experiencing and a person's belief in his ability to achieve success.
g. <i>Reaching Out</i>	<i>Reaching out</i> describes a person's ability to achieve success.

By understanding Table 3, the workers will build a resilient personality. The workers needs time to identify resilient strengths. Therefore, workers in carrying

out their social roles should have the ability to know and measure their level of personal resilience. The workers is trying to improve aspects of resilience that are not yet optimal.

Various studies emphasize that resilience can be fostered through various techniques, such as humor, relaxation, and positive thinking. Therefore, resilience is not seen as a fixed trait because it can be taught or improved. Reivich and Shatte researched skills training to increase resilience and have found that individuals involved in the training feel stronger, more confident, comfortable connecting with others, are excited to find new experiences, and are more willing to take risks (Dwiningrum). , 2013a).

By strengthening personal resilience, it will be easy for teachers to have moral resilience because it will be easy for teachers to play a more significant role in overcoming the moral problems experienced by students. For teachers, moral resilience is essential for overcoming various problems and threats or violations of individual integrity issues. Rushton (2016) explains that moral resilience is a concept being built. There is no doubt about the similarities between psychological resilience and moral resilience. Moral resilience focuses on (1) the moral aspects of human experience, (2) the moral complexities of decisions, obligations, and relationships, and (3) the inevitable moral challenges that trigger conscience, confusion, and moral distress. General resilience is a necessary foundation that can be further determined to address specific threats or violations to an individual's well-being and integrity. The moral domain is interrelated with all dimensions of human biological, psychological, cognitive, spiritual, and relational resources. Therefore, the psychological aspect of resilience is involved in a network of synergistic processes that can also be utilized to support moral resilience.

E. Theoretical Framework

The workers are one of the nation's crucial components, constantly improving its ability to become a resilient person. So far, there has never been an effort to develop the self-development of Hong Kong workers in terms of personality development so that they dare to make a "business plan" while working in Hong Kong and the desire to return to Indonesia with the knowledge they already have.

To overcome this, it is necessary to develop a training strategy to train workers in a training program to develop workers' resilience as capital for creating creative businesses. A simple problem-solving strategy can be presented in Figure 1.

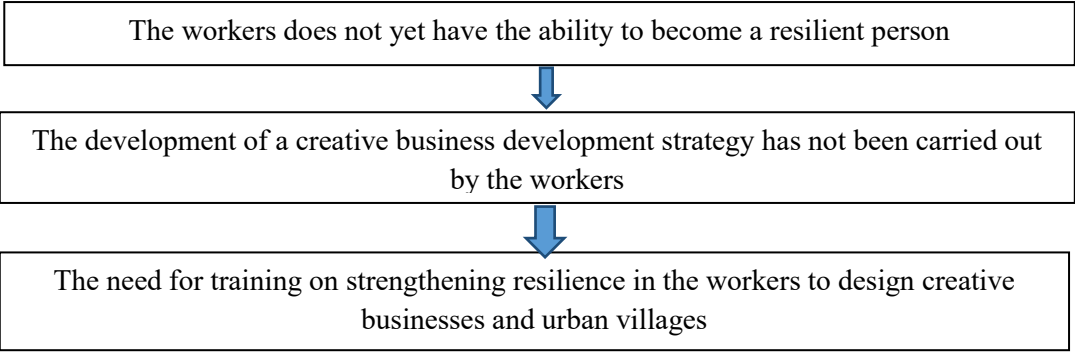


Figure 2. Problem Solving Framework

CHAPTER III

ACTIVITY IMPLEMENTATION

The Community Service Program abroad is difficult to implement without synergistic coordination between the community service Yogyakarta State University Team and the Indonesian Consulate General Team in Hong Kong. Coordination was carried out through email and WhatApps (WA) to prepare the substance and technical aspects of implementing community service in Hong Kong. The synergy is strengthened by collaborative cooperation with all elements related to several critical roles for implementing community service in Hong Kong.

A. Preparation for Community Service Implementation

1. Preparation by the Yogyakarta State University Team in Indonesia

The preparations carried out by the Yogyakarta State University community service team are related to the preparation of materials and valuable equipment, as well as the completeness of training that the team has brought to support the smooth implementation of the training. The training materials brought by the team included a manual and a cooking apron, some spices for cooking ingredients that are not expected to be available in the Hong Kong market, and tools for a meat grinder.



Figure 2. Coordination of the Research and Community Service Institutions of Yogyakarta State University Team with the Indonesian Consulate General in Hong Kong

2. Preparation by the Team of the Indonesian Consulate General in Hong Kong

The program's implementation begins with disseminating information for migrant workers through social media and a means of registration. Registration

time is limited by about a week because the target set by the community service Yogyakarta State University team is 200 people. Information presented to participants can be seen in the following brochure:



Figure 3. Information via Social Media to Find Training Participants

Information on the training offer received an extraordinary response because the quota of participants had been fulfilled within three days. Some participants stated that many of their friends had not had the opportunity to join the training program. It was conveyed by the team of the Indonesian Consulate General in Hong Kong that the Indonesian Consulate General hopes that ongoing training can be carried out.



Figure 4. The Yogyakarta State University Team and the Secretariat of the Indonesian Consulate General in Hong Kong



Figure 5. Preparation and Coordination of the the Research and Community Service of Yogyakarta State University Team

B. Training Implementation

The capacity building for knowledge and skills of Indonesian Migrant Workers was carried out through training on June 30, 2019 and July 1, 2019 which is located at Kitchen Dynamic, Block C, 9F, Fiat C2 489-491, Castle Peak Road Lai Chi Kok Hong Kong. The number of registered migrant workers in this activity is 200 participants.



Figure 6. Registration of Training Participants

C. Training Participant Profile

Most of the training participants are married and unmarried women. Most of the participants were in junior high school and above. The length of work is between 1-8 years, and the average value is four years. The motivation to work in Hong Kong is between economic motivation and family motive, and there is no choice but to continue working in Hong Kong.

D. Community Service Activity Method

The strategy training for the workers is carried out using lecture methods, group work, assignments (action plans), and practice.

1. Training Method

No	Session	Theory	Duration
1	Introduction	Introduce yourself to the game: Ice Breaking	1 hour
2	Lectures and Dialogue:	a. Resilient personality b. Resilient personal building factors	1 hour
3	Dialogue and Assignment:	a. Who am I? b. Competencies that must be an entrepreneur c. Creativity in business	1 hour
4	Lectures and Group Discussions	a. Strategy to do business b. Identify business design strategies c. Group Presentation	1 hour
5	Group Practice	Practice group skills to develop the ability to work together to make products worth selling.	4 hours
8	Independent task	a. <i>Action Plan to become a resilient person</i> b. <i>Action Plan to create creative and innovative business plans</i>	2 hours
9	<i>Sharing Action Plan</i>	a. Action Plan Presentation b. Repair Suggestions	2 hours
12	Action Plan Monitoring	Monitoring of Participants' Action Plans to each. Action Plan Evaluation	4 hours
Total			18 hours



Figure 7. Message from the Chairperson of the Research and Community Service Institutions of Yogyakarta State University and Lecture by Prof. Dr. Nahiyah

2. The Yogyakarta State University Team conducted lectures to strengthen the business development knowledge and character of migrant workers.

Table 3. Training Materials for Indonesian Migrant Workers in Hong Kong

THEORY	SOURCE PERSON
Entrepreneurial motivation	Dr. Suyanto, M, Si
Creativity in Entrepreneurship	Prof. Dr. Siti Irine Astuti D., M.Si
Designing Business Development	Prof. Dr. Nahiyah Jaidi Faraz, M.Pd
The practice of making a plate of dishes: Beef Meatballs and tekwan	Dr. Marwanti, M.Pd Dr. Kokom Komariah, M.Pd

3. Work in group

The training is divided into two batches. The batch I was held on June 30, 2018, was attended by 100 people. 100 people attended batch II, which was held on June 1, 2018. For practice, each batch of 100 people. Each group consists of 11 people whose job is to cook.



Figure 8. Working Group of Dharma Wanita Cooking Group
Consulate General of the Republic of Indonesia Hong Kong



Figure 9. Hong Kong Migrant Workers Group Activities

4. Assignment

Each group has the task of dividing its members to participate in the cooking sambal process, with the presentation process to be assessed by the Coaching Team.



Figure 10. Distribution of Materials for Each Group



Figure 11. participants work in groups according to the task

5. Practice

Each group must be able to practice and complete the cooking process correctly and in a limited time.



Figure 12. Participants Work Practice with Enthusiasm



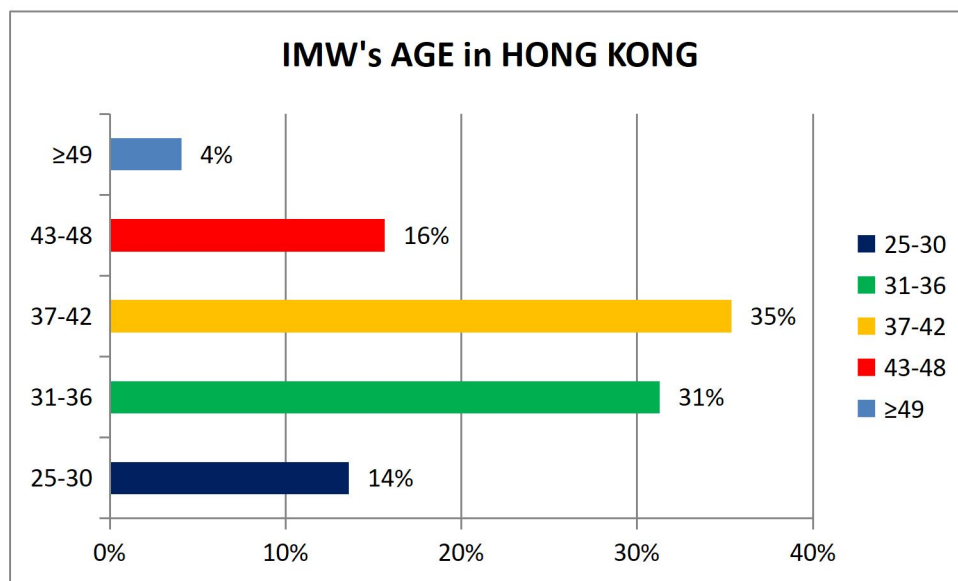
Figure 13. Results of group work

CHAPTER IV
COMMUNITY SERVICE IMPLEMENTATION RESULTS

This chapter analyzes community service participants' Indonesian migrant workers' profiles and the community service training results. The focus on this aspect is intended to provide sufficient information about the dynamics of Indonesian migrant workers training in Hong Kong, which requires effective coordination between the community service Yogyakarta State University team and the Indonesian Consulate General's team.

A. Description of Indonesian Migrant Workers' Age in Hong Kong

AGE			
CODE	AGE	F	%
1	25-30	20	14%
2	31-36	46	31%
3	37-42	52	35%
4	43-48	23	16%
5	49	6	4%
AMOUNT		147	100%
MAX		51	
MIN		24	
AVERAGE		37	

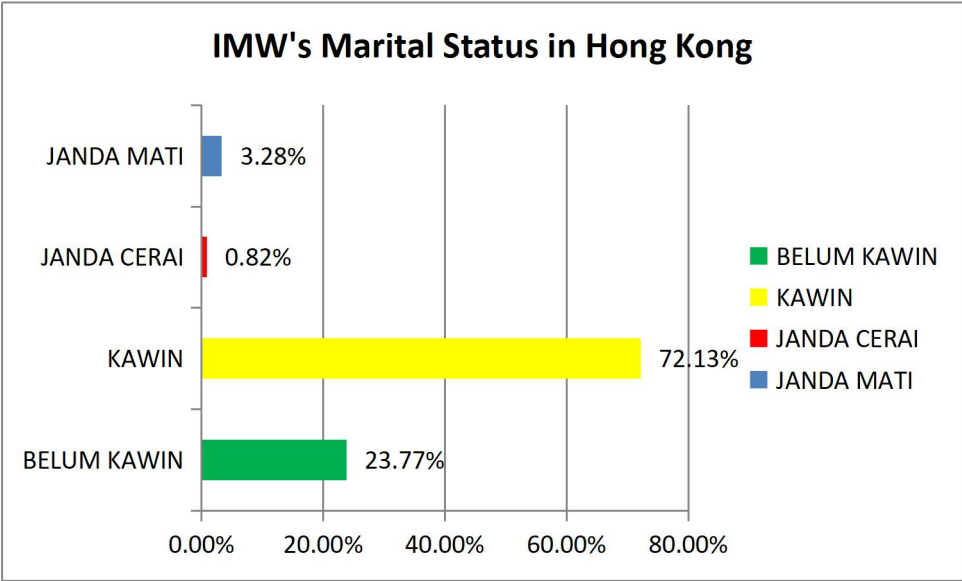


Based on the results of collecting data from 150 IMWs working in Hong Kong, it was found that the age of the IMWs was dominated by the age 37-42

years, and both ages were between 31-36 years, meaning that none of the IMWs working in Hong Kong were underage. The IMW over 30s are considered mature enough and productive in work. For the age of the youngest BMI at 24 years old and the oldest age at 51 years old, the average IMW working in Hong Kong is 37 years old. Regarding the applicable Law, the age is appropriate and does not violate the procedure of RI Law no. 13 of 2003 concerning employment. In chapter 1, article 1, general provisions, workers must be over 18 years of age and over.

B. Description of Marital Status of Indonesian Migrant Workers in Hong Kong

MARITAL STATUS			
Code	Marital status	F	%
1	Single	29	23.77%
2	Married	88	72.13%
3	Divorce Widow	1	0.82%
4	Death Widow	4	3.28%
Amount		122	100%

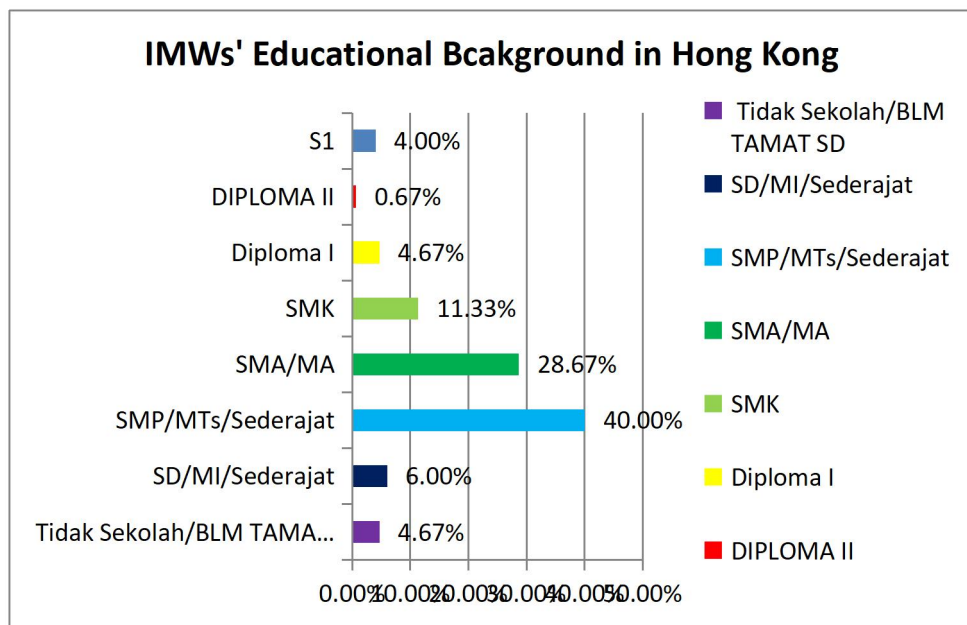


If you look at the marital status of the IMWs working in Hong Kong, most of them are married, 71.13%. It explains that most migrant workers from Indonesia are wives and mothers responsible for meeting family needs. As the backbone of the family, these Indonesian migrant workers are often under pressure from their families and employers. From family, for example, as a wife, mother, and at the same time, the backbone of life is heavy. Not to mention the difficulty of leaving family and children, receiving news that their partner is having an affair, and so on. This complicated pressure affects the performance of Indonesian migrant workers

working in Hong Kong. Most of these married IMWs, of course, have their challenges compared to single IMWs. Dependents live in the employer's house, and dependents, as the backbone of the family in the village, affect IMWs' psychology at work. Not infrequently, IMWs often make mistakes at work, so they get a penalty from the employer.

C. Education Description Final Graduated by Indonesian Migrant Workers in Hong Kong

Code	Last education	F	%
1	No School / Nor graduated from Elementary school	7	4.67%
2	Elementary school/Equivalent	9	6.00%
3	Junior High School/Equivalent	60	40.00%
4	Senior High School	43	28.67%
5	Vocational High School	17	11.33%
6	Diploma I	7	4.67%
7	Diploma II	1	0.67%
8	Undergraduate	6	4.00%
Amount		150	100.00%

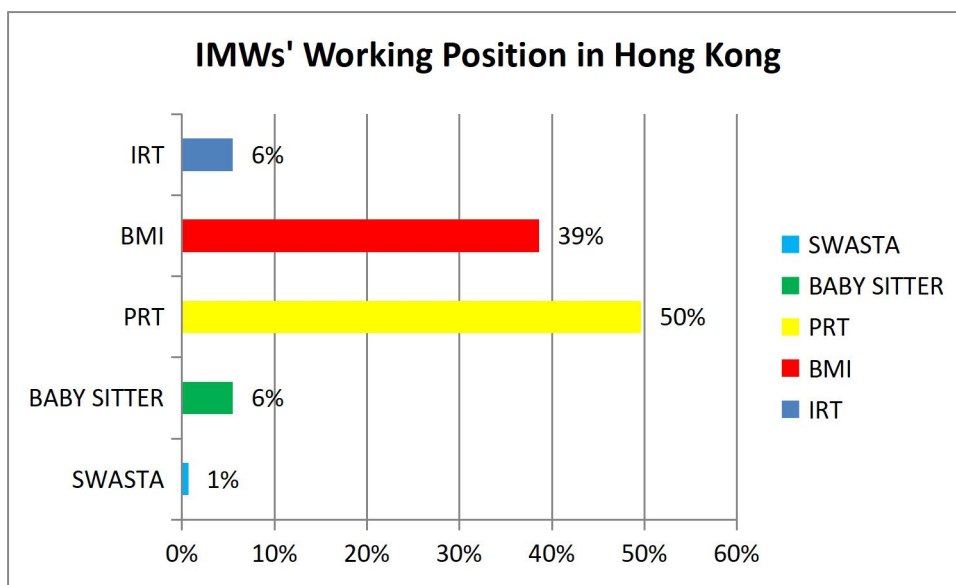


Similar to the education completed by Indonesian migrant workers working in Hong Kong, most have a junior high school education of as much as 40.00% and senior high school of as much as 28.67%. It confirms that most of the work of migrant workers is indeed not far from the education they have completed. The higher the education, the more opportunities to get a decent job; with minimal

education and recklessness, any job will be accepted and done. Further, it will be explained below.

D. Job Description of Indonesian Migrant Workers in Hong Kong

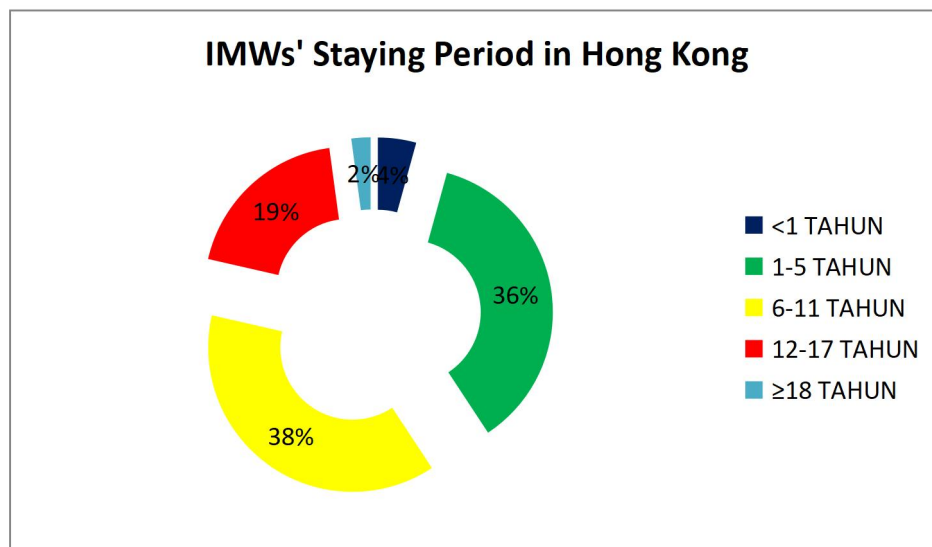
Immediate Jobs in Hong Kong			
Code	Profession	F	%
1	Private	1	1%
2	Baby Sitter	8	6%
3	Domestic worker	72	50%
4	IMW	56	39%
5	Housemaid	8	6%
AMOUNT		145	100%



Based on data on the level of education completed by IMWs, it is not surprising that jobs that match the educational standards of IMWs are as Household Assistants by 50%. So it can be concluded that the higher the education level of the IMWs, the better the jobs they will get. Although in the Republic of Indonesia Law no. 13 of 2003 concerning workers, chapter VI, article 32, it is stated that the placement of workers is carried out based on the principles of being open, accessible, objective, fair, and equal without discrimination. However, because it often happens repeatedly, education level becomes a priority in determining what and where a person works.

E. Description of the Length of Stay of Indonesian Migrant Workers in Hong Kong

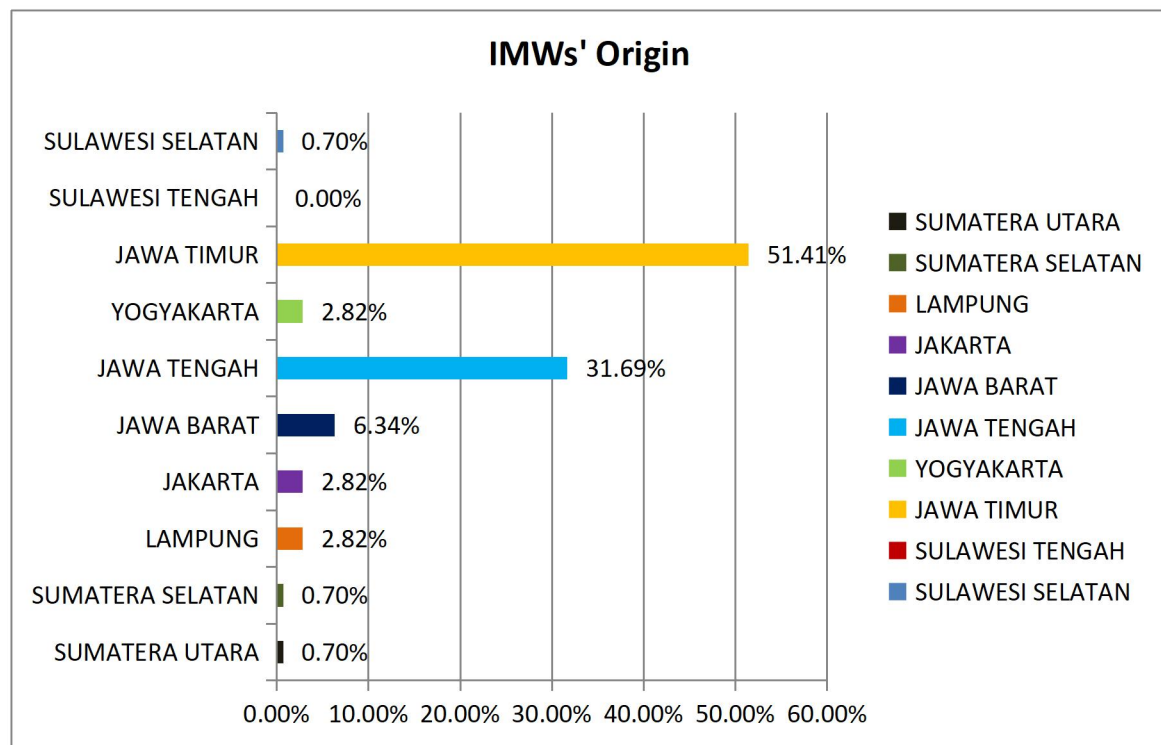
Long Stay In Hong Kong			
CODE	Long	F	%
1	1 Year	6	4%
2	1-5 Years	51	36%
3	6-11 Years	53	38%
4	12-17 Years	27	19%
5	18 Years	3	2%
Amount		140	100%
Max		20 Years	
Min		5 Months	
Average		7 Years	



Talking about the length of work of Indonesian migrant workers who live in Hong Kong, it is explained by the picture above that most of the length of work of Indonesian migrant workers in Hong Kong is, on average, between 6-11 years; the second is between 1-5 years, the third is between 12-17 years. The longest working IMW in Hong Kong is over 18 years. According to data obtained, the longest IMW has worked in Hong Kong is 20 years, and the minimum is five months, for the average length of service for IMW in Hong Kong is seven years. It shows that Indonesian migrant workers who work in Hong Kong feel at home and comfortable with their work as domestic workers/maids. However, it is undeniable that the length of time an Indonesian migrant worker has worked in Hong Kong may be because there is no other choice but to stay and work as an Indonesian migrant worker.

F. Description of the Origin of Indonesian Migrant Workers Working in Hong Kong

Place Of Origin			
Code	Regional Name	F	%
1	North Sumatra	1	0.70%
2	South Sumatra	1	0.70%
3	Lampung	4	2.82%
4	Jakarta	4	2.82%
5	West Java	9	6.34%
6	Central Java	45	31.69%
7	Yogyakarta	4	2.82%
8	East Java	73	51.41%
9	Central Sulawesi	0	0.00%
10	South Sulawesi	1	0.70%
Amount		142	100.00%

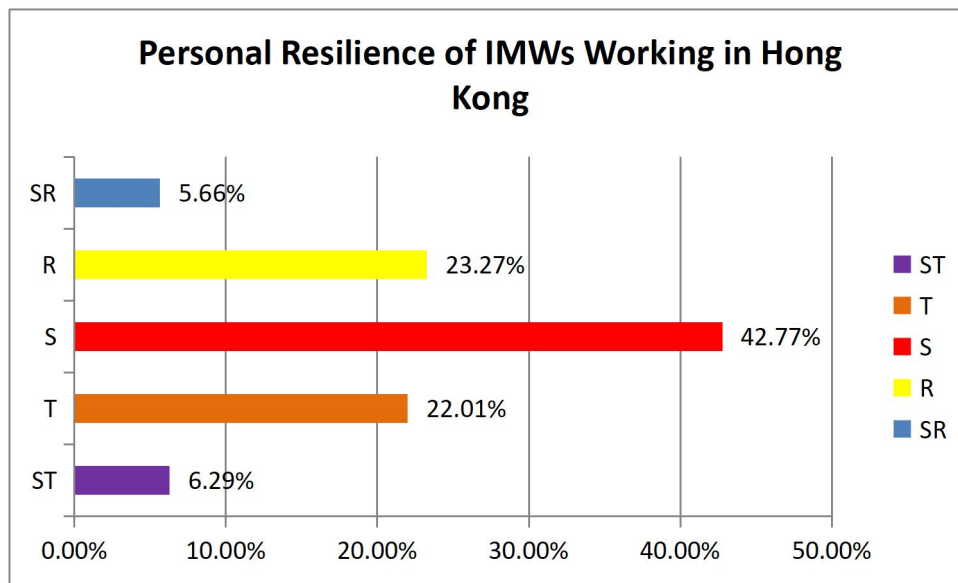


From the area of origin of the Indonesian migrant workers in Hong Kong, according to the data obtained, it shows that the IMWs working in Hong Kong mostly come from the East Java area (Kediri, Banyuwangi, Blitar, Ponorogo, Tulungagung, Magetan, Jember, Malang, Pacitan, Nganjuk, Jombang) and the second largest area is Central Java (Purwodadi, Kendal, Cilacap, Solo, Pati, Banyumas, Sragen). Looking at the origin of the BMI regions, in which East Java

and Central Java more dominate, it is also explained that the residents of these two areas still rely on regional income from IMWs who work in neighboring countries.

G. Description of Personal Resilience of Indonesian Migrant Workers Working in Hong Kong

For the workers, resilience is critical in helping those who experience unpleasant events stay excited again when facing life's problems. A not resilient workers will negatively impact building an atmosphere and enthusiasm at work. Personal (individual) resilience, as described by Reivich and Shatte (1999), personal (individual) resilience includes seven abilities: emotion regulation, impulse control, empathy, optimism, causal analysis, self-efficacy, and reaching out. These seven abilities are also known as the seven factors of resilience. Based on these factors, an inventory is prepared, known as the Resilience Quotient Test. The following is an explanation of each factor included in resilience:



When viewed from the results depicted in the diagram shows that Indonesian migrant workers who work in Hong Kong have a moderate level of personal resilience. It means that Indonesian migrant workers in Hong Kong still do not have strong enough personal resilience in dealing with the life problems they experience while working in Hong Kong.

H. Self-Concept Strengthening Material, Resilience, and SoulEntrepreneurship

Self-concept strengthening materials reinforce for IMWs to be more confident and have practical abilities. IMW was enthusiastic in responding to

dialogue with the participants and training assistants, making the atmosphere more relaxed for learning. The remarks from the Chairperson of The Research and Community Service Institutions of Yogyakarta State University strengthened the motivation of IMWs to continue learning; some IMWs wanted to leave Hong Kong, and most of them persisted in strengthening their existence.

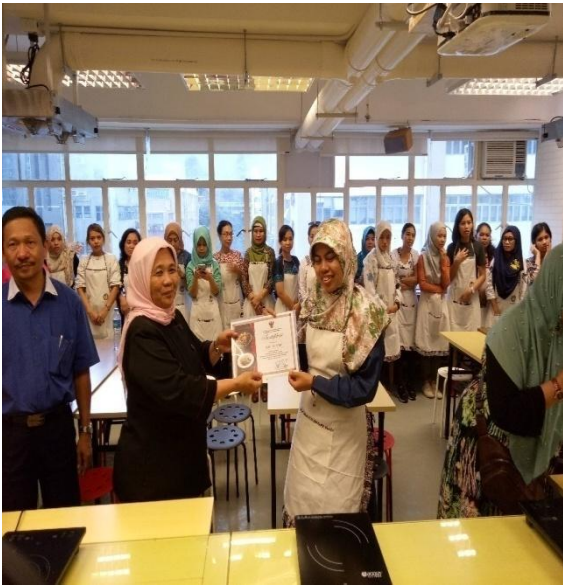




Figure 14. Granting a Certificate for IMWs' Increases Confidence

I. Cooking Training Materials

The materials were delivered on the first day and then repeated on the second. It is done with the hope that as much as possible can accommodate the participants' interest in cooking activities. In the implementation phase, the team conducted training divided into two waves of 100 people. The available material is given classically, the practice material is divided into 11 groups, and a set of tools and materials are provided. Each group made 11 portions of meatballs and 11 portions of tekwan.

This program was even more lively, with the support of the Ambassadors of China and Mongolia and the Indonesian Consul General in Hong Kong while providing direct support to the participants. Likewise, the support from the extended family of the Indonesian Consulate General in Hong Kong, namely employees and Dharma Wanita.



Figure 5. Ambassadors of China and Mongolia Giving Welcome and Motivation to Indonesian Migrant Workers

J. Evaluation of Training Implementation

Evaluation is carried out during the process and at the end of the activity. During the activation process, it can be seen that the participants' enthusiasm was extraordinary; they came from far away, even from outside the island of Hong Kong, which took 2 hours to travel. The training process was followed thoroughly, from the preparation stage to the evaluation.

Table 4. Training Evaluation Criteria

No	Component	Indicator	Success Criteria	Data collection technique
1.	Cognitive	The trainees master the material	Participants master 70% of the material	<i>Pre-test</i> and <i>post-test</i>
2.	Affective	Acceptance and response of participants in training	a. A minimum participation rate of 90% of active participants b. The enthusiasm and enthusiasm of the participants in the game c. Participants enjoy sharing opinions/ideas	Observation and Questionnaire
3.	Plan Action (individual and school)	Participants have a post-training action plan	a. Creativity in expressing ideas in works/action plans b. Making decisions based on the	Content analysis of the two action plans.

			analysis that has been done.	
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The evaluation results on 200 activity participants with a scale of 1 to 5 can be presented as follows.

Table 4. Evaluation of Training Implementation

No	Question	Average	Criteria
1.	The participants need the material provided.	4.66	Very good
2,	Achievement of program goals	4, 57	Very good
3.	Efficient use of time	4.58	Very good
4.	Course method used	4.56	Very good
5.	Instructor's ability to deliver material	4.70	Very good
6.	Participation of participants in training	4.58	Very good
7.	The training materials can be applied to entrepreneurs.	4.76	Very good
8	Adequate training facilities (rooms, media, practice tools, etc.)	4.60	Very good
9.	Staff service support	4.72	Very good
10.	Benefits of training for participants	4.75	Very good
	Average	4.65	Very good

The assessment results show that the material provided is needed by the participants (score of 4.66). This result is strengthened by the participants' responses as follows:

1. **The aspect of Training Material**

- a. Be a provision when returning to Indonesia
- b. Increase knowledge of how to cook
- c. A means of learning together about culinary
- d. Advantageous provision as a Migrant Worker
- e. It becomes practiced after coming home from Hong Kong.
- f. Adding new insights
- g. Have a picture of the provision of entrepreneurship after returning to Indonesia

2. **The aspect of teacher/coach**

- a. Very qualified teachers are great.

- b. Very satisfy
- c. Very helpful for migrant workers.
- d. Adding creativity to life success in the future.
- e. Satisfied with the training activities carried out
- f. Skills increase
- g. Good material delivery
- h. Events/activities like this, please be held often.
- i. Facilities and infrastructure are adequate.

In general, all participants are very grateful for holding activities like this because activities in capacity building are challenging to carry out. Every Saturday or Sunday, the day off they have is usually only filled with get-togethers at Victoria Park, without any meaningful activities.

Another thing to note is that they feel recognized and cared for by both the Yogyakarta State University and the government, so many participants then think not to renew their contracts as migrant workers and immediately return to their hometowns to organize their lives.

CHAPTER V

CONCLUSION

Community Service Activities in collaboration between the Research and Community Service of Yogyakarta State and the Consulate General of the Republic of Indonesia in Hong Kong can run smoothly according to the agenda and goals that have been mutually agreed. The training, attended by 200 Indonesian Migrant Workers (IWM), concluded that most Indonesian Migrant Workers needed the knowledge to improve their soft skills to become resilient individuals and develop independent businesses. It is evident that most Indonesian migrant workers have sufficient resilience but do not yet have a strong desire to return to work in Indonesia for entrepreneurship. Therefore, most BMIs still need entrepreneurial knowledge so that BMIs have an entrepreneurial spirit that is a provision for independent businesses.

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Appendix

BUDGET

Research and Community Service of Yogyakarta State University Fund	Amount
Indonesia-Hongkong Flight Ticket for Yogyakarta State University Team 5 x Rp. 8.800.000,-	Rp. 44,000,000.00
Daily money 3 days x 5 people x Rp. 3.650.000,-	Rp. 54,750,000.00
Cookbook and Afron 200 exp.	Rp. 7,500,000.00
Total	Rp. 106.250,000.00
Indonesia Consulate General in Hong Kong Fund	
Hotel accommodation 4 days x 3 rooms IDR 250,000.00	Rp. 24,000,000.00
Kitchen rental 2 days x 100 people x Rp. 250,000.00	Rp. 50,000,000.00
Ingredients for cooking practice: meat, vegetables, noodles, etc.: 2 x 100x IDR 100,000.00	Rp. 20,000,000.00
BMI consumption = 2 days x 100 people x Rp 60000.00	Rp. 12,000,000.00
Total	Rp. 106,000,000.00