

The Implementation of TTG Book Service Done by Community Library in Rural Area

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Abstract. The problem of poverty in rural areas cannot be separated from the following aspects: poverty, lack of education facilities, low level of entrepreneurial skills, health, lack of learning facilities, population distribution, infrastructure and facilities are inadequate, access to information, and other aspects that are still limited. The Village Library and Community Library as part of the affordable infrastructure and learning facilities are not yet available in every village. This paper analyzes the introduction of pilot models Appropriate Technology Implementation Services Book through Rural Libraries and the community library to a number of poor people in the village. The result could contribute in improving the skills of a number of rural poor in entrepreneurship-based reading. This service models can be applied in other similar villages.

Keywords: village library, community library, entrepreneurial, business mentoring.

Introduction

The World Bank noted that more than one hundred million people of Indonesia, are included the poor category. That is, although the GDP per capita reached US \$ 8,539 per year in 2011, but about 43 percent of Indonesia's population is still living with expenditure below US \$ 2 per day or US \$ 730 per year (Source: www.tempo.co, May 2, 2015). They are mostly spread in rural areas, and most of them work in traditional agriculture sector, including those with family responsibilities and work in a family environment that is not paid (Yusup, Pawit M., 2013). Meanwhile, by using different sizes, BPS (Central Bureau of Statistics) in 2013 noted that the number of poor people in Indonesia is 28.5 million or approximately 11.6 percent.

At the local level, West Java, for example, according to Head of the Central Bureau of Statistics (BPS), West Java, the number of poor people in West Java increased. The last survey in September 2013 the amount of 4.38 million people, while the condition in March 2013 recorded

4.28 million people. When viewed from the percentage, from 9.52 percent in March 2013, became 9.61 percent in September 2013 (Source: www.tempo.co January 12, 2014). The figures above, both derived from the world bank or CPM sources, just to show that the development programs initiated by the state until now still not managed to alleviate poverty from the current condition. They are still struggling with powerlessness to face the times of increasingly rapid change due to globalization in almost all aspects of human life (See Yusup, Pawit M., 2012). Their needs are still on meeting the very basic needs such as food, clothing, shelter, health, and education (Yusup, Pawit M., and Komariah, Neneng, 2014).

Figures on poverty as mentioned above, is actually not directly related to the problem of poverty suffered by poor people in Indonesia. The reason is, it's a problem of poor residents who are powerless in its efforts to meet the basic needs for themselves and their families. Poor is not a matter of numbers, but more appropriately as stomach problems that can not be put off for a day did not eat

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any goods; the problem of people who do not have the ability to get out of that condition; also the problem of people who do not have the business skills because of the lack of learning facilities for them to improve the skills (Yusup, Pawit M., 2012).

If it is traced further to the poor people directly in the field, the condition becomes increasingly alarming. Various facts about the lives of poor people look more pathetic. For example, some children and adolescents, who come from poor families, have been dropped out of school at the elementary or secondary level. Even some of them have only attended school up to grade five elementary schools. It is caused by a lack of funds to pay for the large school according to their size. Residents who drop out of school like this, according to the age level, which should have been studying and seeking knowledge in order to reach a better future, it is only used to assist the work of his parents who work odd jobs. As the circle of livelihood passed down from generation to generation. His parents worked as a laborer doing odd, the children also seemed geared for working parents. Parents who work as itinerant vegetable merchant, and his son were also invited to follow the expertise of their parents. And so on, so that the cycle of living in villages do not develop according to expectations. Attempting or entrepreneurial ability of poor people who have been mastered, for example, passed on from generation to generation of their parents. No, or at least no functions accelerative-based education and training in their livelihood activities.

Many people are already doing activities with the aim to empower the rural poor so that they can get out of its present state. However, until now they have not meet the expectations. From the government side, for example, there have been many programs aimed at reducing poverty in rural areas, one of which is as proposed by Iwan Hermawan (Herman, 2012: 140), namely, among others: (1) program Supervisor *Mitra Tani* (PMT) to Rural Agribusiness development (PUAP) and the Independent Institute rooted in the Community (LM3); (2) Direct Community assistance (BLM) of Rp 100 million/ gapoktan/ village. This early stage are directed to support productive enterprises in rural agribusiness. Henceforth, it is driven as basic capital in the development of micro-credit and microfinance institutions (MFIs), and (3) social aid given to LM3 between Rp. 70 million - Rp. 300 million per LM3.

Meanwhile, Higher Education, through research and community service were already many programs aimed at helping reduce rural poverty. One of them is ever investigated by Dede R. Oktini 2007 (Oktini, 2007: 257), which indicated the existence of some of the realities of the youth who are unemployed with the reality encountered people spend time sitting and playing on every porch, no job, no chance educated, do not have much choice. The lads are still young too many of whom have spent time with lounging Pos Ronda talking things that are not qualified so that the time of day to day wasted.

With the activities carried out by various parties, such as from the university through research programs and programs of community service, the private sector and individuals, from community groups specialization, or of the village government formally organize learning activities to rural communities, are expected in the long term condition of the village will change toward a more skilled and independent. In addition, later also expected that no more people dropping out of school at primary and secondary levels of education due to lack of education costs less affordable by the rural poor.

From exposure situations and conditions as noted above, our research team from the University of Padjadjaran tried to introduce the Model Pioneer Service Books Appropriate Technology based on the utilization of the Village Library or Community Library (TBM), which can be used jointly by all villagers , particularly the poor category. This activity was at least trying to start from scratch undertake concrete measures based on the real needs of the rural poor, namely the priority is on improving the human development index countryside, which in the long term could alter the present conditions into the community who have the intelligence and skill in entrepreneurship.

Community Library

Places or Shared Learning Resource Center often known by the name of the Library according to its kind, such as Community Library (TBM), Smart House, and the Village Library, are unequally distributed in all villages in Indonesia. The villages that already have Library or TBM and was apparently not optimally run in accordance with the applicable standard of care. Judging from the many aspects of the existing collection

of reading material, too, sometimes still less qualified a library in the village or TBM.

For example, West Java alone in 2014 had a Community Library (TBM) as many as 1,222 libraries and Smart Houses as many as 26 places. (Source: Data Book PAUDNI 2014). This amount is not sufficient to serve the residents of West Java, which number more than 45,340,800 in 2014.

However, with the Village Library and existing TBM, our research team from the University of Padjadjaran do a breakthrough with a test implement service models that base book TTG-book category of the Village Library or TBM in the villages. The trick is to introduce and also pilot the implementation model TTG book special services provided by the Village Library or TBM directly to a number of people categorized as poor in rural West Java. For the initial stage, the activity is performed in the village of Desa Sukajadi Sukamukti and Pamarican District of Ciamis regency, West Java.

Methods used in this activity are implementable special reading assistance of TTG books and other reading materials provided by the entrepreneurial category Community Library (TBM) and or the Village Library, as targeted in the Objectives of this research. PRA (Participatory Rural Appraisal) is technically used in the implementation of Rural Library Service and this TBM. The concept of the PRA method is basically a conceptual framework, principles, values ideological vision to be achieved, as well as the methods that can be used to apply the idea of community participation and empowerment in various aspects, especially economic, political, educational, health, and education. As a methodology, PRA is a framework which has a theoretical background that uses a particular paradigm. At the level of implementation, PRA methods are tools to develop the processes of community participation in development. (Rianingsih Djohani, 2003). One type of these methods is the technique of learning with the community about the situation, conditions, problems, and the potential they have. From this PRA process, the research team along with a number of community members were selected as participants of activities, undertake joint learning about many things. In this event, the process is focused on pilot activities to introduce and implement the model at the same Book of Appropriate Technology (TTG) by the Village Library and or TBM to a number

of poor people in the village.

General steps of mentoring research techniques are as follows: (1) The research team tried to conduct discussions with a number of people categorized as poor villagers by introducing the theme of the Village Library and TBM to them. Through *PKK* (Family Welfare Education) cadres and a number opinion leaders, they introduced what and how TBM and the Village Library. How is the importance of reading to them, how it benefits the Village Library and TBM for their business development. The theme of the discussion and shared learning delivered in the implementation of this activity is regarding: (a) Discuss what and how Community Library (TBM) and the Village Library. Some teens and young men of reproductive age in the village consisting of 10-15 people, be consulted on this theme and its relation to the themes of local livelihoods. The research team actively as part of this group, trying as far as possible into the liquid atmosphere among the members of this discussion group. Of course, a team of researchers continue to act as data collectors and information about anything that is relevant to the theme of this study. (b) Discuss the link between the TBM and the Village Library, as regarding the benefits to the surrounding community, showing the successes of people who take advantage of the TBM and the Village Library in entrepreneurship. The number of participants is between 10-15 people consisting of teenagers, young productive age, and housewives in the village. (c) Discuss the advisory services model TBM and the Village Library field Appropriate Technology, as well as implement the results read. Some participants were given books TTG according to their specialization, and encouraged and assisted to implement the results read. This kind of activity is done individually or in small groups consisting of 3-5 people; (2) Providing assistance in the form of books categorized TTG for collection TBM or the Village Library. The initial stage as a stimulant given 100 (one hundred) book titles categorized TTG, who temporarily handed over to the local TBM. Communities around the TBM can utilize all the facilities provided TBM, including implementing results TTG reading option, such as someone who tries to practice making salted egg, trying to raise catfish, makes a variety of pastries, cake, or something else. (3) At the stage of implementing the results of reading the book is categorized TTG carried out by groups of activities, with participants

consisting of 3-5 people, are always done by the research team mentoring by providing and told to read and implement the results. This stage is also used as a venue for knowledge transfer between members and participants in the study, as well as a way to collect data for research purposes next. (4) The research team acts as a facilitator, as a companion, as well as the party in collecting data for research and development of science in library and information. Meanwhile, the required data can be extracted through a process of discussion and shared learning community, especially the target audience, but at the same time the team became a companion and a facilitator of activities that can help improve the skills of a number of community members in entrepreneurship through application of the results to read a book of TTG. (5) The main steps of this research activity is drafting an implementation model service book of TTG by the village library and or TBM which could serve as a practical guide for community groups and or individuals to conduct business activities based on reading and utilize the facilities provided by The village library and TBM.

Implementative library services

Model Implementation Services of TTG book by the Village Library or TBM, can be done in almost all places in the villages categorized as poor, both in the village which own the Village Library, or TBM, or neither. For villagers who own TBM or the Village Library, they stayed develop a model services which are implementable, whereas for villages that do not have it, the service model implementative can still be done by a research team from the Universities or from other parties who are concerned about empowerment of the rural poor, by conducting cooperation with the Village Library or TBM elsewhere.

Through this research, team managed to construct a model of service implementation as referred to above. Figure 1 highlights the visual practical steps on the implementation of the service utilization TTG guide to some community members categorized as poor in rural areas, which starts from the preparation, implementation and evaluation of activities. In terms of research assistance, this picture is known as a model of knowledge transfer that is commonly delivered by the college to the community through the assignment of research activities and community service. See Figure 1.

The first step taken by the research team is to record that in the village where the tests of this service activity really do not or have not provided the facilities to study together in the form of TBM or the Village Library. The next step is learning with the community in the form of discussions and consultations on the themes based enterprises utilizing reading materials provided by the research team. For example, the team provides a number of books categorized as TTG, the amount depending program activities to be carried out, usually between 5-10 books for one activity. This book can be obtained by borrowing it at the Village Library or TBM, downloading on the websites of the ministry of labor, public libraries, or buying it in bookstores.



Figure 1. Model of Knowledge Transfer

Picture 1
Research activities and community service

The next step is to conduct a focused discussion on aspects of business that can be done in the village with the selected target group, such as school dropp children and adolescents, housewives, or other groups who are interested in trying, either odd (part time) or permanently. This type of business is based on the selection of participants, who considered as occupied and can expect to earn additional income. All the activities of the steps above done in accompaniment with the research team and experts appointed by the research team. Finally, the team conducted a trial step to implement the content of reading provided by the Village Library or TBM with the selected target group. The final step of the activities of entrepreneurship-based service

implementations utilizing Village Library and the TBM is to evaluate the activities of the participants and also to evaluate the performance of the research team as a whole.

If all the steps outlined above be implemented in accordance with such procedures, it is expected to get real results on the lives of participants who come from poor families in the village. Finally, the participants get a general learning about aspects of entrepreneurship that could be developed in the village.

Reading Mentoring for Business Purposes

As an example case, a business group based on TBM and reading or take advantage or the Village Library which are used as the subject of this activity, namely the Dewi Catering, AdiCom, and Kawitan. The third group is used as a read-based mentoring partners in the research project. The first, Dewi Catering, as the name suggests, is engaged in the production of a variety of dry and wet foods are marketed through traditional stalls in the village. This group has members consisting of mothers of households in the village. The next group, AdiCom, is a business group whose participants consisted of teenagers and young adults who almost all dropouts, which is engaged in internet marketing. This group now has a membership of about 35 people spreaded in several villages. While the third group was Kawitan, which is engaged in the production and manufacture of snack cakes moist to be marketed in the traditional stalls in the village. In the future, these types of businesses can develop marketing through cooperation with restaurants, pastry shops, and malls nearby.

Results of research conducted by Yusup, Pawit M., et al. (2012, 2013, and 2014) illustrates that almost all residents are categorized as rural poor do not have the skills to work that can generate sufficient money to meet the basic needs of his family. Conditions such as these require the outsider who must take the initiative teaching them directly. The themes of learning which is suited them is a model of supervised learning entrepreneurship. To residents in poor category should be introduced entrepreneurship models based on ways that are easy and practical so that it can be followed properly. One of the way, is to assist them to implement the reading of books and reading materials about TTG (Appropriate Technology) provided by TBM

and the Village Library.

By looking at such problems, also because it was in a village which not yet widely available of TBM and the Village Library, then the team activities from universities, either through research and community service activities can make services patterns proactively, namely by helping to provide a number of books and other reading materials that the contents of the ways entrepreneurship in a practical and can be done in the village. In the implementation on the ground to be working with the Village Library and the TBM in the village.

Implementable model of services patterns initiated by TBM and or the Village Library, especially those directed at groups of people categorized as poor in rural areas, has an explanation that can be justified scientifically. Some explanations referred to, among others, as described below. The rural poor have very limited scope slang, work patterns are simple, and often are not trying to keep abreast of the times. They are skeptical of development types of businesses that exist today. They do not even believe in the existence of a business or business through social media such as hp (hand phone) and the internet. They knows only the type of business and the work being undertaken and seemed sober, which were often odd. (Yusup, Pawit M., 2013). Almost all aspects of their livelihood is also very limited. In terms of information behavior, for example, also describe the scope of slang limited. For example, any kind of specific information sought by the rural poor, are going through a source and a drain which tend to be the source of the interpersonal, while the nature of its use is informal, the scope is very limited, which is about close relatives, neighbors, and workers alike. Hardly any of them are trying to expand the scope of its business slang into the wider environment. All types of information that has to do with odd jobs, more sought after and used in their environment, which generally can be classified as a type of information odd jobs in agriculture, and the type of information odd non-agricultural fields. Generally, rural poor people to have jobs in traditional rural agriculture. Almost all of them do not have a regular job.

Still in terms of information behavior, the sources of information used by a large number of poor people in rural areas, respectively are: interpersonal sources, similar work, neighbors, relatives, and the source of official

channels (source of local government). Formal information source especially as sources of information coming from the government, both at the RT (Neighborhood Association), RW (Citizens Association), village leaders to the District, almost never used by rural poor people in the daily work, except for the issues that are authorized as an example when they make a identity card (ID). For reasons of odd jobs that take up the whole day, then the formal sources of information is almost never reached the group of poor people in rural areas. They often claim to miss the information about business opportunities and often do not know what to do related to his efforts over the years (Yusup, Pawit M., 2013).

In searching for specific information related to livelihoods, the rural poor prefer to use resources and interpersonal channels, such as asking people individually, nearest neighbor, the elder person, or other person who knew. They almost never use sources of information-based technology, by reason of busyness and lack of technological facilities they have. Moreover, in the scramble to get to the jobs, they often lose out in the scramble to get information of livelihood, lost quickly in getting business opportunities in rural agriculture. They often do not know any financial assistance as the efforts of the government but it is often too late to respond. When there is someone began trading child snacks in schools, for example, a few days later there was another person who imitate them so that the first to be less in demand because of inferior rivals. Related to this, sometimes one can only stroking the chest (not bear to see the surroundings for reasons of shame and sad) when seeing people fight each other to get 'rizki' (benefit) distributed by the local government. For example, when there is a division of *Raskin* (rice for the poor) and cash support from the government, people fight each other, even though there are those who are not classified as poor, but they working to get it. By looking at these conditions, some of them can only stroking his chest.

The surprising fact is the phenomenon of the presence of information and communication technology facilities that there is no benefit for them. Yusup research results, Yusup, Pawit M. (2013) illustrates that the presence of the communication and information technology facilities in almost all aspects of social life today, almost did not contribute directly to the livelihoods of the rural poor. They did not have the benefit of their technological facilities

in question, and even tend to the contrary, that maketh except television as a source of entertainment information.

Meanwhile, from the aspect of hope of getting a better livelihood, the rural poor feel no need to expect too much from the condition that completely inavailable. They even tend to be frustrated and resigned to the poor situation. They generally just hoping to keep good health in order to continue to work so they can eat. Even if some of them know there is a chance to find a new livelihood information, but they do not expect much to get the result. They felt no need to have the desire and or trying to find information about a living besides theirs, by the reason of fear of failure. They felt it was difficult with current jobs, or feel cured with failures that have been experienced. They tend to hide their needs by sheltering under such words, "the origin of good health, that's enough"; or "I do not think that far, makin dizzy, the most important is that wife and kids can eat"; or "that is the lot so people who do not have"; or "rich or poor it destiny"; or "it was fate". (Yusup, Pawit M., 2012, 2013). They argued that the time he had been much taken for work in hard throughout the day and throughout the year. They feel they have no spare time to read and learn to use or apply the content of reading of any kind, including read material on entrepreneurship. They gain experience during this effort as obtained from the tradition of his parents, also learned from relatives and friends who are already working in the sector of similar work.

Many unique aspects found in the lives and livelihoods of the rural poor, so it is difficult to conclude a variety of experiences related to the rural poor effort they've done so far. However, of the many conceptions of their experience can be drawn a conclusion that can be used as a data propositional research results more tangible. Virtually every conception of experience that is constructed like the above categories, can take the juice as follows: By looking at the complexity of the experience of the rural poor as described above, it can be concluded while that they are in need of external interventions to change their condition towards a better future which will come. Outside help is particularly practical, simple, and easy to follow by them. The forms of the assistance could come from local authorities, private organizations, individuals, or from the college through a variety of activities, including mentoring activities based enterprises TTG reading books

Table 1
Changes Learning Outcomes

No			
1	Learning facilities to the public	Village Library and Community Library is not available in the village where the study was conducted and practices implementation services initiated by the Community Library and or the village library from other places as well not exist.	There is already a pilot formation and terselenggarakannya TBM TBM Service model (TBs Society) and the Village Library application-oriented results-based reading and entrepreneurship
2	Ability of the population to read and apply the results	Most of the poor people in the villages do not have the reading skills were applied to the results. Books categorized appropriate technology has not been widely recognized by most of the villagers, especially the poor category.	Among the rural poor, has started there are a few people who know and tried to apply the results of the reading of certain reading materials, especially books ttg category, especially after conducting this action research.
3	COMMUNITY LIBRARY) service range and the Village Library	Community Library Services and the village library is not up to residents outside the village where Community Library and the village library is located.	Some of the villagers had already felt the benefits of the activities of service-reading books on it implementable initiated by the Community Library and the village library.
4	Variations in the type of service COMMUNITY LIBRARY) and the Village Library.	There are no service model Community Library and the village library that specifically implement the results of the reading of books on it terdampingi to a group of poor people in rural areas.	There is a service model implementable books ttg performed by Community Library and the village library in assistance to groups of rural poor.
5	Special services TTG books specific to a group of poor people.	In the village there has never been a training production and manufacture of cakes salted egg to be marketed to the food stalls and traditional markets carried out by housewives from poor families in the village.	Now've done training in production of cakes and salted egg manufacture to be marketed to the food stalls and traditional markets carried out by youth groups, youth, and the mother-housewife from poor families in the village.
6	Life situation of the population in their spare time	Many activities in the village population unproductive, wasting lots of time should not, do not read.	There are changes in their spare time, of not reading into reading. Spare time with reading books and other reading materials provided by the Community Library and the village library.
7	Entrepreneurial skills independently	In 2013, there were already fifteen people from poor families are introduced and trained in techniques to create a variety of pastries and a variety of snacks children to be marketed to the traditional markets and stalls nearby.	In 2014 and 2015, the number of people surviving to the business as a result of the research team built, stayed 4 people. All four people here who until now worked as traders in traditional markets and as traders around the village.
8	Internet-based businesses.	In 2013 and earlier, in rural southern ciamis, hardly any poor population category which seeks in the internet marketing sector.	Since 2014 until now, businesses in the sector of internet marketing is already widely known in the countryside. The number is growing. Now (2015) has more than 200 people who pursue a living in this sector.

supplied by the Village Library and or TBM.

Knowledge Changes

Clearly, the absence of a service model in entrepreneurship education and skills performed by the government or other parties in a structured, scheduled, and sustainable, which is specifically aimed at groups of poor people in the countryside, then knowledge and entrepreneurship skills of the rural poor is not evolving. They remain in poor condition

from the past, present, and possibly until later. But with the research activities carried out actions of this assistance, there are at least a birth of village library pilot service model and TBM that is specifically aimed at groups of the rural poor, the material services such as the implementation results of reading books of TTG. A number of teenagers and youth category in rural poor are trained to implement the result of supervised reading books of TTG. The implementation process

until the results are monitored and evaluated. The result is no change for the better.

Table 1 describes the general aspects of the process and change activities that have been done through the implementation of action research is, in the form of learning outcomes that are beneficial.

Conclusions

By this action research that produces the form of implementation model special service books of TTG by TBM and the Village Library, a draft of conclusions are determined as follows: (1) The problem of the population lives in Indonesia today, especially in rural areas, are still high rates of poverty, lack of educational facilities, low level of business skills, health, and lack of learning facilities which can be used together as the Village Library, Community Library, and the Smart House; (2) In rural areas, there are still many teenagers and young adults who can not finish their primary education; only a small proportion of children of the affluent families who managed to go to school to pursue a higher education; (3) Not all villages in Indonesia has TBM (Community Library) and or the Village Library; this Government is apparently still not able to provide adequate service to the community, especially the poor. Special service implementation model of TTG even a collection of books has never been done by most of the TBM and the Village Library; (4) Using action research approach, research teams from the University of Padjadjaran manage to put together a model and testing services TTG implementative special collection of books initiated by TBM and the Village Library, which is specifically aimed at the rural poor population groups, with satisfactory results. Of out fifteen people trained supervised in entrepreneurship, four of whom manage to apply his skills to trade vegetables, *kelontongan* (grocery trade), and snacks for school children. Meanwhile, the rest still choose to work as a farmer and housewife while farming occasionally helped make cakes for the sake of the family.

Our suggestions are that it would be better if the Village Library and the TBM in the village to start running the service model which are implementable to the group of poor people in rural areas, so that they also feel the benefits of its presence. Furthermore, to continuously conduct research team programs to empower the rural poor by working in

synergy with the Village Library and or TBM, so that both sides get a more tangible role. While other recommendations are addressed to local authorities and other interested parties in order to use this practical measures as one of the models empowering the rural poor to get out of the current condition.

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