



Integrating Training and Pentahelix Collaboration to Address Poverty and School Dropout

Muhaimenon^{1*}

ABSTRACT

Poverty remains a multidimensional issue that limits educational access and contributes to persistent school dropout, reinforcing cycles of inequality. This study aims to develop an integrative model combining capacity-building training and the pentahelix approach to address these interconnected problems. Using a qualitative exploratory case study, data were collected through in-depth interviews, observations, and focus group discussions with stakeholders from government, academia, business, community, and media; and analyzed using grounded approach (open, axial, and selective coding). The findings show that poverty and dropout are shaped by intertwined economic, social, and institutional factors, while existing interventions tend to be fragmented, short-term, and weakly coordinated. The proposed model positions training as a central entry point linked to a collaborative ecosystem, enhancing relevance, sustainability, and access to opportunities. Theoretically, the study integrates human capital and collaborative governance perspectives. Practically, it offers a more systemic and sustainable approach for poverty alleviation and dropout prevention.

Keywords

capacity-building training; collaborative governance; cycles of inequality; human capital; pentahelix approach

To cite this article (7th APA style):

Muhaimenon (2023). Integrating Training and Pentahelix Collaboration to Address Poverty and School Dropout. *Journal Communication Spectrum: Capturing New Perspectives in Communication*, 13(2), 159-168. <https://doi.org/10.36782/jcs.v13i2.2413>

INTRODUCTION

Poverty is a persistent and multidimensional structural problem, related not only to economic limitations but also to systemic impacts on access to education, the quality of human resources, and intergenerational social mobility (Kadji, 2020; Agustin, 2022). From a measurement perspective, the Central Statistics Agency (BPS) uses a basic needs approach, which views poverty as an individual's inability to meet minimum food and non-food needs.

Data show that in September 2022, the poverty line was IDR 551,667 per capita per month, with food accounting for 76.34% and non-food items for 23.66%. This dominance of the food component indicates that the economic pressures of the poor remain focused on meeting basic consumption needs, leaving limited room for investment in education and improving the quality of life (BPS, 2022; Armando, 2020). In addition, the 5.96% increase in the poverty line during March–September 2022, exceeding general inflation (3.70%), indicates growing economic vulnerability among poor households.

Empirically, this condition is closely correlated with school dropout. Economic pressures drive households to adopt survival strategies at the expense of education, forcing school-age children to enter the labor market early (Asnawi et al., 2020; Rukmana & Citra, 2022). This reinforces the argument that poverty is not only a short-term economic issue but also a mechanism for the ongoing reproduction of social inequality (Royat, 2018).

¹Dinas Tenaga Kerja dan Transmigrasi Provinsi Kalimantan Barat, Jl Jend Ahmad Yani 6, Pontianak, Indonesia

*Corresponding author: muhaimenon4@gmail.com

Various intervention policies, such as social assistance, the Family Hope Program (PKH), and non-cash food assistance, have been implemented to reduce poverty. However, several studies show that these programs tend to be charitable and short-term, and have not significantly increased the community's productive capacity (Ridha & Rumayya, 2024; Anwar et al., 2023). Moreover, without an accompanying empowerment strategy, social assistance can create dependency and fail to address the root causes of structural poverty (Armando, 2020; Royat, 2018). In this context, a training model based on human resource capacity building is a more transformative approach.

Training serves not only to improve technical skills but also as an instrument of economic empowerment capable of promoting individual independence and productivity (Mathis & Jackson, 2006). Furthermore, improving the quality of education and access to learning has proven to be key factor in reducing school dropout rates and increasing human resource competitiveness (Saifulloh et al., 2012; Handayani, 2016; Uchtiawati & Zawawi, 2014). However, the implementation of existing training remains partial, unsustainable, and not yet integrated with the broader development ecosystem.

As the collaborative development paradigm evolves, the pentahelix approach has emerged as a strategic framework that integrates the roles of government, academia, the business sector, communities, and the media in creating sustainable development innovations (Halibas et al., 2017; Sudiana et al., 2020). The government acts as a regulator and policy facilitator, academia as a producer of research-based knowledge, the business sector as an economic driver and provider of market access, communities as the primary implementers at the grassroots level, and the media as an agent for information dissemination and strengthening public literacy. The synergy of these five actors enables more comprehensive and sustainable interventions, particularly in linking training, economic empowerment, and educational access.

However, in practice, pentahelix collaboration is often sectoral and not yet optimally integrated. Training and empowerment programs tend to operate in isolation, lacking strong cross-sectoral support, thereby limiting their impact on poverty reduction and school dropout prevention (Hadi, 2020; Ishak & Sholehah, 2021; Hertati & Arsyi, 2023; Purba & Setiawan, 2022).

Furthermore, although various studies have examined poverty through the lenses of social assistance, capacity building, and collaborative approaches, an unresolved conceptual debate persists over the effectiveness of each approach in breaking the cycle of poverty sustainably. On the one hand, social assistance-based approaches are considered effective in reducing short-term consumption costs, but tend to fail to increase productive capacity and economic independence (Armando, 2020; Royat, 2018).

On the other hand, training and human resource development approaches are considered more transformative, but are often hampered by weak ecosystem support and limited connectivity to markets and policies (Mathis & Jackson, 2006). Meanwhile, the pentahelix approach offers cross-sector collaborative solutions, but in practice, it remains normative and has not yet been operationalized in a model integrated with individual capacity-building interventions (Halibas et al., 2017; Sudiana et al., 2020). This gap indicates a lack of a conceptual framework that can simultaneously integrate capacity-based interventions and collaborative governance, resulting in policy fragmentation and low program effectiveness in addressing poverty and school dropouts systemically.

Thus, the research gap in this study is the absence of an integrative model that connects capacity-based training with the pentahelix approach within a single systemic framework to address poverty and dropout. Most previous studies have treated the two approaches separately, thereby failing to explain the interrelationships among factors and the effectiveness of interventions holistically. The novelty of this research lies in the development of an integrative model that combines training as an instrument for individual empowerment with the pentahelix approach as a platform for cross-sector collaboration. This model offers a new approach that focuses not only on increasing individual capacity but also on strengthening collaborative governance as a prerequisite for sustainable development.

The urgency of this research is further heightened by increasing economic pressures, reflected in the rising poverty line and the dominance of spending on basic needs. Without integrated

interventions, the phenomenon of dropout will continue to fuel the reproduction of poverty across generations, necessitating an approach that is not only programmatic but also systemic and transformative. Therefore, the development of an integrative model based on training and the pentahelix is crucial as a strategic solution to bridge the gap among policy, implementation, and community needs, while simultaneously encouraging inclusive and sustainable development.

METHOD

This research employed a qualitative approach, using an exploratory case study design, to gain a deep understanding of the dynamics of poverty, school dropouts, and the development of a pentahelix-based training model in the context of community empowerment. A qualitative approach was chosen because it can uncover meanings, perspectives, and complex and contextual social realities. Qualitative research emphasizes a holistic, in-depth understanding of phenomena (Abdussamad, 2021; Moleong, 2021).

Methodologically, this research adopted a constructivist approach with a grounded model development strategy. This approach positions social reality as a construct shaped by interactions among actors, allowing the researcher to serve as the primary instrument for exploring and interpreting data (Moleong, 2021). Thus, the research not only describes the phenomenon but also constructs an integrative model based on empirical findings in the field (Abdussamad, 2021). The research location was purposively selected to focus on areas with high poverty and significant school dropout rates. Research informants were selected using purposive and snowball sampling techniques to obtain relevant informants with a deep understanding of the research problem (Abdussamad, 2021). Informants consisted of key actors within the pentahelix framework: government, academia, the business sector, communities, and the media.

Data collection techniques included in-depth interviews, participant observation, and focus group discussions (FGDs). In-depth interviews were used to explore informants' experiences and perspectives; observations were conducted to understand actual practices in the field; and FGDs served to validate and enrich the data through collective discussions among stakeholders. This combination of techniques aligns with qualitative research principles that emphasize the depth and diversity of data sources (Moleong, 2021).

Data analysis was conducted using thematic analysis techniques with a grounded theory approach, through the stages of open coding, axial coding, and selective coding. This process aims to identify categories and relationships among concepts and to systematically construct a model from field data (Abdussamad, 2021). Analysis was conducted simultaneously with the data collection process (an iterative process), allowing researchers to continuously deepen and adjust the research focus.

To ensure data validity, this study utilized triangulation of sources, methods, and time, as well as member checking with informants, to ensure that interpretations aligned with the intended reality (Moleong, 2021). In addition, peer debriefing was conducted to increase the credibility and objectivity of the research results. With this approach, the research is expected to produce an integrative model based on training and the pentahelix, which is not only conceptually strong but also contextual and implementable for addressing the problems of poverty and school dropouts in a sustainable manner.

FINDINGS AND DISCUSSION

This section outlines the study's empirical findings, which were analyzed in depth to address issues of poverty, school dropout, and the effectiveness of training interventions within a pentahelix collaborative framework. The research results not only describe the phenomena but also situate them within a broader theoretical and contextual framework. The findings indicate that poverty and school dropouts are interrelated structural phenomena that form a recurring cycle. In this context, various interventions implemented to date, both through social assistance and training programs, still face limitations, primarily because they have not been systematically integrated with the collaborative economic and governance ecosystem.

Furthermore, the analysis in this section highlights two key aspects: the weaknesses of the training model, which tends to be partial, and the suboptimal implementation of the pentahelix in field practice. These two aspects are then synthesized to formulate an integrative model linking individual capacity building to cross-sectoral ecosystem support. Therefore, the discussion in this section serves not only to explain the research findings but also to build a scientific argument for the importance of shifting the approach from sectoral programs to an integrated, sustainable empowerment system.

The Dynamics of Poverty and School Dropouts as Structural Phenomena

Research findings indicate that poverty is not solely caused by limited income, but rather results from a complex interaction between economic, social, and institutional factors. Community informants revealed that household economic pressures directly influence children's educational decisions, with school no longer viewed as a long-term investment but as a short-term cost. This phenomenon demonstrates the adaptive mechanisms of poor households, where school-age children are diverted to productive activities to support the family economy.

In this context, dropping out of school is not an anomaly, but rather a survival strategy. These findings reinforce the view that poverty is a self-reinforcing cycle that continuously reproduces intergenerational inequality (Kadji, 2020). Furthermore, the study found that social assistance interventions, such as the Family Hope Program (PKH) and food aid, reduced consumption pressures but did not significantly change households' long-term orientation toward education. This suggests that aid-based approaches remain at the level of coping mechanisms, lacking structural transformation.

Limitations of Training Models in Field Practice

Research findings indicate that current training programs are often fragmented, unsustainable, and not grounded in the community's real needs. Many training programs are conducted without in-depth needs assessments, resulting in material that is irrelevant to the local economic context.

Community-based informants reported that training often focuses solely on completing administrative tasks, with no follow-up support. As a result, the skills acquired do not translate into productive economic activities.

From the perspective of human resource theory (Mathis & Jackson, 2006), this situation demonstrates a failure to integrate three key aspects of training:

1. Input (skills)
2. Proses (assistance)
3. Output (market access & business sustainability)

The concept of effective training does not stop at the transfer of skills (input), but must be understood as an integrated system of three main components: input, process, and output. Input refers to the provision of technical and non-technical skills to training participants. However, skills alone are not sufficient to create sustainable change. Furthermore, the process is a key element in determining the success of training. This process includes ongoing mentoring, guidance, and capacity building after the training. Without this process, acquired skills tend to stagnate and are difficult to apply in real-world contexts. Output, on the other hand, refers to participants' ability to access markets, develop businesses, and sustain their economic activities. This output is the main indicator of whether the training truly generates economic impact. Without strong integration between these three components, training will only produce so-called passive skills, namely skills acquired theoretically but unable to be implemented productively. In this situation, training fails to transform into real economic capacity.

These findings confirm that training not connected to the economic ecosystem, such as market access, institutional support, and business networks, will only have a short-term impact. Therefore, training must be designed as part of an integrated empowerment system, not merely a temporary skills-improvement activity.

Fragmentation of Pentahelix Implementation in Poverty Alleviation

Research findings indicate that although the pentahelix concept has been widely adopted in policy frameworks, its implementation remains symbolic, fragmented, and procedural, lacking substantive

collaboration. Rather than functioning as an integrated governance mechanism, the pentahelix operates in a sectoral pattern, with each actor acting in a fragmented, disconnected manner. This situation indicates a more fundamental problem: collaboration is formally present but functionally absent. The government continues to dominate through a top-down approach, positioning other actors merely as complements, rather than equal strategic partners. As a result, the collaboration process fails to evolve into a co-creation mechanism and instead reproduces bureaucratic centralization under the guise of partnership.

Specifically, academic actors tend to be trapped in an epistemic space, contributing to knowledge production without any real involvement in program implementation in the community. This creates a gap between knowledge and practice. On the other hand, the business sector shows limited involvement in expanding market access, building value chains, or creating inclusive economic opportunities for the poor. Yet, without integration with market mechanisms, empowerment efforts will lack their sustainability dimension. Furthermore, this study found that the failure of pentahelix implementation is not solely due to weak coordination but reflects a failure of institutional integration and governance architecture. There is no clear collaboration platform, no incentive mechanism to align the interests of different actors, and no system capable of synergizing the roles of each party. As a result, what is referred to as collaboration in practice is merely a collection of parallel activities rather than an integrated system.

This finding reinforces the criticism of Halibas et al. (2017), who stated that pentahelix often stops at the normative level. However, this study goes further, showing that this failure is rooted in power asymmetries, weak interdependence between actors, and the absence of systemic orchestration mechanisms, as also discussed by Hadi (2020) and Ishak & Sholehah (2021). Thus, the main problem lies not in the absence of actors but in the absence of systemic orchestration capable of integrating all elements within a cohesive framework. Without such transformation, the pentahelix will remain a normative concept, while poverty alleviation efforts will remain partial, short-term, and incapable of producing structural change.

Integration of Training Models and Pentahelix as a Systemic Solution

The main findings of this study indicate that integrating the training model with the pentahelix approach not only increases program effectiveness but also represents a paradigm shift from a programmatic to a systemic approach to poverty alleviation. Unlike conventional, piecemeal interventions, this integration builds a connection between individual capacity building and the economic ecosystem and collaborative governance that supports it.

Conceptually, training is no longer seen as an end product but as a strategic entry point that activates interactions among actors within the pentahelix framework. In other words, training serves as a mechanism that links individual capacity to market access, institutional support, and broader socio-economic networks. At this point, the primary added value of integration lies not in the training itself but in its ability to orchestrate relationships among actors within an interdependent system.

In the developed integrative model, each pentahelix actor not only performs a functional role but operates within the logic of interdependence and value co-creation. The government is no longer the dominant sole actor but has transformed into an enabler, providing policy frameworks, facilitation, and budget support. Academics play a role in ensuring that training is evidence-based and contextual, while bridging the gap between knowledge and practice. The business sector plays a key role in integrating trainees into market mechanisms through value chain creation and business incubation. Communities serve as spaces for adaptation and social legitimacy, while the media plays a role in strengthening dissemination, literacy, and amplifying the program's impact.

Furthermore, the research findings indicate that this integration has resulted in three fundamental transformations. First, at the micro level, the relevance of training increases because it is based on real needs and local potential, thereby reducing the gap between skills and economic opportunities. Second, at the meso level, program sustainability is more assured because it is supported by cross-sector collaboration that creates complementary mechanisms between actors. Third, at the macro level, broader economic access is opened through the involvement of the business sector, so that training does not stop at capacity building but continues to integration into production systems and markets.

Critically, these findings emphasize that training failures have not been caused by weak materials or methods, but rather by a lack of integration with the economic ecosystem and collaborative governance. Thus, the effectiveness of training is largely determined by the extent to which it is connected to the broader system, rather than standing as an isolated intervention. The theoretical implication of these findings is the need to reposition the human capital approach, which has tended to be individualistic, towards a more systemic approach by integrating it with collaborative governance.

This research demonstrates that increasing individual capacity will not produce a significant impact without the support of collaborative structures, and conversely, collaboration will be ineffective without adequate individual capacity. Thus, the integration of training and pentahelix models not only offers practical solutions but also presents a new conceptual framework in poverty alleviation, namely as an orchestration system that connects individuals, markets, and governance in a mutually reinforcing unity.

Theoretical Implications and Novel Contributions

Theoretically, this research does not simply combine two approaches, but rather critically rearticulates the limitations of each framework, human capital and collaborative governance, which have developed in separate analytical spaces. The human capital approach tends to focus on improving individual capacity through training, if improved skills will linearly lead to increased welfare. However, the findings of this study demonstrate that this assumption is reductionist because it ignores that individuals operate within the constraints of economic structures, market access, and institutional support.

On the other hand, the collaborative governance approach through the pentahelix offers a cross-actor framework, but it is often stuck at the normative and procedural levels, lacking operational mechanisms that link collaboration to concrete improvements in individual capacity. In other words, collaboration without a capacity base result only in administrative coordination, not socio-economic transformation.

Based on this critique, this research offers an integrative and corrective synthesis, placing training as the entry point within an orchestrated pentahelix framework. From this perspective, individual capacity improvement is no longer understood as a stand-alone process but rather as part of a system that depends on interactions among actors, access to resources, and integration with market mechanisms. On the contrary, collaboration is no longer interpreted as mere actor synergy, but as an orchestration mechanism that actively converts individual capacity into real economic productivity.

Thus, this research shifts the perspective from an additive relationship (training + collaboration) to an interdependent, systemic one, in which the effectiveness of each approach is determined by the level of integration. These findings fill a gap in the literature that has previously separated the dimensions of individual capacity and collaborative governance, while demonstrating that the failure of development interventions is often caused by a disconnect between them.

The novelty of this research lies in the development of an integrative, pentahelix-based training model as a systemic orchestration framework that not only enhances individual capacity but also ensures that this capacity is connected to a supportive economic and governance ecosystem. This model positions training as a trigger for transformation, and the pentahelix as a reinforcing mechanism that ensures the sustainability and scalability of impact.

Furthermore, this research's novelty lies in its ability to explain the mechanism of conversion from capacity to economic capability, namely, how skills acquired through training can be integrated into value chains, market access, and business opportunities through the active role of pentahelix actors. Thus, this research not only offers a conceptual contribution but also provides a theoretical foundation for shifting poverty-alleviation approaches from individualistic and programmatic to systemic, collaborative, and transformation-oriented ones.

Ultimately, this research confirms that breaking the cycle of poverty and preventing school dropouts cannot be achieved through a single intervention but rather requires the simultaneous orchestration of individual capacity and the supporting ecosystem, which, in this case, is realized through an integrative, pentahelix-based training model.

Practical Implications: Transformation from Program to System

In practice, the findings of this study confirm that the effectiveness of poverty alleviation is no longer determined by the number of programs implemented but by the level of integration among components within a system, as visualized in Figure 1. The developed integrative model demonstrates that poverty and school dropout (on the left side of the diagram) result from a complex interaction among economic, social, and institutional factors that cannot be resolved by a single intervention.

In this context, the central position of the "Integration of Training Model and Pentahelix" (at the center of the diagram) emphasizes that training must serve as an entry point connecting individual capacity to a collaborative ecosystem. Without this connection, as depicted on the right side of the diagram, training will remain fragmented, unsustainable, and non-needs-based, thus failing to generate real economic impact.

Furthermore, the diagram also demonstrates that transformation only occurs when the three main components, capacity building (training), economic access (market linkage), and collaborative governance (pentahelix) do not operate in isolation but are integrated within a single systemic pathway. In this context, each pentahelix actor serves as a reinforcement within the system: the government as policy director and orchestrator, academia as knowledge base provider, the business sector as market link, communities as adaptive implementers, and the media as dissemination amplifier. This interconnectedness creates a continuous flow of value from capacity building to economic productivity.

The practical implications of this model suggest that effective interventions must move simultaneously from the left to the center and then to the right of the diagram, from identifying structural problems and integrating interventions to achieving practical outcomes such as increased training relevance, program sustainability, and greater economic access. Thus, the diagram serves not only as a conceptual illustration but also as an operational roadmap for designing poverty alleviation policies and programs. Without the integration represented in this model, interventions will remain stuck in a patchwork pattern that produces short-term impacts. Conversely, by adopting this integrative model, poverty alleviation can become an empowerment system that not only enhances individual capacity but also ensures that this capacity is directly linked to economic opportunities and sustainable institutional support.

Integration of Training Models and Pentahelix

Based on empirical findings revealing fragmented training and weak integration among pentahelix actors, this study develops an integrative conceptual model that links individual capacity building to a collaborative ecosystem. This model positions training not only as an instrument for skill enhancement but also as an entry point for building connectivity between development actors. Thus, this model serves as a systemic framework that bridges the gap between individual-based interventions and collaborative governance. The integrative model proposed in this study is presented in Figure 1.

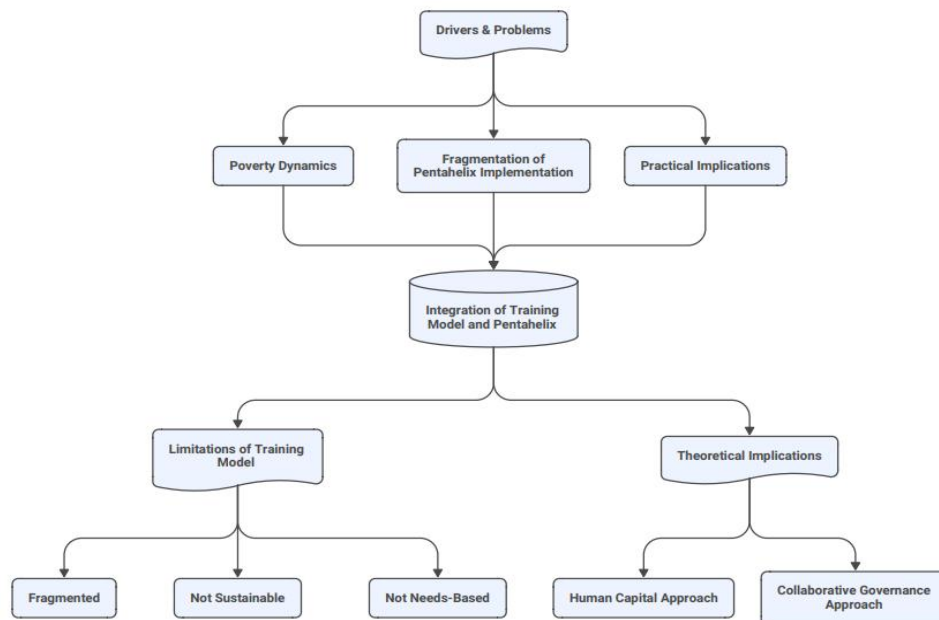


Figure 1. Integration of training model and pentahelix in poverty alleviation (Source: Author's analysis)

The model in Figure 1 shows that training is the centerpiece of the intervention, connecting individual capacity to the broader support system. In this pentahelix model, actors play more than partial roles; they are integrated with one another to support the training's success. The government provides the regulatory and facilitation framework; academics develop needs-based training designs; the business sector expands market access; communities ensure contextual implementation; and the media strengthens information dissemination.

The relationships formed in this model are circular and sustainable, in which increasing individual capacity through training boosts economic access, ultimately contributing to poverty reduction and preventing school dropouts. Conversely, this success will strengthen the collaborative system between actors, creating a sustainable development cycle. Thus, this model emphasizes that the effectiveness of an intervention is determined not only by the quality of the training but also by the strength of integration within the pentahelix ecosystem.

CONCLUSION

This research concludes that poverty and the school dropout phenomenon are multidimensional, structural issues that reinforce each other in a continuous cycle. Household economic pressures not only limit the ability to meet basic needs but also encourage the sacrifice of access to education, thereby reinforcing the intergenerational reproduction of poverty. In this context, social assistance-based interventions have proven effective only in reducing short-term burdens but fail to address the structural roots of the problem.

The research findings indicate that the currently implemented training model remains partial, unsustainable, and disconnected from the economic ecosystem. The failure to integrate input (skills), process (mentoring), and output (market access) results in training that produces only passive skills that do not develop into productive capacity. Furthermore, the implementation of the pentahelix approach faces fragmentation, with collaboration among actors not substantive and still dominated by sectoral approaches.

In response to this gap, this research produces an integrative model that combines capacity-building-based training with the pentahelix approach within a single systemic framework. This model positions training as the entry point connecting individuals to a cross-sectoral collaborative ecosystem. This integration has been proven to increase the relevance of locally based training, strengthen program sustainability through inter-actor synergy, and expand economic access through business-sector involvement. Conceptually, this research emphasizes that individual capacity

building and collaborative governance are inseparable and must operate simultaneously within an integrated system.

Therefore, the primary contribution of this research lies in the development of a pentahelix-based training model, a systemic approach that bridges the gap between individual interventions and the development ecosystem. The primary implication of these findings is the need to shift poverty-alleviation approaches from programmatic to systemic. Without integration between training, economic access, and cross-sector collaboration, interventions will remain ad hoc and unable to break the cycle of poverty. Instead, through the proposed integrative model, poverty alleviation and dropout prevention can be directed toward sustainable and inclusive capacity building. Thus, this study confirms that the solution to poverty lies not in the sheer number of programs implemented, but rather in the ability to integrate various interventions into a connected, adaptive, and sustainable system.

References

- Abdussamad, Z. (2021). *Metode penelitian kualitatif*. CV Syakir Media Press.
- Agustin, R. (2022). Poverty and social inequality in developing countries: A multidimensional approach. *Journal of Social Development Studies*, 10(2), 45–58.
- Anwar, R., Prasetyo, B., & Lestari, D. (2023). Social assistance and poverty alleviation: Evaluating program effectiveness in Indonesia. *International Journal of Social Policy*, 15(1), 23–37.
- Armando, T. (2020). Poverty dynamics and social protection policies in Indonesia. *Journal of Economic Development*, 8(3), 112–126.
- Asnawi, M., Rahman, A., & Fitriani, S. (2020). Economic pressures and school dropout: Evidence from rural households. *Indonesian Journal of Education Research*, 5(2), 67–78.
- Badan Pusat Statistik (BPS). (2022). *Profil kemiskinan di Indonesia September 2022*. BPS Indonesia.
- Hadi, S. (2020). Collaborative governance in poverty reduction: Challenges and opportunities. *Jurnal Administrasi Publik*, 12(1), 89–102.
- Halibas, A. S., Sibayan, R. O., & Maata, R. L. (2017). The penta helix model of innovation in local economic development. *International Journal of Social Ecology and Sustainable Development*, 8(1), 17–28. <https://doi.org/10.4018/IJSESD.2017010102>
- Handayani, T. (2016). Education and human capital development in Indonesia. *Journal of Educational Policy*, 9(2), 101–115.
- Hertati, D., & Arsyi, M. (2023). Pentahelix collaboration in regional development: A systematic review. *Journal of Governance and Policy*, 14(2), 55–70.
- Ishak, A., & Sholehah, N. (2021). Intersectoral collaboration in poverty alleviation programs. *Jurnal Kebijakan Publik*, 13(1), 44–58.
- Kadji, Y. (2020). *Kemiskinan dan konsep teoritisnya*. UNG Press.
- Mathis, R. L., & Jackson, J. H. (2006). *Human resource management* (12th ed.). Thomson South-Western.
- Mauludin, M. F. & Napitupulu, P. A. W. (2015). Marketing-driven MSME Empowerment Model for Competitive Advantage and Poverty Reduction in East Java. *Journal Communication Spectrum*, Vol. 5(1), 26-36
- Mauludin, M. F., Napitupuluh, P. A. W., Yuniyati, E., & Mamduh, A. (2022). Digital Synergy and Communication Strategies for Competitive Advantage: The Case of Food and Beverage MSMES in Surabaya. *Journal Communication Spectrum: Capturing New Perspectives in Communication* 12(2), 155-166. <https://doi.org/10.36782/jcs.v12i2.2588>
- Moleong, L. J. (2021). *Metodologi penelitian kualitatif* (Edisi revisi). PT Remaja Rosdakarya.
- Purba, J., & Setiawan, H. (2022). The role of multi-stakeholder collaboration in sustainable development. *Journal of Regional Development*, 11(3), 77–90.
- Ridha, M., & Rumayya, F. (2024). Effectiveness of conditional cash transfer programs in poverty reduction. *Journal of Public Economics*, 18(1), 1–15.
- Royat, S. (2018). Poverty alleviation policies and their challenges in Indonesia. *Journal of National Development Planning*, 6(2), 34–50.
- Rukmana, D., & Citra, A. (2022). School dropout and socioeconomic determinants: A case study in Indonesia. *Journal of Education and Society*, 7(1), 59–73.

- Saifulloh, M., Nugroho, Y., & Pratiwi, D. (2012). Education access and inequality in Indonesia. *International Journal of Educational Development*, 32(3), 456–464.
- Sudiana, I. K., Putra, I. G. N., & Dewi, N. P. (2020). Pentahelix collaboration model in tourism development. *Journal of Tourism Studies*, 15(2), 120–135.
- Uchtiawati, S., & Zawawi, M. (2014). Improving education quality through community participation. *Journal of Educational Development*, 4(1), 23–34