

***WOMEN'S EMPOWERMENT BASED ON ENTREPRENEURIAL SKILLS IN ADULT
EQUALITY EDUCATION PROGRAM IN BANYUWANGI***

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Abstract

This community service aims to help package C equality students through entrepreneurship development training which specifically provides skills, namely (1) business financial management skills, (2) the ability to understand market/business opportunities, and (3) building business networks to support development of agricultural business for cultivating golden dragon fruit. The specific target is adult women as Package C students at Anggrek Bulan Community Learning Center (CLC), Banyuwangi Regency. The method of implementing this activity is in several stages, namely (1) Socialization, training plan and discussion with the chairman of PKBM, (2) Identification, through the manager to find out the development needs of the business that wants to be trained, (3) Training, to increase knowledge and skills in entrepreneurship development students, and (4) Mentoring, mentoring activities are carried out systematically and continuously and assessment (coaching) of the results of the application of training that has been received in the. The results of the implementation of women's empowerment through the development of entrepreneurial skills are to empower them through the development of entrepreneurial skills and help adult students overcome empowerment problems, especially students' problems with entrepreneurship development.

Keywords: Equality; Women's empowerment; Entrepreneurship

INTRODUCTION

Equality education is a primary and secondary education program in the non-formal education pathway, equivalent to elementary/junior high/high school. Equality Education is intended for anyone who is constrained by formal education or is interested in and chooses equality education to complete their primary and secondary education. The Equality Education Program diploma holders have the same eligibility rights as the SD/SMP/SMA diploma (Wamaungo, 2013). Non-formal education pathways

can substitute for, complement, and extend formal education. Therefore, the community needs non-formal education very much.

The role of non-formal education in the empowerment process has a broad meaning in improving knowledge, attitudes, skills, and other developments towards life independence and includes the improvement and change of human resources so that they can build society and their environment (Grajcevci & Shala, 2016; Sundarman, 2014)

Through this equality education program, diploma holders or students are

expected to master basic cognitive, affective, and psychomotor competencies. Students with competence have understood, interpreted, and utilized the subject matter they have learned. In other words, they have been able to do something based on their knowledge, which in the next stage becomes a *life skill*. This is the essence of learning, which is to equip students to be able to live independently after adulthood without depending on others, because they already have competence and life skills (Prajapati et al., 2024; Rahmi & Hidayati, 2019)

Embedded learning *life skill*, in non-formal education, many learning models have given birth to learning models that focus on skills rather than theory, meaning not only academic competence but also the skills that students have during learning and after completing the equality program. As in Anggrek Bulan Banyuwangi Community Learning Center (CLC), Package C students are given entrepreneurial skills tailored to their wishes and based on their daily lives. (Perry & Sherlock, 2009).

Anggrek Bulan Banyuwangi CLC has *life skill* programs that are carried out for students, including: (1) golden dragon fruit cultivation, (2) batik, (3) fashion design, (4) gastronomy, (5) architecture, (6) foreign languages, and (7) YouTubers. The cultivation of golden dragon fruit in CLC has been running well, producing fruit that can be sold conventionally; no other innovations can increase the selling value further. With these conditions, of course, if given a touch of innovation, cultivating golden dragon fruit can generate more income. In the end, residents learn to be more economically empowered.

Students in package C equality education will have empowerment because, in their learning, they get knowledge material and the content of skills directly practiced in daily life. They become empowered citizens; in other

words, they are closely related to the social, economic, cultural, and political transformation process. This means that there is a process that is deliberately carried out by other parties to the weak (poor, marginalized, or oppressed) who need to learn about the growth of power over themselves in order to be able to produce something that can later be beneficial for their decent livelihood (Andrea Cornwall, 2016; Susilo, 2024)

Based on the learning carried out at Anggrek Bulan CLC, where the majority of adult women are given entrepreneurial skills, it is necessary to provide training for the development of their business so that it is more developed, including finding networks or business partners, packaging, and selling to more valuable markets. Therefore, efforts will be made to provide business development training for adult female students, including business financial management skills, market/business opportunities, and building business networks to support the development of golden dragon fruit cultivation agricultural businesses.

Entrepreneurship training has an impact on creating independence, both in attitude and in entrepreneurship. The program is held so that women have improved knowledge, skills, and attitudes to apply their learning results in business management, which is characterized by entrepreneurship (Deka, 2018; Untari & Suharto, 2020).

Anggrek Bulan CLC, which is located in Grogol village, Giri District, Banyuwangi regency, has been established since 2006 and is one of the non-formal educational institutions whose work has graduated many students from non-formal education pathways. The programs implemented in addition to equality education are life skill programs for their students. Especially in *the life skills* of cultivation of golden dragon fruit plants, it is necessary to provide training services because the results of discussions with managers there are several problems

that need to be facilitated in the field of business development, including: (1) Many adult female students still have a low level of initial knowledge about entrepreneurship (2) Limited role models and inspiration for women who can set an example of success in the field of entrepreneurship (3) The level of confidence of female students to start and manage their own business (4) Lack of financial management skills in managing a business (5) Lack of understanding of the market and business opportunities that can be taken advantage of by women (6) Difficulties in building business networks for business development (7) Limited support and mentoring needed to guide, especially female students in the early stages of business development, and (8) The ability to be brave related to risks in running a business.

IDENTIFICATION OF PROBLEMS

Based on these image problems, there are efforts to help students with package C equality through entrepreneurship development training that specifically provides skills, namely (1) business financial management skills, (2) the ability to understand market/business opportunities, and (3) build business networks to support the development of golden dragon fruit cultivation agricultural businesses. The training will target adult women as Package C students at Anggrek Bulan CLC, Banyuwangi Regency, with 25 people.

METHOD

In order for the implementation of this training to run on target and produce broad benefits, there need to be steps in the implementation method, as follows: (1) Socialization, delivering the training plan and discussing it with the head of the Banyuwangi Anggrek Bulan Community Learning Center (CLC) and asking for the participation of managers and participants if they are selected as a community development location (2) Identification,

training needs This activity is a type of survey to students through managers to find out the needs of business development that they want to train (3) Training, are carried out to increase the knowledge and skills of developing students' entrepreneurship so that they can help in developing the golden dragon fruit cultivation business and marketing it more widely, and (4) Mentoring, is a strategy that really determines the success of the community empowerment program, Mentoring activities are carried out systematically and continuously after the implementation of training activities by providing direction and assessment (coaching) of the results of the application of training that has been received in the field.

FINDINGS AND DISCUSSION

The Community Service Activity (PKM) was held on June 23, 2024, at campus 2 in Grogol village, Giri district, Banyuwangi regency. Community development activities were carried out in the learning class with the first resource person, Mr. Heryanto Susilo, and the second, Mr. I Ketut Atmaja. The activity started at 09.00 WIB and ended at around 13.00 WIB. The activity began with the introduction of material on the introduction and identification of the types of business skills carried out by students. Furthermore, it was filled with material on entrepreneurial motivation delivered by the first speaker.

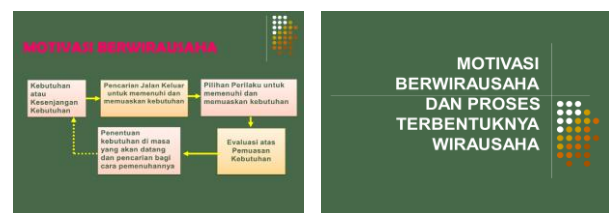


Figure 1. Entrepreneurial Motivation Materials

Entrepreneurial motivation is an impulse from within and outside a person to carry out business activities. With this

emerging impulse, the individual will be able to determine what business he will engage in and determine future goals and expectations. The goals of entrepreneurship that need to be understood include: running a business independently, achieving financial success or living a prosperous life, encouraging social change, or initiating social entrepreneurship. From the results of the initial identification, it was found that to run an entrepreneurship, there are motivating factors, including: (1) Each individual has a clear goal and mission about entrepreneurship (2) They have initiative and are proactive towards change (3) They prioritize achievement (4) Willingness and courage to take risks (5) They never give up (6) Willingness to innovate.

Each student can convey their stories and entrepreneurial hopes to build the spirit of learning in the activity room. Meanwhile, the results of exploring their business have several points where they do business, including: (a) Increasing the number of existing entrepreneurs (b) Cultivating entrepreneurial spirit, attitudes, behaviors, and abilities among the community (c) Fostering and developing awareness and a strong entrepreneurial orientation in the community (d) Improving the ability of entrepreneurial actors to achieve progress and prosperity.

From the results of PKM activities carried out at PKBM Anggrek Bulan in Banyuwangi, including: (1) Every student has a more developed entrepreneurial spirit/motivation, (2) Every student has a positive view of developing entrepreneurship that has been carried out now, (3) Every student can prepare a more advanced business development plan.

CONCLUSION

The results of the implementation of women's empowerment through the development of entrepreneurial skills to

empower them through the development of entrepreneurial skills in PKBM institutions. To help adult learners overcome empowerment problems, learners, especially the problem of entrepreneurship development, include several components, including: (a) learners have a more developed entrepreneurial spirit/motivation, (b) learners have a positive view of developing entrepreneurship that has been carried out now, and (c) learners can prepare a more advanced business development plan. Based on the learning carried out at Anggrek Bulan CLC, Banyuwangi Regency, the majority of whom are adult women, they are given knowledge about entrepreneurial skills and entrepreneurial motivation. To develop their business further, including looking for networks or business partners, packaging and selling to more valuable markets. Therefore, efforts will be made to provide business development training for adult female learners, including business financial management skills, market/business opportunities, and building business networks to support the development of golden dragon fruit cultivation farming businesses, life skill programs at Anggrek Bulan CLC.

THANK YOU NOTE

The author would like to thank the Faculty of Education, State University of Surabaya, for funding this research and supporting its successful implementation. The author also thanks the Anggrek Bulan Community Learning Center (PKBM) in Banyuwangi for its active involvement in field data collection.

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