

Women Empowerment to Build Entrepreneurship

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Abstract

Problems in the implementation of women empowerment activities organized by government or community institutions indicate that the number of women is large enough, yet can not be utilized all the potential for development purposes because women can not enjoy life better because of the shackles of cultural sanctions. the theoretical studies developed related to building women through entrepreneurship program is one of the reasons to empower women to be able to create entrepreneurship opportunities. This study was conducted using research and development methods with data collection techniques; literature study, observation, interview, documentation, questionnaire and test. The data are analyzed descriptively, qualitatively and quantitatively. Implementation of activities in Neglasari Village Tasikmalaya. The findings show that the implementation of entrepreneurial activities as an effort to empower women can improve the level of better family economy. The results of this activity can be concluded that the model of empowerment of entrepreneurship women is very effective to improve self-reliance.

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INTRODUCTION

Empower women with skills and education programs for sustainable development. Cheston and Kuhn quoted in Swope (2005) Stating that in various countries the position of women still oppressed has always been the discrimination of forming the majority of women into the poor'. Grasmuck and Espinal (2000) women have multiple responsibilities in addition to having a dependent burden on all domestic work have a dependent in the family fully given to women, Siv (2005) 'Economic empowerment' of women also bring benefits to the welfare of their families in general society. increased female control over economic and social earnings can increase the role of Sex & Development to better outcomes for children and households Bruce et al. (1995).

While the idea of Kabeer (2009) the contribution of women in enhancing self-reliance related to greater income households could have an effect in women's degrees resulted in women having stronger bargaining power in marriage and family relationships. According to Daraka Chhay (2011: 8) 'To alleviate the poverty of women, it must be empowered to free itself from marginalized status in society'. (Milius and Sarkiene, 2008). Reviewed by Gorman et al. (1997) cultivate the attributes of entrepreneurship, behavior, attitudes, trends, processes, characteristics, and potentials, which in turn can lead to a country's change in increasing revenues so that some economic benefits can be felt. Ansori & Tita Rosita (2018) also asserted that the life of the community must be supported by all components of life that are clear and real, so that it can become the driving force of community independence in various areas of community life.

METHODS

The research activity of women empowerment in building entrepreneurship in Indonesia activities that made the object of research conducted in Neglasari Village Tasikmalaya Regency West Java Indonesia, through entrepreneurship activities in the field of

culinary This study was conducted by using research and development method (Borg and Gall (1989; 624) argue that Research and Developmet (R & D) is a strategy that aims to improve the quality of education with literature study, observation, interviews, documentation, questionnaire and test The data are analyzed descriptively, qualitatively and quantitatively.

This study involves the community, women empowerment actors, and community leaders, so that it is expected to provide a comprehensive and objective picture of research results. Especially in women's empowerment programs that involve various parties, including the government policy itself. The implementation of women's empowerment programs requires a variety of perspectives in order to build complete research results.

RESULTS AND DISCUSSIONS

Generally, a 'perspective' is a point of view from which certain decisions are made and/or conclusions are derived (Chege, F., & Sifuna, D. N. (2006). Educated women is one of the most valuable investments for a State in promoting sustainable development programs in increasing prosperity country. This is because women's accounts for more than half of the world's population to play an active role in increasing revenues to be self-sustaining. local women with relatively higher education have assumed leadership positions to guide their peers up the political as well as economic ladder. Emmanuel U. Ingwu1 (2013: 172) they need skills training to build entrepreneurship in order to increase self-reliance in improving the welfare of life that will encourage them to play their role as responsible citizens in continuing development and standing on their own ability to right - theirs.

Women's empowerment in Neglasari Village, Tasikmalaya District is one of the priorities in efforts to improve the capacity of community life in Neglasari Village, Tasikmalaya Regency. This is done because

there are still gender imbalances in the perception of social life. Especially because more men choose to work outside the city. So that there are more human resources leaving problems related to the ability of the social system of the community in solving existing problems. Especially in developing the life capacity of women themselves.

Thus, women's empowerment in Neglasari village is expected to be a supporter in shaping a more stable social system, because of gender inequality, it is impossible to make women's lives better. The fewer number of productive men, affects the ability of women to complete work that is naturally supposed to be done by men, such as menial work and so on.

Even if women can solve it, they must use an approach that also does not violate women's nature. Therefore, the empowerment approach seeks to build a better culture and understanding, that women can be empowered, but also able to complete work related to their capacity as women. So that it can develop a better family life, especially when awaiting the arrival of a husband or man of productive age back from where he works outside the city.

Women's empowerment is the main problem that becomes the key variable in increasing the society's independence. Independence is a variable that is influenced by entrepreneurship empowerment activities. Entrepreneurship behaviour is respectively linked to cultural values, and this association is based on the framework of Hofstede's cultural dimensions. Studies indicate that national culture plays an essential impact on entrepreneurship (Eroglu, O., & Piçak, M. (2011). The empowerment of entrepreneurship in its operations is identified through entrepreneurship empowerment activities that have the components of planning, implementation and evaluation with the following aspects: learning objectives, target groups, resource persons, curriculum, learning materials and instructional media, methods, time and evaluation. These indicators are a key component in enabling women's empowerment in establishing entrepreneurship to enhance self-reliance in women's groups.

Women's empowerment is an ongoing process and requires assistance that is always

carried out to develop the character of the community itself. Entrepreneurial character is developed in accordance with the existing environmental potential, in Neglasari Village, Tasikmalaya Regency the main potential that exists is the power of agriculture as the main support of the source of life. This is because with the surrounding ecological potential, the community will far better understand the strength and independence in the real context, not the contribution of outsiders who actually do not provide opportunities to build community independence, especially women. With existing strengths, it is hoped that it will support the development of a much better and optimal life capacity in preparing women to respond to the economic challenges that exist in the community. Neglasari Village provides an opportunity for women to develop skills in processing agricultural products into economic commodities that have a selling value, so that it can be a supporting force in the development of economic capacity for women in the Neglasari village.

Women's empowerment is an ongoing process and requires assistance that is always carried out to develop the character of the community itself. For the development of entrepreneurship programs requires awareness and readiness in understanding the potential then using it into an opportunity and strength to build a better quality of life. In the case of women's empowerment in Neglasari Village, an empowerment program was developed through ongoing trainings and accompanied by instructors who had experience in their respective fields. So that students can understand the potential in their surroundings well and are able to use them well, so that they can sustainably develop economic independence, even though social conditions are limited to men in conditions that mostly work outside the city.

Entrepreneurial independence is identified from economic independence and mental attitude. The two dimensions of the indicator are further embodied in the form of self-reliance, working in terms of increasing income and life motivation, which is influenced by the possession of knowledge, skills and positive attitude aspiratif.yang can be seen in Figure 2.1 Learning Process Skills Education.

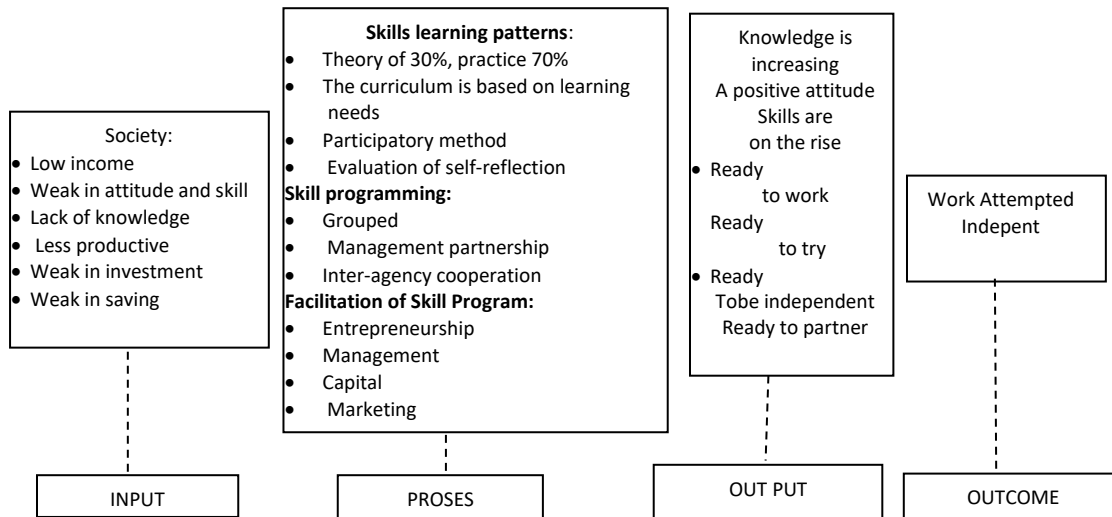


Figure 2.1. Figure Skill Education

The conduct of training is generally used more by government or private agencies or organizations, as well as corporations, using different models. The model of the training model shown, all of which aims to improve the quality of human resources as labor, which ultimately can increase production. Implementation of the training can also be conducted in the community, which also aims to improve the quality of women such as knowledge or specific skill areas.

Some models have been developed to find similar steps or stages, as in the general training exercise. The similarity begins with identification, with the aim of finding and assessing the needs to be trained, and ending with the evaluation.

Paul G. Friediman and Elaine A.Y. (1985: 4), put forward six stages of the training process (six stages of the training process). The six stages used in the training process are as follows: The first stage, aware of the need (awereness of need). The gap between the present state and the expected state is usually due to two attributes inherent in human functioning, namely change and inspiration. Change is a "boost" and aspiration is a "pull" that raises the need for training. Changes of change create problems that must be solved immediately, whereas aspirations tend toward the growth stage for added value.

The second stage, analyze the problem (analyzing the problems). If the need is felt to be general, then it needs to be analyzed as closely as possible, so the formula is not too general or not too specific. If analyzing each of the perfomans then it should be done by answering the questions first: what is the difference between present and expected perfomans? Are these perfomans useful to overcome differences? And Does it improve skill?

The third stage, determine the options (knowing options). When preparing options, it is necessary to include an explanation of the objectives of its advantages and disadvantages, as well as experiences that can help trainees develop guidelines for determining the best options. The fourth stage, aware of an adoption asolution. In dealing with a solution first is to provide an explanation of the procedure so that it becomes clear and understandable to those who will determine the procedure. And hereinafter is the provision of support whereby the procedure must be run about its advantages and disadvantages. In this case the role of training is to narrow the choices of trainees who channel the trainees' efforts on specific ways or channels. The fifth stage, teaches a skill (teaching a skill). If training is expected to influence the trainee's thinking, attitude or knowledge, then the role of training is to assist the participants in learning a skill.

Then provide feedback on the work of trainees according to the steps taken up to the assessment of the results of work/ learning outcomes. The sixth stage, integration in the system (integration in the system). If in the learning procedure the trainee does not generate the effect of cooperation in the learning situation, then in the follow up it is necessary to assist the trainees to perform such cooperation procedure in a system that requires cooperation, for example in "team work". This integration is indispensable because in the final stages of training there are always problems facing trainers in integrating their new learning outcomes into their work context. Another type of "system integration" is to focus on developing a better "team" interaction within an integrated work group.

Generally the model of training system in its cycle is divided into three stages namely; planning stage, implementation stage and evaluation phase. Of the three cycles, in the average implementation of each model always begins with the needs analysis, and then drafted the training design followed by the development of training materials, organizing training and ending with evaluation. The activity or execution of such models can be said as a standard step in every training exercise.

The difference between one training and other training is more on the side of the learning approach and the organizing of the training, but in principle it all has the same goal of increasing the knowledge, skills and attitudes of the trainees. As a process, training is not a complete program and can be made instantaneously. It takes time, and includes the intensity, frequency, and duration of time, and is continuous and involves various elements that must be managed properly. The system approach requires systematic and results-oriented training management.

Each component has a relationship with other components, so the more perfect each process is done, the better the results obtained. For Paul G. Friedman's model (1985: 4), seeing the existence of awareness of need as a first step

to solve the problems faced, and emphasizing the importance of teamwork or in an integrated way. Integration in the form of teams or working groups is felt more effective, especially in an effort to apply the learning outcomes of participants into their work.

Learning outcome is the ability obtained after the learning process takes place. The success of women in the learning process can be known by the assessment. Evaluation activities are activities undertaken to determine the level of mastery in which includes aspects of cognitive, affective and psychomotor. According to Abbas Nurdin (1984: 91) that "Learning outcomes are changes that exist within the individual manifested in behavior patterns and skills and knowledge that is seen from the learning itself"

Another understanding of learning outcomes proposed by Nana Saodih (2005: 42), namely "Learning outcomes are the behaviors that students have as a result of the learning process is placed and in the form of a general concept and included achievement". According to Samsul Bahri Djamarah (1994: 5) that "Achievement is the result of learning from an activity that has been done or created individually or in groups". Furthermore, indicators of learning outcomes can be observed from the behavior that consists of three domains, namely the cognitive, affective and psikomotorik.

Cognitive aspect with regard to behavior related to thinking, knowing and problem solving. The cognitive aspect consists of (a) knowledge, relating to remembering material that has been studied previously; (b) understanding is the ability to use or interpret a learning material that has been studied into a concrete situations; (c) application, ie the ability to apply learning materials that have been studied into concrete situations; (d) analysis is the ability to decipher or describe something into adalam parts so that the composition can be understood; (e) synthesis, the ability of synthesis shows to collect parts into a whole; (f) Evaluation, regarding the ability to make

judgments on things based on certain intents and criteria.

The affective aspect relates to the attitude, the values of interest, the appreciation and adjustment of social feelings. The affective aspect consists of (a) the ability to accept is the desire to pay attention to a particular symptom or design, such as following activities or learning functional skills seriously and studying books related to business problems self / entrepreneur; (b) the ability to respond shows active participation in certain activities; (c) belief in regard to a particular assessment of the individual; (d) the application of works concerning the acceptance of different values based on a certain higher value system; (e) perseverance and thoroughness at this stage individuals who have a value system always align their behavior according to a particular value system.

The psychomotor aspect deals with skills and the willingness to act after receiving a particular learning experience. Psychomotor aspect consists of (a) strength (strength), is to strengthen and strengthen the learning results obtained in the form of understanding of certain principles; (b) speed (speef), is the speed it has in solving the problem; (c) Impulse (impulson), are impulses that come from within or outside; (d) accuracy (prasion), namely accuracy in the process of understanding problem; (e) flexibility (flexibility), namely flexibility in the face of new situations; (f) endurance (endurance), which is a good physical endurance during a stay in certain situations.

Entrepreneurship education must be regarded as a complement to existing vocational and business education programs (Scanlan, T. J., & Flexman, N. A. (1980). Entrepreneurship can be thought of as a mindset or process that reflects that a changing mindset that creates, develops, and enhances economic activity by saving innovation, creativity, risk-taking, exploiting opportunities and opportunities and improving skills and good management (OECD 2004) Wilson (2008) Limits entrepreneurship for the creation of additional opportunities and opportunities by

businesses, given the resources that can be utilized, but Kirby (2004) expands its operations and scope for all sectors of the economy.

In the same context, Klein and Bullock (2006) The concept of entrepreneurship as a process of creating economic and social value in the face of limited uncertainty and resources but can be improved through business activities. According to Eroğlu and picak (2011, p. 150) "Entrepreneurship is mostly about risk, innovation, creative thinking and entrepreneur is the person who creates and innovates something recognized across the opportunities perceived by the risk of acceptance and failure".

Building entrepreneurship creates work for oneself and develops into entrepreneurs who can create jobs for others, make society better; either in the form of technological innovation, or the science of science that is able to develop more advanced science. Related to the activities of finding the model of women empowerment in building entrepreneurship is expected to improve meciptakan field effort in improving family welfare. In the target targets of this activity then prepared some recommended components of research include (a) planning; (1) the formulation of the objectives to be achieve; (2) selection of programs to achieve the objectives, (b) implementation, stages of components are implemented among others; (1) materials / materials presented in the employee's stewardship training; (2) facilitator, tutor and technical resource, manager; (3) media used; (4) method; (5) time spent in accordance with the participant's desire to learn; (6) place of implementation and; (7) women empowerment approach for the purpose of women empowerment activities can achieve optimal results, (c) evaluation, implementation of the evaluation is a component to measure the success of the learning process Evaluation for resource persons and facilitators/ managers conducted in implementing program activities among other aspects.

Evaluation in this activity is done to be able to measure the level of success and contribution of woman empowerment in developing entrepreneurship in skill of vocational skills skill in increasing self-reliance.

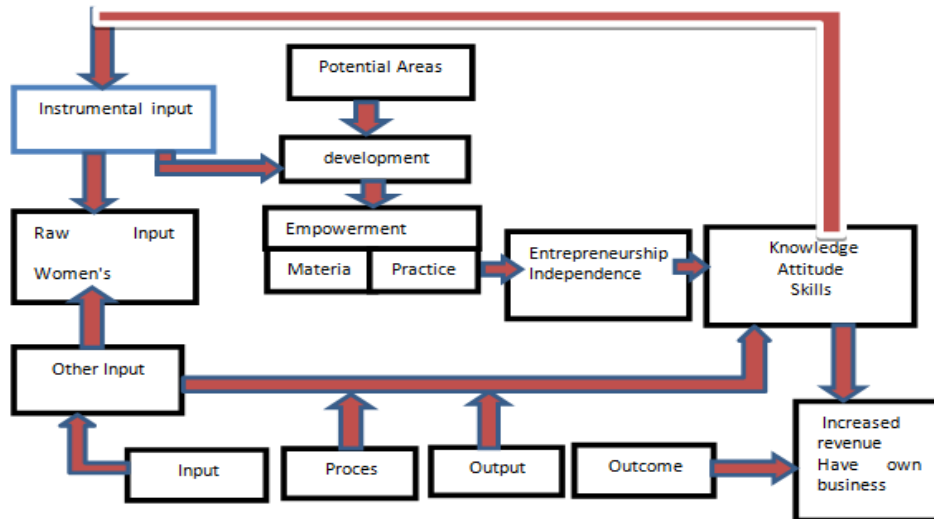


Figure 2.2. Model of women empowerment through entrepreneurship activity (Research sources 2017)

In implementing the evaluation of the empowerment program, the manager in this case is the implementer of the empowerment program, also involving community leaders, program participants and various other parties, so that it is expected to provide outcomes that are in line with the needs and demands of community life and employment. During this time the empowerment program carried out without the support of existing programs in the employment field, will produce graduates who are not absorbed by employment and in the process of creating employment itself.

This is in line with the opinions of Saptatiningsih and Nugrahani (2015: 524) which state women's empowerment with an approach economy is a very social reality poor people are expected. Practice giving skills that adjust local potential can develop economic joint ventures productive group of women, who can increase family income. Approach the environment can improve understanding the importance of maintaining the environment will support environmental sustainability for next generation.

In addition, the development of programs that involve stakeholders who are involved in empowerment is expected to attract participants to continue to provide more positive development in the formation of a more adequate character of entrepreneurship and strengthen the economic capacity of the

community, especially women in the village (D. Mulyono, 2018: 44).

CONCLUSION

Based on the description of the results of research and discussion, can be accessed the conclusion that: Model Empowerment of women in developing entrepreneurship in developing their own business, have creativity, and photography. Creativity and innovation is an alternative to thinking with the aim to make things better, to be more competitive with the skills used in the field of culinary can motivate itself in improving its business. To achieve success in opening opportunities, ability factors are an indicator of success, and is a term to achieve goals, and is a boost for learners to be moved to do something to achieve the desired results or goals.

Furthermore Perseverance, tenacity and freedom are the main capital in developing your own business to achieve success. Creativity as a prerequisite for achieving goals and is key in opening up one's own business, people who can create a person's activeness to find solutions to improve the business, and the existence of the business he pioneered.

In the implementation of the project entrepreneurship as a solution in solving the context undertaken by women, but still in step step Female empowerment model in building

entrepreneurship in the field of tataboga very effective based; (1) as an effort to solve problems in helping to improve the socio-economic of the family, (2) as a solution in the effort fulfillment

in the work, (3) have independence, (4) to grow self-awareness and others (5) social networking needs between business actors and stakeholders in business activities.

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