

Women's Empowerment Based on Entrepreneurial Skills in Adult Equality Education Program

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ABSTRACT

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This community service aims to empower Package C students, particularly adult women at Anggrek Bulan Community Learning Center (CLC), Banyuwangi Regency, through entrepreneurship development training. The training focuses on business financial management, understanding market and business opportunities, and building business networks to support the development of agricultural businesses, specifically in cultivating golden dragon fruit. The implementation method involves several stages: first, socialization and discussion with the chairman of PKBM; second, identifying business development needs through the manager; third, training to enhance knowledge and skills in entrepreneurship; and fourth, mentoring, which is systematically conducted to assess the application of the training. The results of this initiative empower women by improving their entrepreneurial skills and addressing challenges they face in developing businesses. This training not only supports the personal growth of the participants but also strengthens local entrepreneurship, with a focus on agricultural business development. The research highlights the importance of continuous mentoring and skill enhancement for adults to overcome barriers to business success. Future recommendations suggest expanding similar programs to other regions to further empower marginalized communities and foster sustainable agricultural entrepreneurship.

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INTRODUCTION

Equality education is a primary and secondary education program within the non-formal education pathway, designed to provide an alternative for those unable to attend formal schools. This program is intended for individuals who,

due to various constraints, opt for non-formal education to complete their elementary, junior high, or senior high school education. Graduates of the Equality Education Program are granted the same eligibility and rights as those with formal diplomas (Kasmah et al., 2023; Saleh et al., 2021; Sanjani et al., 2024). Non-formal education pathways play a crucial role in complementing and expanding access to formal education (Agus et al., 2021; Tanzeh et al., 2020), making them indispensable to the community.

The role of non-formal education extends far beyond academic learning; it contributes to the empowerment process by improving knowledge, skills, attitudes, and fostering personal development. This process aids individuals in becoming more independent, equipping them with the capacity to contribute to society and their environment (Jaysawal & Saha, 2023; Sandoval et al., 2023; Yoopetch, 2021). Through equality education, students are expected to master key competencies—cognitive, affective, and psychomotor—which they can apply in their daily lives as life skills (Mutmainnah et al., 2024). Such learning enables students to live independently, without relying on others, as they acquire both competence and practical skills (Lwamba et al., 2022; Quisumbing et al., 2021).

Non-formal education, particularly in the Anggrek Bulan Banyuwangi Community Learning Center (CLC), offers life skill programs that align with the students' interests and daily experiences. These include various programs like golden dragon fruit cultivation, batik-making, fashion design, gastronomy, architecture, foreign languages, and YouTube content creation. Among these, the golden dragon fruit cultivation program has seen success, producing fruit that is sold in local markets. However, the potential for increasing its market value has not yet been fully realized. If innovations are introduced, this agricultural business could thrive further, offering greater economic empowerment to the local community.

Through Package C equality education, adult women students gain not only academic knowledge but also direct hands-on experience in entrepreneurship. This program fosters a transformation that is deeply tied to social, economic, cultural, and political changes, contributing to the empowerment of marginalized groups (Aman et al., 2024; Dadi, 2021; Purwanto & Wafa, 2023). However, several challenges remain that need to be addressed for these women to fully benefit from the program, such as limited entrepreneurial knowledge, lack of role models, low confidence in managing businesses, and limited access to financial management training.

To address these issues, an entrepreneurship development training program will be introduced at Anggrek Bulan CLC, focusing on enhancing financial management skills, understanding business opportunities, and building business networks. This training aims to equip the adult women students with the necessary skills to develop their golden dragon fruit cultivation

business. The program will directly impact their ability to manage their businesses and increase their economic independence.

The original contribution of this initiative lies in the integration of entrepreneurship training within non-formal education, specifically targeting women who are often excluded from mainstream business development opportunities. By empowering these women with skills that can be directly applied to their local agricultural businesses, the program not only fosters individual growth but also promotes sustainable local economic development. This approach offers a model that can be replicated in other regions to address similar challenges faced by marginalized communities.

METHOD

This training program will be implemented through a structured approach aimed at ensuring its success and maximizing its impact. The first phase of the process is socialization, where the training plan is presented to the head of the Anggrek Bulan Community Learning Center (CLC) in Banyuwangi. Discussions will be held with the head, managers, and participants to gather their support and confirm their participation in the program (see Table 1). The second phase involves identifying the training needs of the students. The third phase consists of the training itself, which will be designed to enhance students' knowledge and skills in entrepreneurship, with a focus on improving the golden dragon fruit cultivation business and expanding its marketing potential. Mentoring will be provided systematically and consistently to ensure that the training outcomes are effectively applied in the field (Matos et al., 2023).

Table 1. Research Framework

Phase	Description	Activity Type	Goal
Socialization	Present training plan and engage stakeholders	Discussion and consultation	Gain approval and involvement of all
Identification	Survey to assess training needs	Survey and interviews	Identify specific business development needs
Training	Deliver entrepreneurship development sessions	Hands-on training and workshops	Enhance entrepreneurial skills for business growth
Mentoring	Provide ongoing guidance and assessments	Coaching and feedback	Ensure effective application of learned skills

The effectiveness of this training program will be evaluated by analyzing the participants' progress throughout the phases. In the socialization phase, the level of engagement from the head, managers, and participants will be assessed to ensure strong support for the program. During the identification phase, the accuracy and relevance of the business development needs identified through surveys will be analyzed to ensure the training content is tailored to the students' actual needs. In the training phase, the improvement in students' entrepreneurial skills will be measured through pre- and post-training assessments, focusing on

their ability to apply business management principles to the golden dragon fruit cultivation business. Lastly, the mentoring phase will be evaluated by tracking the ongoing support provided to students and measuring their ability to apply learned skills in real-world business scenarios (Janzen et al., 2017).

FINDING AND DISCUSSION

The community service activity was held on June 23, 2024, at Campus 2 in Grogol village, Giri District, Banyuwangi Regency, from 09.00 WIB to 13.00 WIB. The first part of the activity focused on introducing the material on business skills identification, where participants were encouraged to reflect on their entrepreneurial aspirations. The session aimed to explore the types of business activities that the students were involved in or interested in pursuing. Mr. Heryanto Susilo, the first resource person, guided the students through the process of identifying their current business activities and future entrepreneurial interests.



Figure 1. Entrepreneurial Motivation Materials

During this phase, participants shared their business ideas and personal motivations for pursuing entrepreneurship. The identification process helped uncover several motivating factors that drive entrepreneurial aspirations, such as having clear goals, taking initiative, being proactive towards change, prioritizing achievements, willingness to take risks, perseverance, and the willingness to innovate. This phase created a space for students to openly communicate their stories and hopes, which contributed to cultivating an entrepreneurial mindset in the learning environment.

Following the initial identification, the second phase of the activity focused on entrepreneurial motivation, with Mr. I Ketut Atmaja as the second resource person. The motivation session explored both internal and external impulses that inspire individuals to engage in business activities. Understanding these driving factors is crucial, as they guide individuals to set clear business goals and take necessary actions towards achieving them. The key goals of entrepreneurship discussed during this session included the desire to run a business independently, achieve financial success, foster social change, and create social enterprises.

The training on entrepreneurial motivation aimed to instill a sense of purpose and direction in the students, encouraging them to take proactive steps towards building their businesses. This phase also emphasized the importance of perseverance, risk-taking, and innovation as essential traits of successful entrepreneurs. By the end of this phase, every student had a clearer understanding of their entrepreneurial potential and how to harness their motivations to achieve their goals. The session contributed to enhancing their entrepreneurial spirit and their ability to view entrepreneurship as a path toward personal and financial growth.



Figure 2. Dr. Heryanto Susilo, M.Pd, Presented The Material

The final phase of the community service activity involved mentoring and business development training. This phase aimed to help students advance their business ideas and strategies. Through mentoring, students were given practical guidance on how to prepare detailed business development plans, focusing on areas like marketing strategies, financial planning, and identifying market opportunities. The mentoring process helped students gain confidence in their ability to develop their businesses and take concrete steps toward implementation.

The mentoring phase, the results of the PKM activity at PKBM Anggrek Bulan were clear: Every student showed improved entrepreneurial motivation, with a more developed understanding of their business opportunities. Students expressed positive views on the entrepreneurial activities they were already involved in and were equipped with the knowledge to prepare more advanced business development plans. This phase not only empowered students with the necessary skills to grow their businesses but also helped create a stronger sense of entrepreneurial orientation within the community, setting the foundation for long-term business success and economic empowerment.

Discussion

The results of the community service activities at the Anggrek Bulan Community Service Center (PKBM) demonstrated significant progress in fostering entrepreneurial motivation among the participants. The first phase, which focused on identifying business skills and motivations, played a crucial

role in helping students reflect on their current entrepreneurial activities. Identifying motivations—such as having clear goals, taking initiative, and being willing to take risks—is crucial in building the foundation for entrepreneurial development. By providing a forum for students to share personal experiences and aspirations, this activity effectively fostered an entrepreneurial mindset within the group (Faiz et al., 2023; Lingappa et al., 2023; Malik et al., 2024).

Entrepreneurial motivation played a crucial role in reinforcing the importance of internal and external factors in business success. Students were introduced to key entrepreneurial goals, including independence, financial success, and social change (Ataman et al., 2024; Biney, 2023; Rahman et al., 2024). This section of the activity highlighted the personal driving factors behind business ventures, encouraging students to set clear goals and take the necessary actions to achieve them. By aligning their personal motivations with their business aspirations, students gained a deeper sense of purpose and determination in their entrepreneurial journey.

The training provided in the second phase helped students understand that entrepreneurship is not just about business management, but also about resilience in the face of challenges and a willingness to innovate. The willingness to take risks and the ability to innovate were particularly emphasized, as these factors often distinguish successful entrepreneurs from those who struggle (Farwati, 2024; Gupta et al., 2024; Zuhdi et al., 2024). The training fostered a proactive attitude, encouraging students to think creatively and seize opportunities, even in the face of uncertainty.

The mentoring phase proved equally crucial in translating the knowledge gained during the training into actionable business development plans. Students were not only able to refine their business ideas but also equipped with practical tools for growing their businesses, such as marketing strategies and financial management skills. Students were able to identify and address gaps in their business plans by working closely with mentors, which gave them the confidence to move forward (Untari & Suharto, 2020). The combination of training and mentoring helped bridge the gap between theory and practice, making the entrepreneurial skills learned more easily applicable in real-life situations (Munawwaroh et al., 2024; Rahman et al., 2024).

The findings from this community service activity have important implications for entrepreneurship education, particularly in non-formal education settings. The program's success in improving entrepreneurial motivation and skills demonstrates the effectiveness of integrating theory with practical, hands-on mentoring. The results of this study highlight the importance of considering both participants' internal motivation and external factors contributing to business success, such as mentoring and access to resources. This approach can be replicated in other community learning centers, especially in areas with limited access to formal business education, to empower individuals and drive local economic growth.

CONCLUSION

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. 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.

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