

The House of Entrepreneurship Implementation as A Model of Rural Women's Empowerment. A Case Study at Community Learning Center

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Abstract. This study described the house of entrepreneurship implementation in rural women's empowerment at the Community Learning Center (CLC). The focus is on input, process, product, and impact on women's rural livelihood and family incomes. This study used research and development method and, the subject was women who run businesses at home. The Data Analysis technique conducted quantitative and qualitative approaches. This house of entrepreneurship implemented was restrictedly through a trial involving 10's female learning participants. The study found that the empowerment process aspect reaches 32,8% and the empowerment input aspect reaches 30,6%, which means appropriate. The product and impact aspects 23,9% and 12,7%, reach respectively. And, inappropriate 27,3% and 19.7%, mean below. Thus, it concluded that the impact on house of entrepreneurship implementation in rural women empowerment achieved success in the input and process aspects.

Keywords: Community Education, House of Entrepreneurship, Rural Women's Empowerment

1 Introduction

The opportunity to obtain formal education may not always open for community members. Non-formal education therefore becomes an alternative to educate community members peculiarly those the economically unfortunate, the remote residents, in addition to the presence of other educational obstacles like community perception toward education itself [1]. The Community Learning Center (CLC) is available located in each region, established by, for, and from community to meet the needs of the community's right to education. CLC in order that community members with the existing hindrance are able to attain the education, provides various such learning programs as literacy, equivalence, and entrepreneurship.

Equalization of opportunities in education is an attempt through which equality through accessibility and fairness are normally made available to all, particularly through program integration the government has planned with activities the community is performing. Such integration has been likely to conduct in the programs, among of which are empowering literacy program, entrepreneurship- skill-development-like program. Hence, it is expected that the output of the programs will produce smart, skilled, and independent human resources. A number of programs in non-formal education can be focused on the community's empowerment activities aiming to promote community's ability to solve problems the community encounters

in order to form a civil society [2]. It is the society that believes in its members' ability to create better living and to realize its rights and obligations in community life. This kind of community empowerment will come to realize if the community members have wider and empowering opportunities.

Community's empowerment for women in particular means that women's ability to understand and control the social, economic, and political conditions which is highly required as an effort to better promote their position in the community [3]. In other words, the empowerment process itself refers to every attempt in community education aiming to raise women's awareness and sensitivity toward social, economic, and/or political development which will eventually lead them to having ability in the improvement of their position in community. Empowered women are women who live in a civil society, that is a circumstance where women believe in their ability to create better living and to realize their rights and obligations in community life in which the women's empowerment will come to realize if they have the right to education. Women's empowerment is identical to women's education since what is called education in inclusion of community education may refer to an endeavor to empower human resources and develop human talents.

Women's empowerment process through the house of entrepreneurship is truly an attempt to enable women with all of their existence to empower themselves facilitated by the center for activities managed by the community, stemmed also from the community, conducted by and designated for the community itself. A model of rural women's empowerment is therefore needed by utilizing the house of entrepreneurship for selling food/snack and grocery for instance.

This fact proves that the learners not only study but also do business at home. The empowerment model for the women living in rural areas can be implemented in the form of the house of entrepreneurship [4] which can be taken into account as a material for policy making in the implementation of entrepreneurial literacy learning at PKBM.

Learning experience is not solely derived from class but also more extensively from the environment where the learners live in [5]. Learning can be executed at home, along with its environment, in order to give the learners opportunities to manage their learning time in their environment. This also gives an experience of having their home not only as a living but also learning place [6]. Some cases take place in Indonesia, where schools are located at a distance, so that this circumstance constrains students to study. Given to the other function of the home as a means of learning nonetheless provides a space for the community. Home can serve as a learning medium for it is close to the community environment.

An approach of having people's participation can be employed in the sense of how they are engaged in entrepreneurial learning. Home is unlikely to be separated from one's life either as individual or one's identity. "My home sweet home" will come true from a convenient, friendly, and clean environment about which the resident feels. Home can be used for doing many activities to build the life nearby. Home can function as a place, space, and signify simplicity and identity [6]. The concept of home has altered from not merely a living place but also into a more functioning space to congregate and study together.

The main objective of the study is to investigate the process of entrepreneurial literacy learning implementation at home with a view to rural women's empowerment. Focus of the study includes input, process, product, and impact that the community has in the implementation of home-based community learning center, as well as activities that the community execute to develop entrepreneurship in rural areas. It is expected that findings of the study will describe the implementation of entrepreneurial literacy in rural areas to enhance women's entrepreneurial

knowledge and skills. Research problem of the study is thus “How is the house of entrepreneurship implemented as a rural women’s empowerment model?”

2 Literature Study

Women Empowerment

Empowerment describes a process of an individual and community’s effort to follow the track leading to higher achievement, individual satisfaction, and work. A process is defined as a sequential change or event of development. Hence, an empowerment process is a sequential change in developing efforts to promote more empowering community. Wilson argues that there are four stages in the empowerment process, namely:

- a. Awakening, people at this stage have been made realize with their abilities, attitudes, and skills they have as well as their plans and hopes upon their better and effective conditions.
- b. Understanding, further from the awakening stage, the people are given a new understanding and perception about themselves, their aspiration, and other common situations. This understanding process includes a learning process to entirely respect for the empowerment, and to understand what they are demanded by the community.
- c. Harnessing, having realized and understood about the empowerment, it is time for the community to utilize it for its sake.
- d. Using or making use of the skills and abilities of empowerment as a part of daily life.

Empowerment is a process so that it cannot be understood as a single project with a beginning and ending. A way of philosophy requires a relatively long development and process in its implementation and adjustment [7]. There are three approaches in women’s empowerment. Firstly, humanistic approach which drives one to spontaneously and voluntarily give aid to certain group of community who calls for help due to force majeure or being unfortunate. Secondly, community development approach which is intended to develop independence driving to self-supporting community. Thirdly, people empowerment which aims to strengthen bargaining power of the low-class society toward pressuring force in all aspects and sectors of life by defending and protecting the weak.

Empowerment process can be executed either by individual or in group. However, as this process is a manifestation of social changes that concern about relationship amongst social layers or other status hierarchies categorized by economic polarization, the flocking group of individuals with similar kinship tends to be justified as the most effective form of empowerment. A dialog takes place in the group will grow and strengthen congruent identity and help identify collective interest. In addition, each individual will through the life of the group learn to analyze critically one’s entire situation inclusively the political dimension and strive back to have the power for changing the situation. This so-called conscientization is a process of stimulus of human critical awareness upon their social reality and of emphasis upon one’s ability or capacity to transform the reality by awareness-based collective action [8].

Entrepreneurial literacy

A literacy educator plays role in developing skills, knowledge, and becomes an effective teacher for different classroom management. Off-class literacy has a good focus on the involvement of teachers and learners in the literacy practice of the community. The literacy educator develops good partnership with the community to prepare literacy teachers in the future by positioning reliable or successful learners. The educator engaging with the community must play his or her role in coordination, communication, planning, community

partnership including traditional and non-traditional study rooms which are able to develop meaningful learning experiences for the educator and learners in the community [9].

An innovative learning and pedagogy are a process of “designing” in multiliteracy which needs a transformative process. Multiliteracy can construct systematic knowledge also inspire and facilitate teachers in the context of practical teaching [10]. Literacy generally encourages development and economic welfare. Literacy program is assumed as a literacy skill which can easily be applied regardless of social context. Literacy practice is constructed in a social manner and is used for coping with unfairness and can inspire the social changes. [11].

Financial literacy is used for providing a service to the adults and the young with low income by regarding their needs also providing a convenient environmental service. Innovation has been crucial to create a new market that serves the young with low income in developing countries. Financial literacy is defined as knowledge, skill, and ability serving as a guide to a complex financial market in order to empower the consumers in making a responsible financial decision. Literacy plan makes an individual aware of and responsible for social risks. [12].

Entrepreneurial literacy serves as an understanding about buyers and sellers having further information about market by utilizing their social skills and relating the content of entrepreneurial education to life experiences so that it can be a lifelong learning [13]. Entrepreneurial literacy by empowering a practitioner as a facilitator will give the practice a positive effect since a practitioner plays a role in forming professional identity, emphasizes the function of educators as a businessman, and solely takes responsibility to build the professional identity.

Community Learning Center

The system of rural living is commonly in a group and familial manner. Most of the people work as crop and plantation farmers for their livelihood. The job they do besides being farmers is an extra to spare their time and anticipate harvest failure due to weather and insect attacks. What seems to be interesting taking place among the rural people in Indonesia is the presence of “mutual aid”; people mutually and voluntarily help one another fulfil every need for particular activities, either in material or non-material well-being.

This mutual aid system has become a community empowerment program prioritizing the urgency of all people’s participation from the planning to evaluation stages by using the power of community in its management. [14]. People who gather, interact each other, have the same goal, learn from one another will form a community. As a group having these similarities to meet the goal, the forming of the community might also be due to the same interest in a given field or business.

The presence of a community learning center in Sukamakmur, West Java has been utilized by the people as a learning center. The community learning center can contribute to the quality improvement of individual and community’s social capital as well as facilitate the action taken collectively and usefully [15]. Learning center can give people opportunities to have extra learning off the formal education especially for the adults and rural community. Community learning center has served as a gathering place for the community. Learning community comprising a collection of people has made the house of entrepreneurship as a learning center with limited facility, budget, and facilitator availabilities.

Nevertheless, this does not hinder this group to run the learning activities. The rural people feel excited about the establishment of this learning community and make the house of entrepreneurship as a learning center where people gather, and as an example for the children at home environment to study

Some benefits may be obtained by the community as for the existence of the house of entrepreneurship as a learning center. The people will certainly get engaged with the learning process to promote knowledge and learning skills. But the most benefit lies in the ideas that the presence of community will greatly affect the environment where the community lives in, give a positive example to the early childhood, teens, and adults that everyone has learning opportunities regardless of the age nor educational background. Learning has been a form of self-actualization for the adults, developing self-potential to cope with the future. [16].

3 Research Methods

This study of the house of entrepreneurship implementation in rural women's empowerment is aimed firstly to have a description about entrepreneurial learning activities that rural women are likely to perform. Secondly, it is to analyze the entrepreneurial learning in rural women's empowerment at PKBM. A qualitative method with descriptive technique was employed in this study of which data collection was conducted by means of observation to 10 learning participants referring to the observation manual consisting of four aspects with indicators as follows:

No	Aspects	Indicators
1	Input	1. Being active in the empowerment program executed by PKBM
		2. The empowerment program is highly exciting
		3. The empowerment program participated in meets the needs
		4. Participating in the empowerment program based on my own initiative
		5. Participating in the empowerment program because of others' request.
		6. Participating in the empowerment program is important.
2	Process	7. Participating actively in the empowerment program.
		8. Giving suggestions to the empowerment program management.
		9. Inviting others to participate in the empowerment program.
		10. The house of entrepreneurship can empower women.
		11. Getting more motivated in participating in the empowerment program.
		12. Prioritizing empowerment activities rather than others
3	Product	13. Having ideas following the empowerment program
		14. Getting benefits from the implemented empowerment program
		15. Getting more self-confident while participating in the empowerment program.
		16. Feeling satisfied with the empowerment program to have participated in.
		17. Promoting the empowerment program to others.
4	Impact	18. Participating in the empowerment program can raise income.
		19. The outcome of empowerment program can shape positive attitudes.
		20. The empowerment program impacts to daily life.

These indicators were employed to measure rural women's empowerment which would later be analyzed based on the observation toward the learning participants at PKBM as a sample of the study.

4 Research and Discussion

Rural Women's Empowerment

10 learning participants were selected as sample of the study for data observation of the rural women's empowerment at PKBM. The observed participants' profile was based on educational qualification, age, gender, and occupation. The observation of the educational qualification of the entrepreneurial learning participants consisted of 2 senior high school (SMA) graduates, 6 junior high school(SMP) graduates, and 2 elementary school (SD) graduates. Whereas, the age ranged from 21- 45, the gender was all female, and the occupation was all entrepreneurs or merchants.

Table 1. Percentage of Rural Women's Empowerment Aspect through the House of Entrepreneurship

No	Aspect	Appropriate		Inappropriate	
		Score	Percentage	Score	Percentage
1	Input	41	30.6%	19	28.8%
2	Process	44	32.8%	16	24.2%
3	Product	32	23.9%	18	27.3%
4	Impact	17	12.7%	13	19.7%
	Jumlah	134	100%	66	100%

The above table shows that the calculation of rural women's empowerment through the house of entrepreneurship with 20 items of indicators and 10 participants scores maximum 200, which is categorized into "Appropriate" and "Inappropriate". Result of the analysis indicates that the empowerment process aspect scores 44 or 32.8% and empowerment input aspect scores 41 or 30.6% which mean "Appropriate". Meanwhile, the percentage of the product and impact aspects are respectively 27.3 % and 19.7%.

This means that the house of entrepreneurship implementation in rural women's empowerment has not yet resulted products and impacts of "Appropriate"; for instance, the program enables the families to raise their income and has impact on daily basis. Thus, it can be concluded that the implementation of the house of entrepreneurship in rural women's empowerment shows success in its input and process aspects achieving 32.8% and 30.6% respectively.

The following result is shown in the graph below:

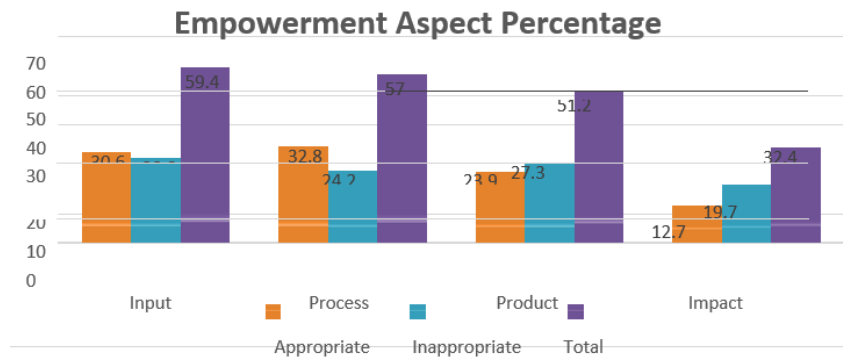


Fig 1. Graph of Empowerment Percentage

House of Entrepreneurship Implementation in Women's Empowerment

House of entrepreneurship stems from an argumentation that the community must play role in the development for the advancement of the nation dan country. Some efforts are to make on how to promote skilled and productive human resources for the welfare of society. Knowledge and skills are thus significant to prioritize by allowing various ways in order to be able to learn from a lot of resources, through either formal and non-formal education. The house of entrepreneurship as a learning center for the community has particular characteristics, geographical location, and limited learning facilities; however, this does not restrain the people to keep learning. Thereafter, it is necessary that multiliteracy to design community learning be conducted.

Multiliteracy needs a transformative process, can construct systematic knowledge and facilitate the teachers in a practical instructional context [10]. A literacy educator plays role in developing skills, knowledge and becomes an effective teacher for different classroom management. The educator engaging with the community must play his or her role in coordination, communication, planning, community partnership including traditional and non-traditional study rooms which are able to develop meaningful learning experiences for the educator and learners in the community [17]. Literacy generally encourages development and economic welfare including literal literacy that can easily be applied to inspire social changes [11].

Entrepreneurial literacy serves as an understanding about buyers and sellers having further information about market by utilizing their social skills dan relating the content of entrepreneurial education to life experiences so that it can be a lifelong learning [13]. Entrepreneurial literacy by empowering a practitioner as a facilitator will give the practice as well as the fate a positive impact. A practitioner plays role in forming professional identity, emphasizes on the function of educators as a businessman, and solely takes responsibility to build his or her professional identity. The house of entrepreneurship is a model of empowerment to improve the rural women's knowledge and skills, giving them opportunities to pursue formal education due to scarce courses and learning center available in rural areas, also the low income of community.

This rural women's empowerment model through the house of entrepreneurship can be utilized by community to have entrepreneurial learning in the rural learning community. The result of implementing this house of entrepreneurship in rural women's empowerment shows success in the input and process aspects reaching 32.8% and 30.6% respectively. The house of entrepreneurship model can be applied by the rural communities in Indonesia having similar problems and characteristics to help increase the knowledge, skills and economy of the family in the rural areas by participating in the learning at the house of entrepreneurship.

Community will communally and voluntarily give either physical or financial assistance to every activity. The mutual aid implemented in community has become the empowerment program prioritizing the importance of community's participation from planning to evaluation stages by utilizing the power of community in its management. The people congregate, reciprocally interact, and share the same goal. When learning takes place, it will shape a community. The group may share similar goal in order to shape the community since it also has similar interest in a particular field or business. Community in informal learning is meant to have the learners participate in the practical community to understand collective knowledge and skills [18].

This community existence leads to the community learning center by the rural people in Indonesia peculiarly in Sukamakmur, West Java. The community learning center can contribute to the quality improvement of individual and community's social capital as well as facilitate the

action taken collectively and usefully Learning center can give people opportunities to have extra learning off the formal education especially for the adults and rural community. Community learning center has served as a gathering place for the community.

Some benefits may be obtained by the community as for the existence of the house of entrepreneurship as a learning center. The people will certainly get engaged with the learning process to promote knowledge and learning skills. But the most benefit lies in the ideas that the presence of community will greatly affect the environment where the community lives in, give a positive example to the early childhood, teens, and adults that everyone has learning opportunities regardless of the age nor educational background. Learning has been a form of self-actualization for the adults, developing self-potential to cope with the future [19].

5 Conclusion

House of entrepreneurship is a model of women's empowerment to increase knowledge and skills in the rural areas. It provides opportunities to the community to pursue formal education due to the limited courses and learning center available in the rural areas and low income of the community. The house of entrepreneurship can practically be used by the community to learn entrepreneurship and to establish rural women's community learning center. The implementation of the house of entrepreneurship shows that the percentage of empowerment process aspect is 32.8% and input aspect is 30.6%, which mean "Appropriate". Whereas, the percentage of product aspect is 232.9% and the impact aspect is 12.7%, which mean below "Inappropriate" of 27.3% and 19.7% respectively. The findings show that the house of entrepreneurship implementation in rural women's empowerment has not met "Appropriate" in its product and impact aspects, for example, to raise the income of the family and to have impact on daily life. Thus, it can be concluded that the implementation of the house of entrepreneurship in rural women's empowerment shows success in the input and process aspects.

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