

Development of Village Women Empowerment Model to Increase Income and Support the Regional Tourism Sector Through Community-Based Education

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Abstract—This current study focuses on developing a model for empowering village women through community-based education in Lobarai Village, Sabu Timur District. This is since women in this village are less empowered due to an established culture, lack of knowledge and skills and do not have entrepreneurial spirit. This research used Research & Development (R&D) method with reference to the development procedures of modified Borg and Gall model. This research was also included in the type of action research and the data were analyzed descriptively and qualitatively. The development of the women empowerment model in Lobarai village through community-based education started with the determination of participants. Next, the authors identified the problems and needs of the participants. Their problems were generally related to economy, education, social-culture and customs and the environment. Based on the results of problem identification, the authors designed solutions to their problems which were manifested in the form of community-based education as an empowerment program for rural women. The given education and training was entrepreneurship (culinary) by utilizing local food and consisted of three stages; preparation, implementation and mentoring.

Keywords—women empowerment, community-based education

I. INTRODUCTION

Tourism sector is one of the most potential sectors to be developed as a source of regional income and support the improvement of people's economy. One of the impacts of tourism on the socio-economic conditions of the local community is the impact on people's income which will affect the improvement of the welfare of the community in the tourist area itself [1,2]. Therefore, support and cooperation from various parties (the local government, businessmen and local communities) are needed in optimizing this sector.

Sabu Raijua is one of the new regencies in East Nusa Tenggara Province which has several beautiful and attractive

tourism potentials. There are various tourism sites that can be enjoyed in this area, they are natural tourism (for example: Raemea beach, Kelabba Maja, Liemadira Cave, Napae Beach, Wuihebo Beach and Kolouju Beach) and cultural tourism. Based on data from the Sabu Raijua Regency Tourism Office, the number of both domestic and foreign tourist visits this Regency continues to increase, during 2018 the number of tourists who came was 16,513 people and increased sharply in the following year to 47,621 tourists, especially after one of the tourist attractions, namely Kelabba Maja won first place in the API Awards, the Ministry of Tourism for the Most Popular Hidden Paradise category.

The development of tourism in Sabu Raijua Regency continues to be carried out by the local government and the interest in visiting tourism objects in this area keep increasing, but unfortunately local people are still unable to see this condition as an opportunity for them to increase economic income. The economic income of the family depends solely on the man as the head of the family who mostly work as farmers and fishermen. Women are less empowered to help earning a living because of an established culture, lack of knowledge and skills and lack of entrepreneurial spirit.

Rae Mea Beach, located in Lobarai Village, East Sabu District, began to be visited besides Kellaba Maja. During 2019, there were 6,103 visitors travelled to this beach. Although many visitors have come to this tourist attraction, the public facilities available are still very minimal. Based on the observation result, there were only 2 small *lopo* (shelters) for visitors on this beach. There was no single place that sells food or drinks in this area. Meanwhile, to get to this place, it takes 40 minutes to travel from the city centre; therefore, visitors must prepare their own food / drinks before traveling to this beach. Local people who live around this tourist attraction were only impressed as spectators. They had not been able to see the business opportunities that exist to improve their economy,

even though this area has natural resources that can be processed and used for sale to tourists as their source of income.

Based on the existing problems and seeing the large prospects for tourism in this area and the benefits that will be obtained, especially for local communities, it is important to empower women in this village, one of which is through community-based education, so that women can be more independent, have skills, are able to develop themselves, help improving household economies and participate in developing regional tourism.

There are several previous studies which are relevant and used as a reference or comparative theory in conducting this research, i.e.: a research conducted by Karwati, Ansori and Mulyono [3]. Their research was about women empowerment to build entrepreneurship and it was done in Neglasari village, Tasikmalaya. Data were analysed descriptively, qualitatively and quantitatively. Their findings showed that the implementation of entrepreneurial activities organized by government and community institutions as an effort to empower women could improve the level of better family economy and was very effective to improve self-reliance. The next is, a study conducted by Sujarwo, Trisanti and Santi [4] which focused on producing a model of community-based education for women empowerment in Bejiharjo tourism village. The results of their study were a guideline model in the form of a compact disc (CD) file for women empowerment of tourism village through business learning groups that support tourism and community education containing an activity guideline book and interactive learning activities. The last one is a research published in Journal of Fundamental and Applied Sciences [5] about strategies to overcome challenges in women empowerment. They claimed that women empowerment is the most challenging step and surmounting the contour her life and society. The proposed strategic women empowerment model is a multidimensional process, which will enable women to enhance their confidence, personality and power in all spheres of life. The challenging points in women empowerment were Economic Development, Increase Legal Support - Access to justice, Educational Development, Minimize Gender Discrimination, Increased, Access and Control over Resources, Equal Property Rights, Increased Political Participation, Remove Socio-Cultural Barriers, Ensure Basic Needs (Nutrition, Health, Safety, Sanitation, Housing), Minimizing Gender Pay Gap and Discrimination. One of their proposed strategies to overcome challenge in economic development was entrepreneurship development

This current study focuses on developing a model for empowering village women through community-based education in Loborai Village, Sabu Timur District, where women in this area have not been touched yet by empowerment programs either from the government or other institutions, especially those related to entrepreneurship (culinary), besides this village is not a tourist village but has tourism potential and is in a newly formed regency.

II. THEORETICAL REVIEW

A. Women Empowerment

In terms of economic improvement, women in Indonesia, especially in rural areas, have limitations in carrying out their activities, such limitations as low education and skills, lack of job opportunities, and women's ideological barriers related to households. Therefore, an empowerment program for women in the economic sector is really needed because basically women have tremendous potential in the economy, especially in household economic settings. The role of empowerment is quite important to increase women's independence, which in turn can have a positive effect on improving the family economy. With this program, it aims to help women, especially housewives who do not work, to support the family economy. This program is expected to be able to realize several things, such as (1) Motivating and instilling an entrepreneurial spirit for rural women; (2) Increasing family income through production activities carried out at home by entrepreneurial women with the support from husbands and other family members; (3) Opening alternative business opportunities; and (4) Developing creative industries by utilizing local food [6].

B. Community-Based Education

Galbraith claims that community-based education as an educational process by which individuals (in this case adults) become more competent in their skills, attitudes and concepts to live in and gain more control over local aspects of their communities through democratic participation [7]. The community-based education model has been regulated in the National Education System Law No. 20 of 2003 Article 55 states that people have the right to provide community-based education based on the uniqueness of religion, social, culture, aspirations and potential of the community for the benefit of the community itself.

III. RESEARCH METHODS

This research used Research & Development (R&D) method with reference to the development procedures of modified Borg and Gall model [8]. It was also included in the type of action research means that a research that emphasizes on activity (action) by trying out an idea into practice or real situations on a micro scale that is expected to be able to fix, improve quality and make social improvements [9,10]. The development procedure in this research includes; 1) preliminary research, 2) design, 3) production of activity and learning guides, and 4) product testing.

The respondents were the productive age housewives and young women in Loborai Village who did not have a job. A total of 30 respondents were selected using purposive sampling. Data in this study were collected using observation and interview methods. Once the data had been collected, they were analysed descriptively and qualitatively meaning that the data were processed, classified, analysed and then interpreted in words and flowchart.

This research was conducted in Loborai Village, Sabu Timur District, Sabu Raijua Regency. Based on a preliminary study, reinforced with information from community leaders, women in this village have the potential to be empowered through entrepreneurship study groups so that they can support family economic income.

IV. RESULTS AND DISCUSSION

Loborai is a village located in East Sabu District, Sabu Raijua Regency, East Nusa Tenggara. This village, which is approximately 20 km from the city centre, has a population of 564 people where the number of women is more than men (source: BPS Sabu Raijua). The condition of this tropical area consists mostly of hills and grasslands, palm and coconut trees and is directly adjacent to the Savu Sea and the Indonesian Ocean.

This village has several natural and cultural potentials that can be developed in the tourism sector. Tourism objects in this area are Rae Mea Beach, Wadju Beach, Biu Beach, Mabala Cave and Kujiratu Traditional Village. Apart from having several tourism objects, there are also potential natural resources in agriculture and plantations (such as green beans, corn, coconut, palm trees), fisheries and non-fisheries such as seaweed. Although it has tourism potential that can be developed as an additional source of economic income, local people had not been able to utilize it and were more dependent on the agriculture and fisheries sectors as their main source of income.

There were several women's communities in Loborai village, such as: the village PKK community, Posyandu and the Loborai Village GMIT Women's Association. In this study, the focus of empowerment was the community of women in Loborai village, specifically housewives of productive age who did not work and young women who did not have a job.

The development of women empowerment model in Loborai village through community-based education referred to action research and had a principle of *from, by and for the community*. This community-based education was a way for community members to be able to identify problems and needs, find solutions among themselves, mobilize available resources as needed and carry out action plans or lessons or both. Common problems faced by women in Loborai Village include:

A. Economic Problems

Economic problems were common among the people of Loborai village. The level of community life was included in the middle to lower category since the main livelihood of the community was farmers and fishermen who rely on local natural resources and depend on the season. Most of the women in this village did not work, resulting in low family income due to lack of skills for entrepreneurship and limited access and job opportunities.

B. Problems Related to Education

Education and training were the things that these village women lack. Low levels of education, access to education and limited skills made them helpless and did not have an entrepreneurial spirit so that they could not see yet the business opportunities.

C. Problems Related to Customs and Social-Culture

The culture which exists until now in this area makes women in "second class" whose function is only to be housewives to take care of children, cook, and take care of the house and pets. Their culture considers that women do not need to be highly educated, because women will only spend time in the kitchen and take care of their children so that opportunities to develop themselves are very limited.

Apart from the problems related to social culture above, village women were also faced with problems related to local customs. The Sabu community is a society that still adheres to their ancestral customs. In their life, they are never separated from traditional events / rituals and for every traditional event that is held, of course, it requires a lot of money. Traditional events in this area, such as *Kenoto* (traditional marriage or an event that must be held before civil marriage) and *Ruketu* (tradition of returning the spirit to ancestral land / death ritual) are must-do events.

D. Problems Related to the Environment

Village women were still not active in utilizing the surrounding environment, for example, the house yard; they left it empty and not used by planting productive plants. In addition, their ability to manage local potential was still very low. Awareness of maintaining environmental hygiene was still very low by allowing domestic animals (such as pigs, goats, chickens and ducks) to roam around.

Based on the results of identifying the problems and needs of the village women's community, an empowerment model through community-based education was designed. The provided education was entrepreneurship education, especially culinary business. The design of the model can be seen on Figure 1:

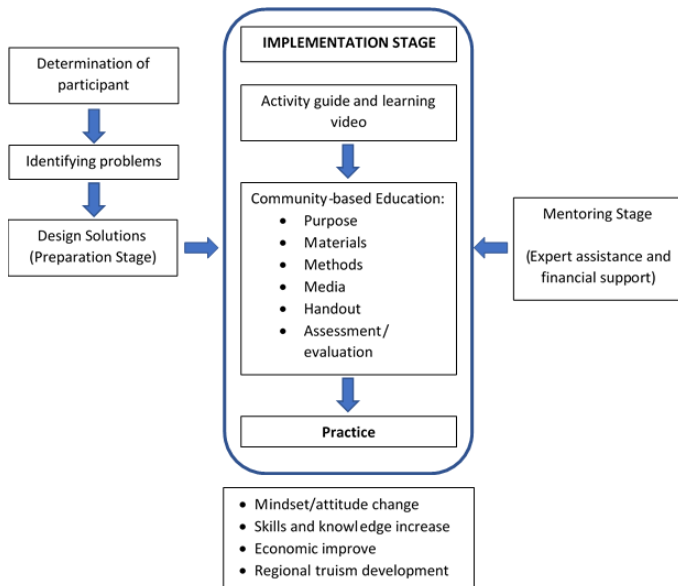


Fig. 1. Design of women empowerment model in laborai village through community-based education (modification of Sujarwo model [4]).

The development of the women empowerment model in Laborai village through community-based education started with the determination of participants. The selected participants were the community of productive age housewives and young women in Laborai Village who did not work. Productive age here means between 18 to 45 years old. Most of the 30 respondents were aged 20-35 years old. A total of 3 people were university graduates, 23 people were high school graduates, and the rest were junior high school graduates. Based on the observation result, during the activities, they were very enthusiastic, especially in practicing what they learned.

Next, the authors identified the problems and needs of the participants. Their problems were generally related to economy, education, social-culture and customs and the environment. Based on the results of problem identification, the authors designed solutions to problems faced which were manifested in the form of community-based education as an empowerment program for rural women. The given education and training was entrepreneurship (culinary) by utilizing local food such as coconut, corn, palm sugar, and fish. In designing community-based education, it started from the preparatory stage; determine objectives, materials, methods, prepare media, instructional videos and manuals to evaluation (assessment).

In the implementation stage of entrepreneurship education and training, it referred to the stated objectives, namely 1) to bring up an entrepreneurial spirit for rural women, 2) to increase knowledge and skills in processing local potentials, 3) to increase family income while supporting the development of the regional tourism sector. The materials provided in this community-based education were entrepreneurial motivation and mental attitude, management of culinary entrepreneurship, culinary business skills (various dishes based on local food) and initial assistance in doing business. The methods used in

this learning activity were lectures, questions and answers, brainstorming, group discussions, demonstrations, practices, assignments and mentoring. Meanwhile, the strategies used were problem-solving, experience-based learning, and learning by doing.

Several media were used in these activities such as laptop, LCD, stationery, cooking materials and utensils. The materials for the practice were various kinds of local food such as coconut, corn, green beans, fish, chicken, and palm sugar and supporting tools for culinary services (boxes, plastic). These activities were also assisted by a guide in the form of teaching materials which were arranged based on local characteristics and potential. Besides that, participants were also provided with instructional videos on recipes for making various dishes and their attractive and hygienic packaging methods. After that, an evaluation was carried out in the form of an assessment during the field practice. Throughout this training activities were always assisted by the experts.

Based on the assessment results, it could be seen that their entrepreneurial insight was starting to open. It is looked when they were very enthusiastic in sharing their opinions about the benefits of this activity and various business ideas using local resources began to appear. In addition, based on the results of practice, it appeared that their knowledge and skills in cultivating local potential have also increased, and they could practice independently. Therefore, it can be concluded that this community-based education is very helpful in empowering village women; they are more confident, have their own initiative (or dare) to try running a business when there is an opportunity.

These findings support the findings of the studies conducted by Karwati et al. [3], Sujarwo et al. [4], Sundaram [11] and Kushanjeni [12] who all claimed that education is the key factor for women empowerment, prosperity, development and welfare and who stated that community-based education is a good way for empowering village women. Moreover, by developing women could encourage further development in a village.

V. CONCLUSION

The success of tourism in an area is largely determined by the local community. By implementing regular training programs to empower village communities (especially women), it will open opportunities for tourism success and increase the economic income of the community.

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