

DEVELOPMENT MODEL OF WOMEN EMPOWERMENT THROUGH THE SNACK PRODUCTS ENTREPRENEURIAL FOR GROWING THE SPIRIT OF ENTERPRISE AT 'AISYIYAH MLATI, SLEMAN, YOGYAKARTA SPECIAL REGION

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Abstrak

The number of entrepreneurs in Indonesia is still low. It was suspected due to the lack of attention to education and community entrepreneurship education. Many educators are paying less attention to the growth of attitudes, interests, and entrepreneurial behavior of students, both in formal and non-formal education. In general, education is oriented towards preparing the workforce. Many women labor force remains unemployed or working just taking care of the household and are not independent economically. For that, need to find a solution, how education can play a role in change humans become entrepreneurs. This study aimed to: find a model of woman empowerment that it is practical and effective to growing an entrepreneurial spirit in the snack products at 'Aisyiyah Mlati, Sleman District, Yogyakarta Special Region Province. This study used a qualitative descriptive approach. Development of a model using the approach of Research and Development, or R & D of Sugiyono with ten stage. In this research, the quantitative data was analyzed by quantitative analysis. While the qualitative data were collected continuously and classified based on its aim. Then, the data were analyzed by naturalistic and analytic descriptive. Has produced a Model of Women Empowerment through The Snack Products Entrepreneurial for Growing The Entrepreneurial Spirit that has been declared effective and practical.

Keywords: women's empowerment, snack products, entrepreneurship, 'Aisyiyah.

1. Introduction

Community empowerment is an attempt to transform and shape people's lives are powerful. Empowerment will improve the ability of community members to manage their lives independently, including community who able to be entrepreneurs. The number of entrepreneurs in Indonesia is still low. For that, it is necessary to find the form of education that can contribute to transforming human beings entrepreneur human by giving provision to the students to be able to be influential entrepreneurs and ready to work, so that they can support themselves and their families.

The performance of the relationship between gender and entrepreneurial is exciting; it is partly because of the confronting perspectives on the subject. The 'constraint- driven gap' perspective with a dispute that there are significant gender-specific barriers to entrepreneurship that obstacle the performance of female entrepreneurs. These constraints relate to complications that women might meet in

obtaining credit, in cultivating business networks, in compromising with government and other officials.

Hunter explored his study of the factor structure of a modified empowerment scale. This study explored with a cross-sectional sample of 296 women in recovery from substance use who lived in recovery homes located throughout the United States. Has been identified three factors of psychological empowerment that were closely related to previous conceptualizations of psychological empowerment: self-perception, resource knowledge, and participation [1].

One form of potential entrepreneurs is a business of food and drink including snack. Based on the Master of Acceleration and Expansion of Indonesian Economic Development 2001-2025, the food industry is a high contributor to the GDP of Indonesia. In 2008, the value of food and beverage production reached 20 billion and grew at about 16 percent per year.

Until now the culinary business is still primadonna to be developed, due to various

reasons such as the food is a basic human need. Culinary business can be grouped into; restaurant, food stalls, small industries of food, bakery pastry, catering, and canteen. Types of food can be grouped into; staple food, a bowl dish, snack, side dishes, and beverages.

Snacks are easily available everywhere to support the improvement of nutritional snacks are relatively cheap, so that it is reached by the grassroots. Snack businesses are informal factors that absorb a lot of work, and capital teenage does not need a large [2]. With regards to food is closely associated with the activities of women.

Women, both as citizens and as human resource development, have rights, obligations, and the same opportunities as men in development in all fields. Women are expected to take a role in social and economic issues aimed at equitable distribution of the result of development, the development of qualified human resources, and environmental preservation.

The women play an important role in the economic welfare of the family has been accepted very well. They felt that in traditional societies the role of women is just confined to the household management based on traditional values, attitudes, and customs. The culture of family in the context of which early socialization takes place is a very important factor which later on induces or prohibits women's participation in economic activities of the family. The economic role of women in the traditional society largely depends on two important factors, which are need for augmenting the family income and opportunities available for participation in such economic activities [3].

Based on the data from the Central Bureau of Statistics, 2009 [4], there were 3.9 million women who become unemployed workforce and 30 million women who only take care of the household work and were not economically independent.

This is accordance with women members in the Working Woman's Forum (WWF), India, who worked as vendors and petty shopkeepers desired social mobility for their daughter. They were sure that this could be obtained not just by formal education but by skill or craft training to prepare them for productive employment. This contributed to a start of vocational training centers for adolescent girls in the urban area and other types of skill training such as lace-and rope-making in rural areas [5].

The issue of women's empowerment is always warm and interesting to talk about. The empowerment of women cannot be separated from the general concept of community

empowerment. The issue of women is one of the keys to creating and building qualified human resources.

Women as people who have been accustomed to managing the family, both regarding financial arrangements and sources of income, people who are most understand at child development, tenacious worker but tend not productive because it still has limitations in a variety of access. Furthermore, women want a change in life through coaching and assistance. Therefore, empowerment efforts should always be done.

Based on this background, it is necessary efforts to empower women through the learning process that provides a stimulus in the form of a learning experience that can help learners develop her potential.

Therefore, it is required the development of learning activities that can instill strong and clear values as the foundation of character formation and development of people's lives, education which can give the meaningful something, both ideal and pragmatic, leads to productive activities through the development of the field of snack learning entrepreneurship courses, which applying knowledge, skills, attitude and employability, in accordance with the needs of women. If the learning results is successfully, the effort also successfully in empower women and help the government in addressing the problem of unemployment and poverty.

Suharto [6] explains that empowerment (empowerment) is derived from the word 'power' (power or empowerment). Therefore, it can be said that empowerment is an attempt to increase the potential group of people so that they have the power from now on bargaining power in the scope of the wider society. Community empowerment can also be interpreted as a process in the community, especially those who lack access to development resources to be encouraged and prepared to increase self-sufficiency in developing their lives.

Meredith [7] stated that entrepreneurs were people who have the ability to saw and assessed the business opportunity and gather the resources needed to take advantage and take appropriate measures to ensure their success. The entrepreneur was calculated risk taker. They are passionate facing challenges. Entrepreneurial avoid low-risk situations because there is no challenge and avoid high-risk situations because they want to succeed. They love a challenge that can be achieved.

Meanwhile, according to Nasution [8], entrepreneurship is all things related to attitudes, actions undertaken by the entrepreneurs in

pioneering, run, and grow their businesses. While Sunyoto & Wahyuningsih [9] say that entrepreneurship is a mental and attitude and spirit that always actively try to improve their work in the sense of increase their income. Jonah Suryana & Kartib Bayu [10] explains that the entrepreneurial spirit, behavior and the ability to respond positively to the opportunity to earn a profit for herself / and or a better service to customers / community; by always try to find and serve subscriptions more and better, and create and provide more useful products and implement a more efficient way of working, through the courage to take risk, creativity, innovative and management capability. The decision to start a business is a complex process that incorporates one's person- ability and interests, upbringing and role models, skills and opportunities [11].

Entrepreneurs are not just born but can also be trained and developed. Entrepreneurial development programs will help the potential entrepreneur to establish his business enterprise appropriate to his abilities and liking. Entrepreneurship development is an organized and continuous process. Entrepreneurs can be improved through training, education, and development. Entrepreneurial improvement prefers to enhance the skill and knowledge of entrepreneur through training and improvement [12].

From the definition of entrepreneurship above it can be concluded that the spirit and entrepreneurial behavior is not only found in a business context, but also encountered in the field of life and professions such as education, health, research, law, architecture, engineering, and social work. Such things can be achieved through the process of entrepreneurship education.

Ciputra [13] sees entrepreneurship education from an economic aspect, that entrepreneurial learning will give us three significant benefits, namely: (1) will generate future human beings who can be not poor. (2) The growing entrepreneur is sources of state revenue that can be relied on; and (3) the entrepreneur will also open new jobs, helped build new cities, develop agriculture, excite products community needs and provide quality public services.

Of understanding can be obtained a description that entrepreneurship is the work done by those who dare to take risks and dare to stand alone for field employment or livelihood for his life and the lives of others who may hold.

Based on some opinions on the above it can be seen that entrepreneurship education is a great moment to overcome one of the problems in

society which reduce the amount of poverty and unemployment. Also, entrepreneurship also educates people to prosperity, independence, which further improves the welfare of a nation.

Snack food group also called small meals, snacks or delicacies. Snacks are a group of very diverse snacks kind, can take the form of dry food, wet food, porridge or drinks. Snack food groups are growing traditionally, which in past sold in the traditional markets. Until now, the food groups seem to be able to maintain their existence as interesting food, meet the people's tastes, and even capable of standing with snacks from other countries. The state can be seen of its presence in department stores, the five-star hotel even for state occasions. Despite its status just a snack, but it can give you a direction that the snack food group has the potential to be developed. Although until now mostly still produced traditionally, but it been able to stand with other snacks produced with modern technology. The development effort is important, because, with technology in this open era, food can be a significant economic power.

Until now, excavation on the various aspects of snacks is still very rare, for example, its role in supporting the people's economy, its contribution to the development of new products and so on. Therefore, various activities, excavation, and development strategies are necessary, and continue to do so that a variety of snacks able to evolve and will not become extinct.

Snacks are made with a lot of the main components of carbohydrates. Alternative use of carbohydrates besides rice is very broad. Although, the carbohydrate to one another is different. However, it is possible to study the fundamental properties of carbohydrate from a variety of sources. For example, carbohydrates of various tubers are cassava, yam, arrowroot, Dioscorea esculent and the like. Besides tubers are also fruits that can be used as a source of carbohydrates, such as bananas, breadfruit, and pumpkin.

In the development of snacks, the west implement in earnest, supported by science and technology. As a result created a product that is attractive, because a neat appearance and packaging, nutritional value has been designed and is more hygienic. Thus creating a balance between the quality achieved by the producer and consumer preferences. A balance between quality and preferences regarding the criteria widely, such as appearance, flavor, texture, and security.

According to [14], materials for Indonesia cake can be grouped into basic materials, liquid

materials, ingredients to taste, color, and aroma as well as other materials. While the basic materials can be derived from; glutinous rice, flour leprosy, tubers, fruits, and starches. Indonesian has the food resources that can be developed into a wide variety of snack foods / snacks are interesting and made into food which has the advantage kompetitif.

The Aisiyiah organization has multiple assemblies and institutions, one of them is the Council of Economic and Employment in charge of improving and empowering the local economy, either through the development of entrepreneurship and skills and business networking.

Economy and Employment Council in charge of building awareness and behavioral economics to improve the lives and welfare of the citizens, the people, and the community, among others develop efforts in improving the community, especially the poor and strengthen the position of small micro enterprises run by women in terms of access and control to economy resources.

In advancing the degree of women and encourage the involvement of women in the economic field, 'Aisiyiah has established 568 cooperatives for economic empowerment of women and families through 1029 Family Economics Business Development, founded Baitul Maal wa Tamwil, and coaching home industry.

This study intends to find patterns of the woman empowerment through entrepreneurship of snack on Aisiyiah residents in District Mlati Sleman.

Because of the extent of the problem aspects that can be researched and developed in the process of community empowerment, this study is limited to the model development process and the empowerment of women through entrepreneurship snack. The development of this model is expected to be used to improve the quality of the learning process and outcomes of education and training for women's entrepreneurship snack. With expectations of the participants are motivated to follow the learning and can have an entrepreneurial spirit to become more empowered.

Based on this background, the formulation of the problem of this research is to develop a model of empowerment of women through entrepreneurship snacks are practical and effective.

2. Method

This study used a qualitative descriptive approach. Development of a model using the approach of Research and Development or R & D of Sugiyono [15]. There are 10 steps to developing the model, namely: (1) see the problems and potential, (2) data collection, (3) design models, (4) model validation by experts, (5) the revision of the model, (6) the trial is limited, (7) the revision of the model, (8) extended trial, (9) the revision of the model, and (10) implementation. In this study, it was not until the revision step after extended testing.

3. Results

It has been developed The Guidance Book of book the conceptual model Women Empowerment through Snacks business with learning device. The model has been tested limited. With the results of each of the following stages.

The First Stage, identification of problems and potential. In this stage identified the problem as follows: there is many citizens' Aisiyiah productive age are unemployed (30%). A'isiyiah was already trying to reduce unemployment as making and detergent business in every branch but have not succeeded in reducing unemployment. At this stage, was collected information through the documentation, interviews, direct observation and Delphi. Training that has been conducted have limitations such, have not been arranged learning program well, for example, pay attention to interests of participants, there are no sustainability programs, practice materials dominate the learning program. Graduates just reached about 20% were able to entrepreneurship. This achievement is still lower than the standard of the Directorate of Non-Formal Education. Potential were identified, namely: the densest population, the presence of learning center, industrial, hotel, and residential.

The Second Stage, data collection to obtain the following results. In the Mlati District, there are three general markets, 175 shops, 1028 kiosk, 54 restaurants, eight hotels, three home stay, the other inn, three music houses, four cafes, 5 State Bank, 6 Private Banks 6, and 12 hospitals. Based on these data indicate that in the district has a potential to develop snack entrepreneurially because it has a high market potential.

The Third Stage, the design of the model. Specification model, the empowerment of women model are arranged is as a reference for non-formal education institutions, educational institutions and trainings such as: Courses and

Training Institute, Community Learning Center (CLC), women's organizations and other institutions that carry out programs of community Entrepreneurship of snack, which is specialized in carrying out community development efforts, especially residents' Aisyiyah.

The purpose of the model are to (1) improve the effectiveness of snack entrepreneurship education and training for women, (2) increase the motivation of learners to participate in training from planning, implementation, monitoring and evaluation, and (3) the most helpless women after training. Empowerment of women through entrepreneurship models developed with the basic philosophy snack Educations for all as well as the theory of andragogy or adult education humanist approach, and team teaching in learning. The structure of the model includes Introduction, Training Implementation, Monitoring, Evaluation, and Assistance, Archiving and training Reporting, and Indicators of Success Training. Requirements models are as follows. Learners: citizens' Aisyiyah productive age, interest, has had minimal effort snack beginner stage, can write, read, and speak Indonesian. Instructors: (1) master the material on entrepreneurship and snack products processing, (2) master the methods and techniques of adult learning, (3) Can communicate well to the trainees, (4) can act as a facilitator. Place of training: (1) the place and time of the training set based on the results of consultation and agreement between the organizers of the program and prospective students, (2) training conducted in 'Aisyiyah twigs, branches, or region, (3) training can also be carried out in collaboration with educational institutions such as; Muhammadiyah Vocational High School, or Muhammadiyah Polytechnic College, Courses and Training Institute (CGC). Equipment needed: (1) room and other equipment such as; whiteboard, stationery, eraser, and LCD, (2) a visit to the field with a fairly large group, (3) permitting, transportation, accommodation, and documentation. There is cooperation: domestic industry, large industries engaged in the snack, other institutions such as the Bank of Shari'ah and Cooperatives.

The Fourth Stage, expert validation of the product. The products consist of a guidebook, TRAINING program structure, and instruments to examine the effectiveness and practicality of the model using the Delphi technique. Guidebooks validated by expert lecturers and learning as well as by the CLC leadership, Chairman of Aisyiyah economy Provincial Economic Assembly of Yogyakarta Province and

Branch Manager. As a validator curriculum or training program structure is an expert in entrepreneurship education is considered capable of providing input to the program that will be developed. Validators consist of a faculty of entrepreneurship, non-formal education practitioners that the CLC leadership, Chairman of Aisyiyah economy Provincial Economic Assembly of Yogyakarta Province and Branch Manager. Associated with the initial revision guide is there some input models, namely; manual models offered yet apparent target market for whom? There are steps that demonstrate learning model. It also is less elaborated about the syntax, the social system, the principle of reaction and support systems, so that the structure of learning programs and methods offered will become the clearer model.

Input on the curriculum. There is a resource person who suggested that instead of the term curriculum, but the structure of the training program. There is a suggestion that for community training the theoretical maximum is two times, or it could be one in the initial meeting. Then at the next meeting of the theory can be included in the introduction or the exploration stage of learning or the term cooperative learning model and the student center. In determining the number of meetings depends on the study material, then from a new study determined weight of the material, is then used to determine the time.

The Fifth Stage, the revision of the model. Based on the conceptual Model of Women Empowerment Through the Snack Products Entrepreneurial (MWETSPE) expert validation is done after the implementation of validation through Delphi. The target of communities in the guide book becomes more obvious, namely for the tutor of training program providers and entrepreneurship programs in the field of snack citizens' Aisyiyah. The steps of a model are described more detail such as syntax, social system, the principle of reaction and support systems so that the structure of learning programs and methods offered becomes clearer.

Straightening up of the curriculum includes straightening of the term into the structure of the training program. In one training package consists of learning the theory and practice. Learning theory present up to 2 times, or it could be the beginning of the meetings. Then at the next meeting of the theory can be included in the introduction or the exploration stage of learning or the term cooperative learning model and the student center. In determining the kinds of material practice conducted jointly between the tutor or program providers with participants, with

the restriction that had previously explained to participants.

The Sixth Stage, limited tryout. In limited try out directly involved training program organizers, instructors, assistant tutors, learners, and enumerators. The model limited try out is done to the public, namely mothers and citizens Aisyiyah at district Mlati Sleman Yogyakarta. Respondents were determined by making the stipulation of participant criteria, namely: women of childbearing age (between the ages of 18 and 45 years) who live in the Regional District of Mlati, who are interested or already have a snack and a pioneering effort but less capable. Twenty-two participants attended this limited trial. They were taken from each citizen Aisyiyah twigs or Level hamlet. CLC Sekar Melati Hamlet Popongan Sinduadi Mlati Sleman Yogyakarta used as a training place. Piloted for three sessions, at each meeting, material that covers the theory and practice.

At this stage of the implementation of learning at each meeting consisted of learning theory and practice, the initial assumption in the hope participants do not become bored when in one session there is always practice. However, after try out the learning perceived to be less effective. That is because the use of the learning space or after space is used for learning the theory used for practice learning. At the moment, there is a change of the situation is not conducive, much time is used to regulate the practice area, preparing the equipment and material practices. Supporting role of the instructor is not maximized, so that there is a miraculous interference when such learning takes place; participants were chatting with friends, take pictures, not all participants participate in practice. Enumerators have not mastered what to do, including how to act as enumerators were observed without disturbing the course of practice.

The Seventh Stage, the revised model after a limited tryout. Based on the input of limited tryout then in expanded tryout it needs a coordination of instructors, assistant instructors, and enumerator. Coordination with the tutor is essential submitted, since the purpose of the program is known, the cooperation between the organizer and tutor, as well as between the tutor with the tutor will help the implementation of the programs and the achievement of competence of learners.

Thus, each person involved knows the job description. An understanding of the model to the participants of training be delivered in early learning activities. With good coordination, tutors and learners are expected to know the

program is being implemented, so that when the instrument should provide input in response to the learning model. Implementation of learning theory is not held together with instructional practices in the same day. Learning theory is given at the beginning of the training, then implemented the practice learning. To strengthen and to diversify of the training, the activities arranged to visit industrial and internships.

The eighth stage, the trial was expanded. At this stage, the trial was expanded in A'isyiyah Branch Mlati Sleman.

The Ninth Stage, revised models. The model was revised based on inputs from the pilot expanded.

The tenth stage, the implementation of the model. Implementation of the model implemented at the Institute of Training and Course (LPK) Saren, Sumberrahayu, Moyudan, Sleman.

4. Discussion

Has produced a model with a guide book learning tools for education and training entrepreneurial snack that has been implemented and found effective and practical. The response of participants and instructor are good or positive. The results of an assessment of the practicality of the Model of Women Empowerment Through The Snack Products Entrepreneurial for Growing The Entrepreneurial Spirit At 'Aisyiyah Mlati, Sleman District, Yogyakarta Special Region Province is practical and effective. The study provides some implications, among others: (1) the implications for planning and development of non-formal training curriculum. Planning and curriculum development should take into consideration the needs and interests of learners. (2) The implications for women's empowerment. Snack businesses closely related to the field of women, then this activity becomes important in the context of women's empowerment. (3) the implications for education and training program providers in the public areas of snacks, so that before implementing the program has been planned well which include: the target communities, the structure of training programs, instructors, practice of materials, a practice of, monitoring and mentoring, and sustainability of the program, (5) the implications of the conscious effort as the important role of education in formulating, developing and realizing entrepreneurial community, through Women Empowerment through The Snack Products Entrepreneurial for Growing The Entrepreneurial Spirit.

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