

---

**WOMEN EMPOWERMENT THROUGH PHYSICAL LIFE EDUCATION  
TATA BOGA IN FAMILY ECONOMIC EFFORT**

---

**Rita Uthartianty**

antytha007@gmail.com

Functional Power of PP-PAUD and Dikmas West Java

**ABSTRACT**

This research is motivated by the limited access of women in supporting the family economy. Therefore the issues raised in this research is how to empower women through Life Skills Education (PKH) Culinary program in PKBM Jayagiri West Bandung Regency. The purpose of this study is to describe the initial condition of the learning community (women) before joining PKH Tata Boga programs, planning, implementation and results of the activities achieved, as well as supporting factors and inhibiting the implementation of activities. The theory that supports this research is about the concept of women empowerment, PKH, and family economy. While the research method used is qualitative descriptive approach. Research data obtained by observation, interview, and documentation. The results of the research are as follows: (1) The initial condition of the students to learn before joining the women's empowerment program through the PKH Tata Boga program is generally low family life with the limited entrepreneurship skill, (2) The planning of women empowerment through PKH Tata Boga program through the process of identification, mapping of potentials and resources as well as with the involvement of the learning community, (3) The process of implementing women's empowerment through the PKH Tata Boga program is carried out by various approaches and empowerment techniques with 80 percent proportion of practice and 20 percent theory, (4) women through the PKH program of culinary learners who are attained by citizens learn to have a change of attitude in utilizing the potential and leisure time to improve the family economy through the effort in the field of Culinary, (5) Supporting factors of activities such as studying citizens are not charged for learning, learning motivation, family, and society. While the inhibiting factors include limitations in marketing products, capital and partnerships.

**Keywords** : Empowerment of women, Life Skills education (PKH), improvement of family economy

**A. INTRODUCTION**

Empowerment is the ability to manage or manage a value that exist in self-human resources both in groups and individually that aims to be able to stand on their own accord. While the empowerment of women in the microscope is the steps taken to obtain additional value that is useful for human self. The development of civilization in Indonesia is currently growing in the sphere of culture and practical ideology, leaving

behind the negative impacts of various aspects of life and community structure and has created gender inequality. (AminKuncoro & Kadar, 2016)

The condition and position of women in Indonesia is still far behind compared to men in various aspects of life, including in the social, political, economic, educational and cultural fields. The above phenomenon shows that women are still marginalized so that the issue of women's empowerment has a wide range of fields. (Retno Endah Supeni & Maheni Ika Sari, 2011: 101). Thus, there is no other option in increasing women's participation in development through the improvement of women's life skills.

Efforts to improve Life Skills Education is an important part of women's empowerment program. Women's empowerment simultaneously is expected to increase the capability and quality of life, family and society, because with the empowerment of women can increase the productivity of women which ultimately leads to increase income of family and society. Increased productivity of women can be seen from the indicators, among others, a more positive attitude changes and advanced, the increased ability of life skills, as well as good work in the form of goods and services for the needs of self and society.

## **B. THEORY STUDY**

### **1. The Concept of Women's Empowerment**

Empowerment of women is to explore the potential and at the same time give opportunity to woman to be actively involved in its function to strengthen family economy (Harijani, 2001). The effort to develop Indonesian human resources as an integral part of women empowerment focuses on two things: improving the quality of skills and strengthening the ideological mentality of human beings, besides those two things, it is still necessary for the culture to be excellent (Loekman Sutrisno, 1997).

The educational approach of women's empowerment in improving the family economy is the foundation of values built and integrated in designing, implementing and evaluating women's education programs. This is one of the strategic efforts in the empowerment of women. The approach includes: (1) the humanitarian approach, namely the recognition of the existence and potential of women to develop; (2) Collaborative approach is a partnership built in developing the family economy with various related parties such as: Community leaders, community institutions, educational institutions, financial institutions, marketing institutions; (3) Participatory Approach is the involvement of women especially housewives (IRT) as learning citizens in planning, organizing, implementing, developing, assessing and developing women education programs in improving the family economy; (4) Sustainable is the continuity of education of women empowerment in improving family economy; (5) Cultural approach is the values of the nation's cultural wealth, local customs and traditions.

### **2. Life Skills Education Concept**

Women's Life Skills Education is an education for the dignity of women so that they have the knowledge, skills and attitudes that are beneficial in creating a better life so that women can play an active role in the process of family, community and nation development. WHO (1997, Rinawahyu, 2011) defines life skills as a skill or ability to adapt and behave positively, enabling one to be able to face more demands and

challenges in life more effectively. Life skills include five types: (1) self-knowing skills, (2) thinking skills, (3) social skills, (4) academic skills, and (5) vocational skills.

Principles of organizing women's PKH may be categorized as follows: (a) functional, meaning that the skills given must be related to their lives; (b) Comprehensive, in addition to providing life skills for women, should be directed to providing an understanding of women's standing equal to men; (c) Integrated with the improvement of literacy, writing and numeracy, meaning that Life Skills should encourage women to have a habit of literacy and (d) Prospective to be developed in the present and future.

### 3. Family Economic Concepts

Women's roles and duties in the family are broadly divided into the role of women as mothers, mothers as wives, and community members. On this occasion, the discussion is more emphasized on the task of women in fostering mental health for themselves, their families and society. In order to perform its role or duties well, it is important to understand the goals and objectives of the role.

In addition, women must master the ways or techniques to play a role or perform their duties, tailored to each situation it faces. As a mother, daughters educators must know the right portion in providing for their children's needs, tailored to the stage of their development. Attitude and behavior should be an example for their children. As a wife, women must cultivate a harmonious, clean, enchanting and able to encourage husbands to be positive. As members of society, women are expected to participate in the community. The success of doing the above role, certainly not an easy thing, which is important is the willingness and effort to always learn. In an effort to increase economic growth and economic independence of the community was indeed able to take advantage of all the potential that exists. This is where the aspect of family economic empowerment becomes an alternative to advance the welfare of society. Sometimes relying solely on the income of the head of the family in this case a father is not very sufficient to meet the needs of the family. This is where the role of a woman as a housewife in demand to be able to help ease the workload of the head of the family by contributing to sustain the family economy. The role of women is often a debate. Many people think women should get a bigger role in people's lives. On the other hand, there are those who see women as having only a role in domestic domains or domestic life.

Naturally, women as human beings can not escape from their interrelationship with other human beings. As we know that basically relates to other individuals merupakan a human effort that meets its social needs. From this interpersonal relationship, human beings can know more about themselves, get a lot of judgment and give judgment. Associating with other individuals, opens opportunities for women to be able to express themselves and develop their abilities.

Revenue is the amount of income received by community members for a certain period of time as a consideration of the factors of production they contribute to participating in the formation of a national product. According to Wahyu Adji "Income or income is money received by a person and company 21 in the form of salary, wages, rent, interest and profits including various benefits, such as health and pension" (Wahyu Adji, 2004: 3). Bambang Swasta Sunuharjo in the Book of Poverty and Basic Needs cited Riana Mustika Agustin (2010: 23) detailing the income in 3 categories: (a) income in the form

of money that is all income in the form of money that is regular and received usually as a reward or counter achievement , (b) incomes in the form of goods are all regular and common incomes, but are always in the form of remuneration and received in the form of goods and services, and (c) non-revenue income is any transferred redistributive acceptance and usually makes changes in household finances.

According T.Gilarso (2002: 63) "Family income is a reward of work or service or reward earned because of donations given in production activities". Concretely, the family income comes from: the business itself: for example trading, farming, opening a business as an entrepreneur, working with others: for example as a civil servant or employee, and the result of election: for example leased land and others.

In general, human income consists of nominal income in the form of money and real income in the form of goods. If income is more emphasized on household income, income is the sum of the formal, informal and subsistence income. Formal income is any income either in the form of money or goods received usually as a reward. Informal income is incomes earned through additional employment outside of basic work.

### **C. RESEARCH METHODS**

The research method used is descriptive method with qualitative approach. This research seeks to describe the empowerment of women through PKH Tata Boga in an effort to improve the family economy in PKBM Jayagiri, West Bandung regency. Data collection techniques used were interviews, observation and documentation review. While the validation of the findings is done by triangulation and member check.

Sources of data in this study as much as six people informants consisting of one person community leaders, one manager, one instructor and three people learn.

### **D. RESULTS AND DISCUSSION**

1. The initial condition of the studying community in PKBM Jayagiri in general the family's economic life depends on the husband. Residents of learning have no entrepreneurial skills and limited access to economic resources. In addition to taking care of the families the learners have enough free time that has not been optimized to increase the family's economic income. On the other hand, the geographic location of PKBM Jayagiri is strategic because it is located in Jayagiri Village, Lembang District is a very potential tourist destination area to market culinary and handicraft products. So it is necessary to empower women through PKH program in PKBM Jayagiri.

In line with that delivered by Erfiani S. Wardani & Suparno (2016: 200) that women, especially a housewife who the level of work in a day if calculated with the allocation of working time is those who work more hours than men because in a day of devoted time not just work for the office or just entrepreneurship alone, this housewife willing to play a double role in supporting the family economy, helping the husband in providing for the family.

2. Women's empowerment planning through PKH catering program in the effort of improving family economy begins with data collection seen from Jayagiri Village community needs through direct or indirect interview, then identifying facilities and infrastructure as supporting equipment, identifying policies to support the success of the process activities, identifying the atmosphere of the social climate and the

psychological climate that can support success in every activity, leading to the determination of priorities underlying the value of practicality, usefulness and development opportunities toward productive economic activity.

This is in accordance with the opinion of Sudjana (2004: 134) reveals the preparation of out-of-school education programs by planners and program organizers can use three steps of activities, namely: (1) Make efforts to identify educational needs and / or learning needs perceived and expressed by potential participants educate, (2) identify sources, both human and non-human sources and the existing constraints of potential learners, institutions and communities, (3) formulate an out-of-school education program that includes the components: environmental inputs, inputs, inputs raw, process, output. In programs pertaining to business or entrepreneurship, the components that need to be added are other inputs and impacts.

According to this observer, PKBM Jayagiri management has been concerned with the theoretical study in the field field in an effort to conduct Life Skills Education of Tataboga. Because PKBM Jayagir Manager has had long experience in managing PKBM, and has obtained long guidance from Pamong Belajar PP PAUD and Dikmas West Java. The information obtained by PKBM Jayagiri was previously one of the labsite of PP PAUD and Jayagiri, and PKBM Jayagiri has also been in the area of PP PAUD and Dikmas. So PKBM Jayagiri deserves to have a good reputation in fostering and membelajarkan surrounding communities.

Learning objectives become the main reference in every process of learning activities. Objectives consist of general goals and specific goals. Specific goals are a more detailed description of the general objectives and then described again in the learning materials. In accordance with the results of observations of the author at the place of study of learning materials in PKBM Jayagiri arranged in teaching materials compiled by the team of instructors. Learning activities by residents learn very fun. The methods often used by the question and answer instructor, discussion, demonstration and practice directly.

3. Implementation of women empowerment through PKH program of culinary in effort of improving family economy by involvement of studying citizen. In the process of determining the material all the learners are involved in the hope that the material of empowerment can be understood. In addition, the determination of empowerment programs can be undertaken together with the learners in accordance with the collective agreement (participatory). The purpose of this relevance and participation is to build a conducive empowerment, so that in determining the methods and techniques of empowerment can be easily done or applied to the learning people, especially in the corridor of learning and entrepreneurship.

Female empowerment methods and techniques through PKK Tataboga are directed to practical values that can upload participative citizens learn to learn and strive.

Appropriate delivered by Vina Salviana & Dyah Erni Widyastuti (2011: 127) Efforts to improve the quality of human resources through the process as a whole (comprehensive), not only strengthen the academic base, but also religious teachings and professional or skill coaching.

According to Sudjana (2004: 35-36) states the process of educational interaction between the input of the means, especially the educators, the raw enter the learning

community. This process consists of empowerment activities, guidance, counseling and / or training and evaluation to prepare learners as part of the community that is ready to face the environment and the current development of the times. Hali agrees with Kindervatter (1979: 62) which explains that empowering is "people gaining an understanding of and control over social" can mean that the ability of a person to understand and control social, economic and / or political power improve position in society.

Based on the mentioned in accordance with the condition of women empowerment organized by PKBM Jayagiri, there is a suitability in the determination of empowerment method with participative approach used such as group discussion, brainstorming, questioning, demonstration, simulation, work group and more practice activity or building experience learning (learning by doing).

4. The results of women's empowerment through PKH program of culinary in the effort of improving family's economy in PKBM Jayagiri the change of attitude that seems from the willingness, participation of citizen learn and discipline of citizen learn to follow woman empowerment program from beginning to end.

The aspects evaluated in the women's empowerment program through PKK Tataboga include aspects of: a) knowledge; b) skills and c) attitudes. This is evident from their ability to apply into the field of entrepreneurial Tataboga a variety of dishes and pastries for sale.

In the implementation of women empowerment through PK Tataboga has 80% percentage practice and 20% theory, which describes that skill or skill is more focused, because through learning to do (learning to do) empowerment material easier and faster accepted by studying citizen. The results of the evaluation obtained a description of the seriousness of citizens to learn to continue to learn and work to develop self-potential in the skills of Tataboga.

5. Some of the factors supporting the implementation of women empowerment include: studying citizens are free of charge to follow PKH Tataboga skills program, instructors come from people who are experienced in Tataboga, the assistance, motivation to learn to participate in the program, and support from family and community. The factors that hamper the sustainability of women's empowerment program through PKK pemboga include: the limited ability to market the product Catering, limited capital, and communication skills of citizens who are still low learning to establish a partnership.

## E. CONCLUDE

The conclusions of the study were: (1) Initial conditions Citizens learning prior to joining women's empowerment activities through PKH Tata program at PKBM Jayagiri lacked entrepreneurial skills, family economic life was weak, and had limited access to economic resources; (2) Planning steps are initiated by identifying community learning needs, infrastructure, supporting policies, social climate and psychological climate. Subsequent determination of priority underlying the value of practicality, benefit and development opportunities toward productive economic activities that can improve the family economy; (3) Methods and techniques in the implementation of women's empowerment through PK Tatabga directed to the value of practicality that can upload

the participative citizens learn to learn and try; (4) The result of women empowerment program through PKH Tata Catering is seen from the studying community in general absorbing all the material that has been given by women empowerment organizer. This is evident from their ability to apply into the field of culinary entrepreneurs a variety of dishes and cakes for sale have an impact on increasing the family's income; and (5) Several factors supporting the implementation of women empowerment are: the participants are free of charge, the instructors are experienced in the field of culinary, high motivation, and the support of family and related agencies. The factors that hamper the sustainability of women empowerment programs include: not the extent of reach to market the product, lack of capital, not entirely citizens learn to master the science of marketing, and not proficient in networking partnerships, both in capital, product and product.

## F. REFERENCES

- Abdurraafi' Maududi Dermawan, (2016). *Jurnal Pemberdayaan Perempuan Melalui Kegiatan Ekonomi Kreatif*. Bandung : RAHEEMA: Jurnal Studi Gender dan Anak
- AminKuncoro & Kadar, (2016). *Pengaruh Pemberdayaan Perempuan dan Peningkatan Sumberdaya Ekonomi Keluarga*, Surakarta: Buana Gender - Vol. 1, Nomor 1, Januari – Juni 2016
- Harijani D.R. (2001). *Etos Kerja Perempuan Desa Realisasi Kemandirian dan Produktivitas Ekonomi*. Yogyakarta; Medprint Offset
- Kindervatter, S (1979). *Nonformal Education as an Empowering Process*. Massachusetts: Center For International Education University of Massachusetts
- Loekman Sutrisno. (1997). *Pembangunan Manusia ITdonesia Sebagai Pendukung Masyarakat ITdustrial Pancasila*, Dalam Sumberdaya Manusia Untuk Masa Depan Indonesia. Bandung; Mizan
- Retno Endah Supeni & Maheni Ika Sari, (2011). *Jurnal Upaya Pemberdayaan Ekonomi Perempuan Melalui Pengembangan Manajemen Usaha Kecil (Studi Deskriptif Kegiatan Usaha kecil Ibu-Ibu Desa Wirolegi Kabupaten Jember Dampingan Pusat Studi Wanita UM Jember)*, Jember : Universitas Muhammadiyah Jember
- Sudjana, D. (1992). *Pengantar Manajemen Pendidikan Luar Sekolah*. Bandung: Nusantra Press
- Sudjana, D. (2004). *Pendidikan non formal ( Wawasan, sejarah perkembangan, filsafat, teori pendukung dan asas)*. Bandung: Falah Production
- Sunuharjo, Bambang Swasta, (2002). *Kemiskinan dan Kebutuhan Pokok*. Jakarta; Raja Persindo Persada
- Gilarso,T. (2002). *Pengantar Ilmu Ekonomika*. Bandung; Ganeca
- Vina Salviana & Dyah Erni Widyastuti. (2011). *Jurnal Pemberdayaan Perempuan Partisipatif Integratif Melalui Model Life Skills*. Malang : Humanity Volume 6, Nomor 2, Maret 2011: 127 – 135

Wahyu Adji. (2004). Ekonomi SMK Untuk Kelas XI . Bandung; Ganexa Exacta  
(<https://rinawahyu42.wordpress.com/2011/06/12/pendidikan-kecakapan-hidup/>)