

PalArch's Journal of Archaeology of Egypt / Egyptology

THE WOMEN'S EMPOWERMENT MODEL IN IMPROVING FAMILY WELFARE: THE CULINARY ENTREPRENEURSHIP FOR PRE-PROSPEROUS FAMILY

Lilis Karwati¹, Wiwin Herwina², Ahmad Hamdan³, Iis Lisnawati⁴

¹Community Education Department, Universitas Siliwangi,

²Community Education Department, Universitas Siliwangi

³Community Education Department, Universitas Siliwangi

⁴Indonesian Language Education Department, Universitas Siliwangi,

Corresponding author liliskarwati@unsil.ac.id

The Women's Empowerment Model in Improving Family Welfare: The Culinary Entrepreneurship for Pre-Prosperous Family , Lilis Karwati, Wiwin Herwina, Ahmad Hamdan, Iis Lisnawati -Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(8), 500-512. ISSN 1567-214x

Keywords: Women's Empowerment, Family Welfare, Entrepreneurship, And Pre-Prosperous

ABSTRACT

Pre-prosperous communities are closely related to social problems. Social inequalities in developing countries, such as poverty, underdevelopment, shortages, and lack of quality education are problems that must be followed up immediately. Community education is an important value in the progress of a country. The women's empowerment program is a sure step in improving community education. In the implementation of women's empowerment programs often only stop in a matter of months, weeks and days. The women's empowerment program is a solution in alleviating poverty that afflicts pre-prosperous communities. This condition needs to be studied in depth about how the model of women's empowerment in improving family welfare in the field of culinary art can improve the welfare of pre-prosperous families. The purpose of this study is to describe the model of women's empowerment in improving family welfare. This research uses research and development methods (R & D), with qualitative and quantitative approaches and quasi-experimental research designs "The one-group Pre-test-Post-test Design". While the technique of data collection uses library research, observation, interviews, documentation, and questionnaires. Based on the analysis of research data, it was found that women's empowerment programs can alleviate family poverty, become a solution to meet family needs, increase women's independence, confidence, and ability in business development, and expand social networks between business actors and stakeholders.

INTRODUCTION

The pre-prosperous society in Indonesia is synonymous with poverty, underdevelopment, shortages, and the lack of quality of public education. Community education is an important value in the progress of a country. The women's empowerment program is a sure step in improving community education. However, in the implementation of women's empowerment programs often only stop in a matter of months, weeks and days. The women's empowerment program is a solution in alleviating poverty that afflicts pre-prosperous communities. Pre-prosperous communities in Indonesia according to the BKKBN (National Population and Family Planning Board) are included in the welfare family I (KS I) or basic needs indicators (BKKBN, 2011). Basic needs indicators include: 1) generally family members eat twice a day or more, 2) family members have different clothes for home, work or school and travel, 3) the house occupied by the family has a good roof, floor, and wall, 4) If the family member is sick, it is taken to a health facility, and 5) if couples of childbearing age want to take birth control going to contraceptive service facilities.

Social inequalities in the community make people have to choose to work outside the area. Especially in the Tasikmalaya Regency area which is an expansion area of the City of Tasikmalaya. In improving the economy of the community, the government promotes community empowerment programs. However, the programs held by the government and community institutions in Indonesia cannot be felt evenly in each region.

Social problems related to the family economy are important issues in the progress of a region for example areas far from the center of downtown, and the economic place. So that it is necessary for the government and the public to take steps to improve the community's economy. Indonesia has received appreciation twice from the World Bank for its success in reducing the number of poor people. The first award was given to the New Order government which succeeded in reducing the poverty rate from around 40% in 1976 to around 11% in 1996. Secondly in the period 2005-2009, it was given to the SBY's government which according to the World Bank's record that the decline in the number of poor people in Indonesia was among the fastest compared to other countries, with an average rate of decline per year of 0.8%, much higher than the country's achievement others such as Cambodia, Thailand, China and Brazil, which are only around 0.1% per year (Maspaitea, 2014).

Two awards from the World Bank as an appreciation to the Indonesian government became the culmination in the decline in the number of poor people. But along with the development of the era which is closely related to the era of industrial revolution 4.0, the Indonesian government must improve itself in creating an innovation model of community empowerment in order to improve the economy of society. Empowerment of the poor requires efforts to eliminate the causes of their inability to develop the quality of life through education. With the development of human resources in the field of education is an effort to educate the quality of life of the nation. "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious

spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Sisdiknas, 2003).

In the 21st century, the world of Indonesian education faces three major challenges including:

- The world of education is required to be able to maintain the results of educational development that has been achieved;
- The world of education is required to prepare competent human resources to be able to compete in the global labor market;
- Changes and adjustments to the national education system so that it can realize a democratic educational process, pay attention to the diversity of needs / conditions of the region and students, and encourage community participation (Hatimah, 2008).

Empowerment is the expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control, and hold accountable institutions that affect their lives (World Bank. and Bank, 2002). Women's empowerment is one of the strategic ways to increase women's potential and enhance women's roles in both the public and domestic domains (Zakiyah, 2010). The role of women in the family is an important value in the process of improving the welfare of pre-prosperous families. Women empowerment in small and medium enterprises is an appropriate solution in improving the skills and the ability of Indonesian women, and the work can also improve their lives (Setyaningsih *et al.*, 2012).

Women's empowerment is a quality improvement program for women (Rohmah, 2014). Empowerment of women focused on 3 issues such as empowering women through productive economic activities, empowering women through health activities, and empowering women through educational activities. The objectives of the women's empowerment program are: 1) To Meet the economic needs of the lower classes at both the practical and strategic levels. 2) To increase public awareness especially for women to maintain health so that it can reduce maternal mortality, infant mortality, reproduction tract infection (ISR) and infectious diseases 2) It increases public awareness especially for women to maintain health so that it can reduce maternal mortality, infant mortality, reproduction tract infection (ISR) and infectious diseases. 3) To improve the quality of women's human resources. Women's economic empowerment, namely efforts made by opening employment or increasing potential, talent and ability to open a small business and gradually increase managerial (Rohmah, 2014).

Research on community empowerment programs through entrepreneurship activities for poor families in the form of business training. With hope through business training for women as housewives can increase family income. Through education expected increase in knowledge and skills. Education and skills used as a tool improving human resource like adults in improving human resources in various ways such as through courses and training (Mustakim, 2017). Empowerment is carried out in an effort to improve the quality of community welfare including family welfare, women's independence, uplifting dignity. Implementation of this community empowerment model to illustrate the reality of community empowerment in women's groups in Neglasari Village, Salawu District, Tasikmalaya Regency. Based on the phenomenon of community conditions as well as the existence of community needs in improving education, skills, and expertise in the field of culinary

business. So based on the background and significance of community empowerment research both theoretically and practically, the implementation of the community empowerment model can be formulated with the research title: *The Women's Empowerment Model in Improving Family Welfare: The Culinary Entrepreneurship for Pre-Prosperous Family*.

RESEARCH PURPOSES

This community empowerment research was carried out with the aim of describing the women's empowerment model in improving family welfare: the culinary entrepreneurship for pre-prosperous family. This community empowerment model research activity was conducted at Yuniza training and course institutions in Neglasari Village, Salawu District, Tasikmalaya District, West Java Province, Indonesia.

METHODS

This community empowerment research uses qualitative and quantitative approaches. Educational research and development is a process used to develop and validate educational product" (Borg, W.R & Gall, 1989). Strategy and steps for implementing R & D based on considerations: (1) provide an overview of activities carried out as a solution to overcome women's helplessness in efforts to fulfill the need for women to be able to understand themselves and their potential, and (2) can clearly present information data in carrying out activities carried out by women to improve family welfare by conducting activities in an easily understood form. This experimental activity sampling or determining the subject of the study was carried out by purposive technique as many as 37 people with the following target activities 10 people became respondents in the preliminary study, 7 people as respondents to small group trials, 20 people as respondents large-scale field trials as well as testing model effectiveness.

Implementation of activities carried out through a quantitative approach. In the study used for the model trial process. Through testing experiments carried out to test the effectiveness of women's empowerment models. The implementation of research using experiments is a method used in research to find an influence from the treatment in the subject of research which is a quantitative method that has its own techniques and methods towards the subject of research so that the conditions of activities in the study can be controlled (Sugiyono, 2012).

Research so that the conditions of activities in research can be controlled. The experimental design used in this study was a quasi-experimental design "*The one-group Pre-test-Post-test Design*" (Sugiyono, 2012) below:

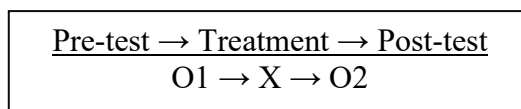


Figure 1: The one-group pre-test-post-test design

Information

O1 : Observation of family welfare before the model is applied

O2 : Observation of family welfare after applying the model

X : Treatment given

This research is to produce or find a model of women's empowerment. This research is directed at two forms of activities (1) qualitative preliminary study

(exploration study) activities and (2) experimental activities (experimental study). The first activity carried out in this study was exploratively-qualitative with the following steps:

- Exploration Study
- Compilation of conceptual models
- Verification of the conceptual model
- Model trials
- Field testing
- Pre test-post test group design without a control group
- Evaluation of model implementation

In the second stage, the experiment was carried out through the application of the model. The results of the application were corrected using quasi-experiments (one group pre-post-test test design) by giving certain treatments through observation.

RESULTS AND DISCUSSION

• RESULTS

Implementation of the women's empowerment model in improving family welfare: the culinary entrepreneurship for pre-prosperous family in Neglasari Village, Salawu District, Tasikmalaya Regency, West Java Province, Indonesia. This research has gone through a trial process and through the stages to produce a product model that can be used empirically and can be accounted for its feasibility. The feasibility test of the models in this study is carried out through a repetitive process, detailed both at the level of plan, implementation, and evaluation. Objectives are expected as the final model recommended and can be used as a model in implementing women's empowerment programs through entrepreneurial activities in the field of culinary art in improving welfare for families and communities.

Table 1: Procedures for Implementing the Women's Empowerment Model

No	Stages	Steps
1	Planning	<ol style="list-style-type: none"> 1. Identify the needs needed during the activity and determine the criteria for participants and facilitators. 2. Develop training programs which include: training objectives, curriculum framework, teaching materials, determining strategies (media, training methods, and time and place of training). 3. Coordinate with related parties
2	Implementation	<ol style="list-style-type: none"> 1. Implementation of women's empowerment with training in cooking and entrepreneurship education based on environmental potential (theoretical and practical approaches). 2. Practice skills through training with a learning by doing approach in the menu of recipes from cassava and banana into various snack

No	Stages	Steps
		creations that have high selling product value
3	Evaluation	1. Initial evaluation 2. Process evaluation 3. Final evaluation

- Hypothesis Testing Analysis

The results of hypothesis analysis to determine the effect of variables X1, X2, and X3 on Y variables simultaneously and partially and calculated using SPSS 17.0, with the following results:

- Simultaneously

Table 2: ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	105.026	3	35.009	78.073	.000 ^a
Residual	7.174	16	.448		
Total	112.200	19			

a. Predictors: (Constant), family welfare, entrepreneurial activities, models of women's empowerment

b. Dependent Variable: effectiveness of the empowerment model

From the Anova table (SPSS output), the calculated F value is 78,073 while the F table is 3,197 or sig (0,000) ≤ alpha (0.05). Based on the calculation results it turns out that Fcount (78,073) > Ftable (3,197), then the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

- Partially

Table 3: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.124	2.989		.000	1.000
model of women's empowerment	.114	.138	.439	4.828	.004
entrepreneurial activities	.105	.106	.297	3.987	.000
family welfare	.730	.334	.815	6.183	.002

a. Dependent Variable: effectiveness of the empowerment model

For partial testing between variables X1 on the Y variable, the t test was carried out using SPSS v.17.0. From the results of the analysis obtained:

- a. Tcount variable X1 = 4.828 > t table = 2.120 with a significant level of 5%, then Ho rejected and Ha accepted.
- b. The t-count variable X2 = 3.987 > t table = 2.120 with a significant level of 5%, then Ho rejected and Ha accepted.
- c. The value of tcount variable X3 = 6.183 > t table = 2.120 with a significant level of 5%, then Ho rejected and Ha accepted.

DISCUSSION

The implementation of the women's empowerment model in culinary activities has the ultimate goal of improving family welfare so that women have empowerment. The process of women's empowerment by learning while working so as to be able to solve problems faced independently. First Phase Trial through planning consisting of 1) formulation of objectives, 2) identifying needs, 3) conducting discussions and dialogue, 4) preparation of training material, 5) facilities and infrastructure, media, 6) location of training activities, 7) time setting, and 8) training place.

The implementation of the activity is first carried out the initial test as the research subject. The focus of the test is related to the needs, benefits, and impact of the activity, and then the final test is carried out. In the implementation of various aspects designed including 1) the materials presented relating to culinary entrepreneurship education, 2) expertise and experience of facilitators and technical resource persons in the business field, 3) facilities, infrastructure, and media used, 4) time needed, 5) motivation and level of participant participation during training, and (6) training learning by doing approach.

Observations during the implementation of women's empowerment activities were carried out to observe information related to research in data collection. The results of the observation showed that the average participant had high motivation during the empowerment activities, the participants exchanged experiences and gained new learning. In practice participants have not entirely mastered the skills due to time constraints, material facilities and available skills. The results of the evaluation indicate an increase in understanding, knowledge of participants' skills and it is deemed necessary to have improvements and changes in the framework of the second phase of planning and trials.

Planning phase II test models leads to more practical activities. In the sense of studying, examining, lacking, existing weaknesses. First, examine the results of phase I trials of inhibiting factors and their weaknesses. Then, hold a meeting to complete, review, and discuss with the facilitator to improve the model before conducting the Phase II trial. Second, conduct interviews to determine needs. In the implementation of the second phase of the trial without the initial test because the aspects presented to the participants learning entrepreneurial activities are still the same then using or taking the results of the pre test and post test.

The application of this model is expected to have the power to be independent and to have knowledge, skills and attitudes. Participants in women's empowerment can participate, have motivation as a strong encouragement to

participate in empowerment activities. Through a learning by doing approach in overcoming internal barriers and growing awareness (empowerment) in helping to improve the family economy. This requires the support of all stakeholders to foster creativity and innovation from the results of their business activities so that they can take into account the market potential.

In the implementation of the observation activities carried out in the phase I and phase II trials, empowering participants have more roles to utilize knowledge and skills so that they have confidence in improving the family's social economy. The evaluation carried out in the second phase of the trial was carried out quantitatively, namely the participants were given a test in the form of a post test in writing. Test results data qualitatively or descriptively through observation, interviews, and results of results notes applied in entrepreneurship training activities that are indispensable in increasing self-reliance on entrepreneurship in improving the economy of a more prosperous family.

Family welfare cannot be separated from the work of family members and also their income (Wahyu, 2013). The statement above shows that income from maternal work contributes significantly to total family income. Income from a family depends on the level of income and education. From the results of the study, it is known that the factors that inhibit the welfare of the five research subjects are educational factors, and economic conditions, namely the work and income of their families. The economic condition of the family is a very important factor in family life.

The feasibility test of the model is carried out repeatedly and in detail both at the level of plan, implementation, evaluation, and revision to obtain products that are suitable with the expected goals as the final model recommended such as.

- Empowerment in women is carried out through training that has a learning by doing approach by getting input collaborated between theory and practice and studying the potential of the environment and mentoring for students.
- The existence of supporting and stakeholders in developing business activities needs training and assistance that direct the empowerment of women in conducting entrepreneurship.

The model of women's empowerment in achieving a balance between the role of women in a fair position in family and community life. Management of women's empowerment programs in entrepreneurship activities to increase independence in implementation requires stakeholders to develop business activities so that the expected goals can be achieved (Hufad, A. Purnomo, 2017). Expected outcomes in the implementation of activities include 1). All village communities are no longer unemployed, especially women, 2) increasing income/community opinion, 3) can continue to learn and be able to take advantage of existing opportunities, 4) Villages become products of business centers of various local products especially in the field of culinary art which is a tourist destination (Hufad, A. Purnomo, 2017). The indicators of success to improve family welfare in LKP Yuniza can be drawn conclusions including the first as an effort to solve problems faced in helping to improve socio-economic, secondly as a solution in efforts to fulfill life needs, thirdly changing women's attitudes and attitudes to independence, fourth growing

empowerment awareness "Willingness to change" from within ourselves and with others, the fifth formation of cooperative networks through training with a learning by doing approach in expanding marketing and strengthening capital.

Conclusions

Empowerment models that are in line with women's needs to alleviate poverty and improve family welfare through entrepreneurship for pre-prosperous families directed at the ability to master knowledge, skills and attitudes in the field of vocational education.. The success of this women's empowerment program includes (1) women's empowerment programs through entrepreneurial activities to alleviate poverty is solving problems in helping to improve the family's socio-economic, (2) women's empowerment activities through training activities in the field of entrepreneurship as a solution in efforts to fulfill life's needs in an effort to create jobs, (3) can change the behavior and attitudes of women in a positive direction by having independence, confidence and ability in utilizing business development activities, (4) grow awareness (empowerment of the importance of developing entrepreneurship) the formation of willingness to change from oneself and with others, and (5) the model of women's empowerment through entrepreneurial activities in the field of cooking the need for social networking between business actors and stakeholders through the establishment of joint business learning groups.

Acknowledgements

The author would like to thank the Domestic Postgraduate Education Scholarship (BPPDN) of the Ministry of Research, Technology and Higher Education, to Prof. Dr. H. Ishak Abdulhak, M.Pd selaku Promotor, Prof. Dr. Hj. Ihat Hatimah, M.Pd as Co-promoter 1 and Prof. Dr. Oong Komar, M.Pd as Co-promoter 2, for active participation in the preparation of this research.

References

- BKKBN (2011) "Batasan dan Pengertian MDK | MDK," 2011. Available at: <http://aplikasi.bkkbn.go.id/mdk/BatasanMDK.aspx>.
- Borg, W.R & Gall, M. . (1989) "Educational Reasearch: An Introduction," in. New York & London: Longman, Inc.
- Hatimah, I. D. (2008) "Pembelajaran Berwawasan Kemasyarakatan," in. Jakarta: Universitas Terbuka.
- Hufad, A. Purnomo, J. R. . (2017) "Pemberdayaan Masyarakat ;Konsep Dan Refleksi Praksis Pendidikan Masyarakat," in. Bandung: UPI Press.
- Maspaitella, M. J. (2014) "PEMBERDAYAAN MASYARAKAT DALAM PENDEKATAN PEKERJA SOSIAL Social Welfare Development : Society Empowerment in Social Worker Approach Nancy Rahakbauwi," *Pembangunan Kesejahteraan Sosial*, 5(2), pp. 157–164.
- Mustakim (2017) "Traditional Internship Pattern in Developing Community Enterpreneurship," 88(Nfe 2016), pp. 214–217. doi: 10.2991/nfe-16.2017.56.
- Rohmah, S. (2014) "Model Pemberdayaan Ekonomi Perempuan," 10, pp. 59–82.
- Setyaningsih, S. *et al.* (2012) "Women Empowerment through Creative Industry: A Case Study," *Procedia Economics and Finance*. The Authors,

- 4(Icsmed), pp. 213–222. doi: 10.1016/S2212-5671(12)00336-X.
- Sisdiknas (2003) *Sistem Pendidikan Nasional*. Jakarta.
- Sugiyono (2012) *Metode Penelitian Kualitatif Kuantitatif dan R&D*. 17th ed. Bandung: Alfabeta.
- Wahyu, A. W. A. (2013) *Peran ibu rumah tangga dalam meningkatkan kesejahteraan keluarga*. Available at: <http://lib.unnes.ac.id/17160/1/1201408037.pdf>.
- World Bank. and Bank, W. (2002) “Poverty reduction and the World Bank : progress in operationalizing the WDR 2000/2001,” p. vii, 75.
- Zakiah (2010) “Putri Al-Irsyad Surabaya,” XVII(01), pp. 37–56.