

Implementation of Women's Education in the Green Aksara Community in Dengok Village, Playen District, Gunung Kidul Regency for Sustainable Development

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Abstract: *This research aims to 1) describe the implementation of women's education for sustainable development by tutors and technical resource persons at the Green Aksara Association, 2) describe the supporting and inhibiting factors in the implementation of women's education for sustainable development. This research is descriptive research with a qualitative approach. The subjects of this research are institutional managers, technical resource persons, accompanying tutors and students who study. Data collection used participatory observation methods, in-depth interviews, and documentation. The researcher is the main research instrument with the help of observation guidelines, interview guidelines and documentation guidelines. The data analysis techniques used are data display, data reduction and conclusion drawing. Triangulation is carried out to explain the validity of the data using source triangulation. The results of the research show 1) the implementation of women's education for sustainable development in the green script community delivers environmentally friendly literacy and skills material, applied with participatory learning principles which appear in learning materials, learning preparation, preparation and learning stages, learning media and learning evaluation. 2) supporting factors for the implementation of women's education include the commitment of institutional management, support and participation from partners, application of participatory learning principles, and easy access to learning facilities. Meanwhile, the obstacles are increasing the time to repeat material for the elderly, learning time at the same time as agricultural activities, the educational skills possessed by the resource persons are still lacking.*

Keywords:

Women's Education, Sustainable Development

Introduction

Education is an important process in creating quality and superior human resources that can compete in an increasingly developing life. This is in accordance with the opinion of Bernadib (1995) in (Ode Riniati et al., 2023) that essentially education is a conscious effort to develop personality and abilities inside and outside school and lasts a lifetime. A similar point was put forward by John Dewey that education is the process of forming fundamental intellectual and emotional skills towards nature and humans (Setya Wismoko Putri & Saliman, 2022). Human development through the education process is carried out in accordance with the function of education as the main pillar in the development of a nation to achieve one of the national goals, namely to make the nation's life more intelligent. In Law Number 20 of 2003 concerning the National Education System, Article 1 states that community-based education is the provision of education based on religious, social, cultural characteristics, aspirations and community potential as an embodiment of education for oneself and for the community. Community-based education is a mechanism that provides opportunities for everyone to enrich their knowledge and technology through lifelong learning.(Setya et al., 2014). Thus, community-based education in Indonesia is very necessary to make efforts to educate the nation while facilitating differences in community characteristics and diversity of environmental potential.

Community-based education through non-formal education has advantages, one of which is flexibility in implementing learning because it adapts to community needs and the potential of the existing environment. The condition of human resource development in Gunungkidul Regency to date has not been able to reach the best quality. Based on the Human Development Index (HDI) from the Central Statistics Agency (BPS) for Gunung Kidul Regency in 2022, the HDI of Gunung Kidul Regency is ranked lowest compared to other districts/cities in DIY. The Human Development Index (HDI) is an indicator that explains how residents of an area have the opportunity to access the results of development as part of their rights to obtain income, health and education (Central Statistics Agency (BPS), 2017). The development of these three aspects needs to receive support from the government and other community institutions to improve the quality of life. Therefore, a community-based education concept is needed that can accommodate the realization of all these aspects. Providing people with functional skills as well as insight into education based on sustainable development will be able to provide an increase in the quality of human resources.

Education for Sustainable Development is an education model implemented by PKBM Sembada in Bleberan Village, Playen District, which later became the pioneer in the formation of the Green Aksara Association. The forum that was formed then implemented women's education for sustainable development as a form of literacy learning. All of the students at the Green Aksara Association are women looking after farmers and have different characteristics in carrying out the learning process. In connection with the livelihood of the study community, whose working time depends on the planting and harvest seasons, the study schedule runs according to the agreement of the study community. Educational learning for sustainable development is also one of the environmentally friendly non-formal education activities implemented by the chairman of the Green Aksara association and led him to win the Kalpataru award for the category of environmental protection in 2012. The environmental service category is given to field officers and civil servants who dedicate themselves to conservation efforts. environmental functions that go far beyond its main tasks and last quite a long time (Komalasari, 2020).

Education programs for sustainable development in Indonesia have been implemented by several non-formal educational and training institutions such as the Community Learning Activity Center (PKBM) with special adjustments according to the needs of the learning community and the goals the institution wants to achieve. This is like what happened in the Cream Literacy Association which implemented education for sustainable development as an effort to empower women through organizing women's educational learning for sustainable development.

The women's education program for sustainable development aims to increase skills and manage local resource potential such as a sustainable social and economic environment as well as increasing entrepreneurial abilities to strengthen the economy and family empowerment. The Green Aksara Association is active in women's empowerment activities through basic literacy education, independent business literacy, improving writing culture, through mother newspapers and providing community reading plants. The client sub-district is one of the areas in Gunungkidul Regency which has natural potential in the form of plantations, agriculture and tourism, which is a distinct advantage in organizing non-formal learning with a sustainable development perspective. Education for sustainable development has the aim of empowering society through efforts to build, develop and implement activities leading to sustainable development that can support sustainable economic growth based on social justice by considering environmental balance.

Through the green literacy association, the community and residents learn a lot by taking part in functional skills learning and literacy learning activities with guidance from telephone and institutional administrators. Learning is carried out by conveying theoretical and practical material using equipment and tools owned by the institution and the learning community. All study participants are women aged 30-50 years. By making a living as a farmer and belonging to the poor community, through the implementation of women's education for sustainable development, it is hoped that it can empower all citizens to learn. Residents learn to carry out activities with assistance from literacy tutors and technical resource persons. The involvement of technical resource persons in this learning has a role in conveying learning material that cannot be done by literacy tutors. Based on the background above, the researcher will discuss problems regarding the Implementation of Education for Sustainable Development by the Green Aksara Association in Dengok Village, Playen District, Gunung Kidul Regency.

Method

This research is qualitative research that emphasizes the socially constructed nature of reality, the relationship between the researcher and the subject under study as well as the pressures of situations that shape the investigation. (Assyakurrohim et al., 2022). This research uses a descriptive approach.

The data outlined in this research is primary data sourced from interviews and observations carried out directly with research subjects. Secondary data in this research was taken through previous data related to the main focus of this research, which includes documentation and literature study.

This research uses a purposive sampling technique for selecting informants. According to Sugiyono (2016) in (Sari sasi gendro, 2022) Purposive sampling is a technique for sampling data sources with certain considerations. The reason for using the Purposive Sampling technique is because not all samples have criteria that match the phenomenon being studied. Therefore, the author chose the Purposive Sampling technique which determines certain considerations or criteria that must be met by the samples used in this research.

Data taken in this research was through a process of interviews, observation, documentation and literature study. Interviews were carried out by taking several informants. Observations were carried out by looking directly at the conditions and situations in the research area. Documentation is carried out through photographs for

physical evidence, voice recordings to record information from interviews, and literature studies used by taking data sources related to the research theme carried out by the researcher.

The data analysis technique used in this research is the Miles, Huberman and Saldana model data analysis which includes data reduction, data presentation, and conclusions or verification. Qualitative research does not have an absolute formula for processing and interpreting data, but instead takes the form of guidelines for organizing data, coding and analyzing data, enriching theory and interpreting data. The activity of analyzing qualitative data must be carried out continuously until you feel you have sufficient data (Dwiyanto, 2021).

Result

A. Background to Implementing Women's Education Learning for Sustainable Development

The Green Aksara Association has a function as a social institution that carries out activities in the field of education, one of which is raising funds and distributing them to education and training programs, one of which is by organizing women's educational learning for sustainable development. This time, in organizing women's education for sustainable development, the Green Aksara Association partnered with Gunungkidul Regency & PKBM Sembada on Eid al-Fitr to hold learning activities in accordance with the theme of education for sustainable development. The literacy skills possessed by the community are not enough for every student to actualize themselves in social life. Therefore, the Green Literacy Association seeks to provide skills activities that are in synergy with Sarakan's learning while also being able to provide skills for learning residents. The women's education program for sustainable development that was previously organized by BKPM in Bleberan village became a reference in one of the literacy lessons at the Green Literacy Association. This program gives a new color to the theme of literacy learning at this institution, where all of the students are women. There is a new color in Sis Sarakan's learning through the implementation of women's education programs for sustainable development with an environmental perspective that has received support from the community and partners.

The community in Dengok Village is famous for its cooperation in preserving the environment by keeping the village environment clean through routine community service activities, preserving community forests for water conservation

and so on. This has become one of the inspirations for the Green Aksara Association organization to organize community education with an environmental theme. The background for holding women's education learning for sustainable development arises from internal and external factors of the institution. Internal factors are the interest of the institution to follow up on the program, provide independent level literacy learning for residents to learn what to use, Suratin and provide support to the head of the institution in furtherance of his understanding of Kalpataru's understanding. External factors are the needs of people who like to preserve the environment because the surrounding environment is rich in natural resources in the form of agriculture and livestock.

B. Implementation of learning by tutors and NST Women's Education Program for Sustainable Development

In accordance with the opinion of Atkinson (2006) in (Ainiyah, 2017) The main scope of society to be provided with empowerment programs as a sustainable development effort is the local level. This is because from here program organizers can carry out needs analysis directly, precisely and in accordance with community needs and environmental potential. From the results of the research conducted, it is known that empowerment efforts that have a sustainable development mission have their own advantages and support from the local level. The Green Aksara Association as a social institution was born from the community and for the community to receive support for implementing women's education for sustainable development in Dengok village. In this way, program organizers can carry out needs analysis well. The reasons behind the implementation of women's education for sustainable development come from two factors, namely internal factors and external factors. First, internal factors are 1) the Institute's interest in carrying out program follow-up, 2) providing independent level literacy learning for students. Second, external factors are 1) the needs of people who like to preserve the environment, 2) an environment that is rich in natural resources in the form of agriculture and livestock.

Literacy education does not merely provide learning to read, write and arithmetic but rather an educational effort that provides empowerment for the community. The results of research state that the learning process of women's education for sustainable development takes place in accordance with the principles of participatory learning put forward by Sudjana (2000) in (Muafiah, 2013) including 1) based on learning needs, 2) oriented towards the goals of learning activities, 3) centered on students, 4) based on learning experiences.

C. Learning Outcomes of the Women's Education Program for Sustainable Development towards Women's Empowerment

Sustainable development is a conscious and planned effort to use and manage resources wisely for various human activities on an ongoing basis to improve the quality of life. Learning women's education for sustainable development in the Green Literacy Association is an effort to increase women's ability to manage local resources so they can live independently and improve the economy and family empowerment. This is in accordance with the empowerment process by Suyoto Usman that empowerment is a process within the framework of efforts to strengthen what is commonly called community self-reliance or independence. From the research results, it is known that the independence of learning citizens in their role as women is formed from the learning process of women's education for sustainable development, namely training in making instant herbal medicine and compost fertilizer. From these production activities, each resident learns to gain additional knowledge to be able to manage local resources around where they live. This activity can directly increase the independence of learning residents in exploring and managing local resources in their environment. Compost fertilizer and instant herbal medicine products are the result of the work of learning residents which provide economic benefits for groups and individuals because these products are then distributed to small food stalls around the Green Aksara Association location and to other places that have the prospect of consumers of compost fertilizer and instant herbal medicine but are still on a sales scale by group because the target market is still very small.

It is hoped that the learning outcomes of women's education for sustainable development implemented in the Green Literacy Association will be able to provide empowerment for women. From the research results, it is known that this is realized through the delivery of material related to sustainable development insights such as waste processing and medicinal plant processing. The above situation is in accordance with the function and benefits of education for sustainable development, namely building the capacity of a community or nation that is able to build, develop and implement activity plans that lead to sustainable development, namely activities that support sustainable economic growth by considering the ecosystem.

So, it can be seen that the existence of this women's education program for sustainable development can empower women in the form of, among other things, 1) increasing knowledge and skills to process local resources seen from the ability of learning residents to process medicinal plants into instant herbal medicine. 2) increasing knowledge and skills to preserve the environment through processing

organic waste into compost. 3) increase in income from the distribution of business results selling compost and instant Javanese fertilizer products as additional income for the family economy. 4) students get the opportunity to write articles about the learning process in newspapers.

D. Supporting Factors in Implementing Women's Education Programs for Sustainable Development

Supporting factors in a program are a group's strength in carrying out a series of learning activities that are programmed from research results. There are several supporting factors for the implementation of women's education for sustainable development with support from partners implementing the activities as supporting elements for the smooth implementation of women's education for sustainable development. Acting as partners are the environmental impact court office of Gunungkidul Regency and PKBM Sembada. Operationally, learning from the partners is very helpful in the learning process, such as the presence of technical resource persons for delivering material related to environmental conservation. Apart from that, PKBM Sembada as a partner also plays a role in the availability of publishing the writings of learning residents in the mother's newspaper. , From the research results it is known that interactive communication built by tutors and NST with students is a supporting factor in the learning process of women's education for sustainable development. Thus, it can be concluded that the supporting factors for implementing women's education learning for sustainable development in green literacy associations include: 1) the commitment of institutional management with tutors and NST to provide environmentally friendly education in green literacy associations. 2) There is support from partners between the environmental impact control office line and PKPM Sembada. 3) Easy access to the provision of learning facilities, one of which is assistance from central government institutions such as the environment ministry. 4) Participatory learning principles are applied in the implementation of women's education for sustainable development so that learning takes place interactively and effectively.

E. Inhibiting Factors in Implementing Women's Education Programs for Sustainable Development

Apart from the supporting factors in implementing women's education learning for sustainable development, there are several obstacles that make the learning process less than optimal. Based on the research results, it can be concluded that the inhibiting factors in the implementation of women's education for sustainable

development in green literacy associations include: 1) The majority of students are elderly people, so sometimes tutors or technical resource persons have to provide repetition of material. 2) Learning time coincides with agricultural activities and community celebrations, sometimes not all students can attend, resulting in differences in the quality of understanding of the material. 3) Technical resource persons who do not have an educational background still need assistance from the tutor Sis Sarakan for several learning processes, especially when delivering theoretical material.

Conclusion

Based on the description of the research results and discussions that have been carried out, the researcher can draw the following conclusions: The implementation of women's education learning for sustainable development is participatory in nature, which can be seen in the determination of learning materials that are oriented towards learning objectives, learning preparation that involves students learning to carry out an analysis of preparation needs and stages. learner-centred learning by paying attention to the life background of the learning community using media and student-centred learning methods to develop appropriate learning materials to achieve learning objectives learning evaluation involves learning residents to be able to carry out discussions and reflect on the program that has been implemented

The existence of women's education for sustainable development can provide an increase in women's confidence which can be seen. Increased knowledge and skills to process local resources can be seen from the ability of residents to learn to process medicinal plants into instant herbal medicine. Increased knowledge and skills to preserve the environment through processing organic waste into compost. income from distribution of business results selling compost fertilizer products and join San as additional income for the family economy. Study residents get the opportunity to develop their writing about the learning process in the mother's newspaper

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