

# THE 1<sup>st</sup> INTERNATIONAL CONFERENCE PROCEEDING



*Semarang, April 29, 2016*

## ON THE DYNAMICS AND EMPOWERMENT OF RURAL SOCIETY IN ASIA

Organized by:



**INTERNATIONAL CONFERENCE ON  
DYNAMICS AND EMPOWERMENT OF RURAL  
SOCIETY IN ASIA**



*Semarang, 29<sup>th</sup> April 2016*

**CONFERENCE PROCEEDING**

**Organized by  
Faculty of Social Sciences, Semarang State University**

**INTERNATIONAL CONFERENCE ON  
DYNAMICS AND EMPOWERMENT OF RURAL SOCIETY IN ASIA**

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**Editors**

Nina Witasari  
Tsabit Azinar Ahmad  
Satya Budi Nugraha  
Atno

**Layout**

Tsabit Azinar Ahmad

**Cover**

Basuki

**Publisher**

Fakulty of Social Sciences  
Semarang State University

ISBN 978 602 285 077 9

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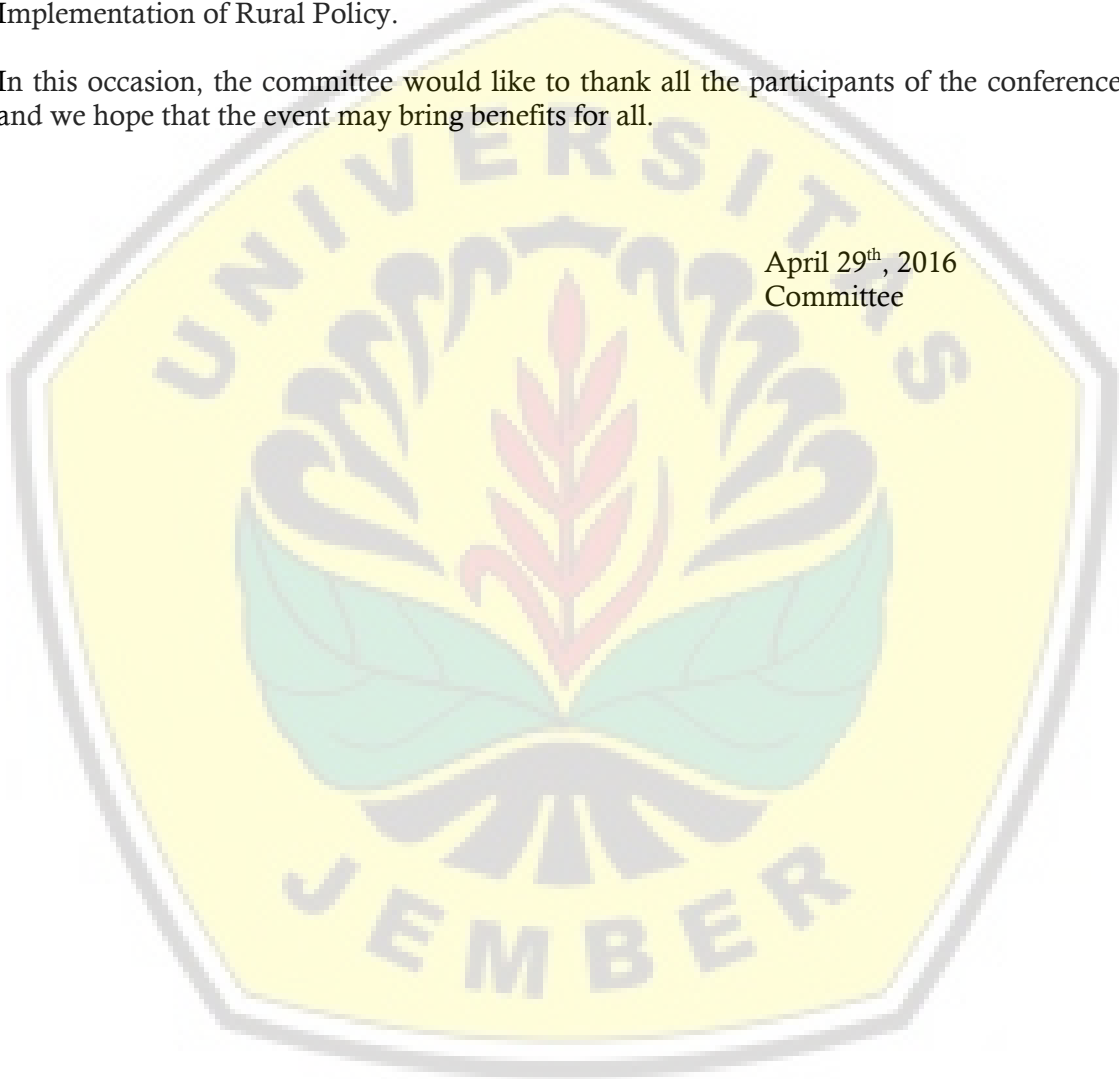
## INTRODUCTION

Thank God we pray the presence of God Almighty for all the grace and mercy so that the book of abstracts can be arranged. This book aims to help the management of the 1st International Conference on The Dynamics and Empowerment of Rural Society in Asia which organized by Faculty of Social Sciences, Semarang State University.

Overall, there are 77 papers that have been submitted to the committee that covers such themes : Empowerment of Rural Society, Applied Technology For Rural Society and Implementation of Rural Policy.

In this occasion, the committee would like to thank all the participants of the conference, and we hope that the event may bring benefits for all.

April 29<sup>th</sup>, 2016  
Committee



## PREFACE

*Assalamu'alaikum Warohmatullohi Wabarokatuh,*

All praises to Allah for The Blessing and Mercy, the Proceeding of International Conference on The Dynamics and Empowerment of Rural Society can be finished. Rural development is the basis for national development. Since more people live in rural areas, rural welfare is a big support for national welfare. However, recent rural conditions need more concern and management from all components of the nation.

Based on the data of the International Monetary Fund (2001), rural poverty accounts for more than half of poverty worldwide, reaching more than 75 percent in some under-developing countries. Rural poverty in the developing countries is also a matter of concern. The causes of rural poverty in developing countries are complex and multidimensional. They involve, among other things, culture, climate, gender, markets, and public policy.

The complexity of rural poverty problems need a good management and cooperation to cope with. Village administration along with related institution and key figures need to cooperate in the attempts of improving rural people welfare. Based the description, Faculty of Social Sciences of Semarang State University was inspired to contribute something to the development of rural areas by holding an International Conference on The Dynamics and Empowerment of Rural Society.

The international conference held on 29 April 2016 was attended by hundreds of participant and shared a lot of important information from the keynote speakers of four different countries including Indonesia, Australia, Malaysia, and India. The themes of presenter's papers are various and classified into three main areas, they are, community empowerment, policy and regulation and socio-cultural themes. The keynote speakers delivered their topics on regional autonomy, global impact on rural development, the dynamics and empowerment of rural society and the history of rural development.

We do hope that this international conference can enlighten and broaden our horizon on how to develop rural societies so that a better, prosperous rural societies can be realized.

*Wa'alaikumsalam Warohmatullohi Wabarokatuh*

Semarang, Juni 2016  
Dean of The Faculty of Social Sciences  
Semarang State University,

Drs. Moh. Solehatul Mustofa, M.A.

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# EMPOWERING POOR WOMEN IN RURAL JAVA, INDONESIA THROUGH ENTREPRENEURIAL EDUCATION

Yayuk Mardiaty  
*Universitas Jember*

## *Abstract*

This action research enacted entrepreneurial education to foster the economic potential and independence of poor women in rural Java, Indonesia. The targeted participants involved housewives within Durenan Sub-District, Trenggalek, Indonesia. The action research was implemented under the auspices of Jember University on the Organization of Women Rights (Organisasi Hak-hak Asasi Wanita). The research assisted the organization's mission of advancing Indonesian women's rights by enabling the poor women to establish small independent businesses. The implementation of action research was conducted in the form of entrepreneurial workshop using an instructional model that includes objectives, procedures, and evaluation strategies. Further, intervention of a unit plan with a list of questions on the participants' prevailing skills, such as animal husbandry, street vendor, home decoration, vegetable cultivation and hobbies enabled participants to reflect entrepreneurial concepts. In addition, manipulation of indigenous cultural objects, such as bamboo, rattan, coconut skin, dry banana leaves, et al. also enabled participants to explore creativity as a means of creating new opportunity. Other activities included implementation of creating simple proposals, business plans, cash flow charts, and promotion plans. The workshop culminated with participants in groups, proposing business structures that enabled poor women to obtain a significant measure of personal and financial independence.

Key Words: entrepreneurship, poor women, action research

## **Introduction**

The action research designed and enacted entrepreneurial education to foster the economic potential and independence of women in East Java, Indonesia. In addition, the research component assessed women's progress in understanding entrepreneurial concepts and practices. The action research was implemented under the auspices of the University of Jember's Center for Research on Women Rights (Pusat Penelitian Tentang Hak-hak Asasi Wanita). The workshop assisted the Jember Center's mission of advancing Indonesian women's rights by enabling women to establish small independent businesses. The small capital venture drew upon local women's prevailing skills in small animal husbandry (chickens, ducks, and goats), street vendors, café, home decoration, vegetable, flower, and mushroom cultivation, et al. My pursuit of a workshop in human rights education and research coheres with my strong interest in the development of democratic and human rights processes and education in Indonesia, especially among women. My dissertation project in the State University of Semarang's Doctoral Studies Program in Social Studies Education involves the implementation of democratic civics education in Javanese secondary school classroom. The workshop extends this project in democratic and human rights to women with little or no human rights.

Although Indonesian government has, in recent years, promoted human rights developments, the plight of Indonesian women has gone largely unaddressed. They have labored for centuries under the restrictions of highly patriarchal society. While they have along assumed the double burden of domestic and wage earning labor, they have not been able to keep the fruits of their work. As a consequence, women do not control and enjoy the social and economic results of human rights developments that are growing evident urban areas of Indonesia. Working through the University of Jember, I conducted entrepreneurial workshops in Durenan sub-district for 3 months using an instructional model that includes objectives, procedures, and evaluation strategies. (Please see the attached lesson plan). Activities includes a list of questions on the participants' skills and hobbies reflecting entrepreneurial concepts based on the John Pappajohn Entrepreneurial Center at the University of Iowa's *Handbook* I obtained during my active involvement in the 2003 Seminar for Iowa High School Teacher and Youth Entrepreneurship Program. Education activities include manipulation of indigenous cultural objects to explore creativity as a means of creating new opportunity. The workshop culminates with participants, in groups, proposing business structures that enabled the poor women to obtain a significant measure of personal and financial independence. In this activity the researcher helped participants access to local bank for small capital loans called KUR.

## Method

This action research combines qualitative observational methods with a researcher intervention in the form of a unit plan on entrepreneurship (see the attached lesson plan). In *Qualitative Research and Case Study Applications in Education*, Merriam (1998) notes that the “Basic qualitative study seeks to discover and understand a phenomenon, a process, or the perspectives and world views of the people involved” (p.11). In *An Overview of the Methodological Approach of Action Research*, O’Brien states that “Action research methodology combines theory and practice through change and reflection in a mutually acceptable ethical framework” (p. 94). In addition, in *Curriculum Enactment*, Snyder et al. state that the “Educational experience jointly created by participants and researcher” (p.418). In this process, the researcher uses instructional strategies as tools to construct and address the power of individuals’ enactment. In *Change Forces*, Fullan (1993) suggests that “It is only by individuals taking action to alter their own environments that there is a chance for a deep change and what drives the best of them is moral purpose which needs an engine, and that engine is individual, skilled change agents pushing changes around them to form the critical mass necessary to bring about continuous improvements (p.40). By enacting entrepreneurial education to poor and rural women this study investigated the views of the officials and participants in Durenan Sub-District. In particular, the study present their views on entrepreneurial workshop, how entrepreneurship was implemented, and their understanding of human rights in a democracy. At utmost, this study seeks to investigate the changing of the participants’ drive for self-reliance and to create better independent community economy.

Data gathering involves first-hand observation where the researcher interacted with the participants in the workshop as well as at the field, including interview with subjects.

To gain access to the research site the researcher asked the authority of Durenan Sub-District/Camat and Durenan Village Head as well as the leader of the Women Union Organization for permission of the study. The research tools used to collect data were both manual and mechanical. The manual devices include field-notes, journals, relevant print documents and the researcher’s hand-out. The mechanical devices include camera, tape recorder, and lap-top computer. All data gathered address the questions in the statements of the problem.

## Conclusion

This study proposes to make scholarly contributions to several strands of academic inquiry. Foremost, the study will find out whether the workshops associated with the implementation of action research would further the development of human rights among those who most need the attention of the Indonesian human rights community: the poor who constitute over thirty per cent of the country’s population. Human rights requires a significant measure of economic independence and the workshops and practical help in establishing small businesses enable significant progress toward both goals. The work will not only further the women’ rights goals of the University of Jember, it will assist my personal and professional goals by introducing democratic education to a large sector of Indonesian society in need of it.

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## Appendix

### Empowering Women in Durenan Sub-District, Trenggalek Regency East Java, Indonesia through Entrepreneurial Education

**Audience:** 28 women, including widows.

**Period Required:** Three 60 minute periods.

#### **Purpose, Background, and Context for the Activities:**

Youths need to understand the entrepreneurial concepts and use them to develop innovative, economically viable plans. In three 60 minutes activities 28 women will explore economic opportunities and create a business plan or a new venture concept according to opportunities structures available to them. Participants will obtain knowledge of entrepreneurial concepts which empower them to create an autonomous economic project providing them with independence as well as a service to their local community.

#### **Objectives and Performance for the Activities:**

Participants will:

- \* Explain the entrepreneurial concepts and apply to create an innovative plan.
- \* Explain how entrepreneurial knowledge and skills are essential for the successful entrepreneurs.
- \* Use the business concepts to create a means of production or new ways to use production.
- \* Explain how new venture, which promotes self-employment, also create new jobs and benefits the community economy.

#### **Materials:**

- Computer
- Hands-on objects, such as bamboo, rattan, plastic buttons, coconut skin and the likes.
- Hands-out of entrepreneurial concepts
- Hands-out of a simple business plan.

#### **Lesson 1: Overview of Entrepreneurship**

**Period Required:** one 60 minute periods.

**Goal:** To help participants enlarge understanding of entrepreneurial concepts.

#### **Objectives:**

Participants will:

- Define the meaning of entrepreneurship.
- Describe the entrepreneurial process.
- Identify characteristics of successful entrepreneurs.
- Write a journal based on the question "Why study entrepreneur?"

#### **Procedures:**

##### **Procedure 1:** 15 minutes

As an introduction lesson, show the participants a power-point presentation an overview of entrepreneurship. Ask if anyone can define the meaning of entrepreneurship.

##### **Procedure 2:** 30 minutes

Break the participants into group of five. Have each group name MELATI. So they will have MELATI-1, MELATI-2, MELATI-3, MELATI-4, and MELATI-5. Distribute a copy of entrepreneurial concepts to each MELATI. Have participants read the hand-out of entrepreneurial concepts. Have the MELATIs make of ideas in response to the questions "How would you describe the entrepreneurial process?" And "How would you identify the characteristics of successful entrepreneurs?" Assign a recorder of each MELATI to the participants' ideas. Each member of the MELATI should contribute at least one idea.

##### **Procedure 3:** 15 minutes

Have participants write a journal based on the question “Why study Entrepreneurship?”

**Evaluation:**

- Researcher collects participants’ essay to get an idea what participants know about the topic.
- Researcher keeps checking participants’ understanding by asking questions.
- Researcher keeps monitoring participants’ participation in small group discussion.

**Lesson 2: The Sources of Business Concepts.**

**Period Required:** One 60 minute periods

**Goal:** To help participants understand that hands-on activities on simple items create business concepts.

**Objectives:**

Participants will:

- List ideas through hands-on activities.
- Explore the business concepts through simple items.

**Procedure 1:** 30 minutes

Have participants remain in their MELATIs. Distribute a different sample item to each MELATI. Have the participants discuss the items. Assign a recorder of each MELATI and have her write participants’ ideas and business concepts whether it is a means of production or the new ways of using the product.

**Procedure 2:** 30 minutes.

In the whole discussion, have each recorder of the MELATI read their ideas. Researcher records on the board the contribution of each group.

**Evaluation:**

Researcher monitors participants working in cooperative groups.

**Lesson 3: Creating the New Venture Concept**

**Period Required:** One 60 minute periods.

**Goals:** To help participants create their own business concepts.

**Objectives:**

Participants will:

- Write a paragraph describing the new venture
- Design their own business

**Procedures****Procedure 1:** 45 minutes

Distribute a copy of a sample business plan to each participant. Have participants read the samples. Have participants read Lesson 1, procedure 1 and write down their ideas (think) in response to the questions:

- What kind of business ideas do they have?
- How they run the new business?
- What are the significant values in their business?
- What’s the unique feature of product or service?
- What’s the need and problems do they have in their new business?
- Who are the competitors?
- How would they estimate the annual product?

**Procedure 2:** 15 minutes

Have participants discuss those ideas with a neighbor (pair), and have participants share those ideas with the whole groups (share). During the process, researcher guides participants toward the understanding of the product or service plan and significant marketing plan to create new business.

**Evaluation:**

Researcher collects participants' business plan as assessment of the outcome.

**Notes:**

Melati is Jasmine, or an indigenous flower

The workshop will be delivered in both languages, Indonesian and Javanese.

