

ABSTRACT

UTILIZATION OF LOCAL WISDOM IN THE EMPOWERMENT MOVEMENT OF WOMEN PLANTATION WOMEN

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ABSTRACT

Most women plantation workers are illiterate. As a result, the ability to gain access to related resources that affect the needs of life is still limited. In addition, the illiteracy eradication program still emphasizes the introduction of letters and numbers. The level of empowerment of women plantation workers has not been a major concern. On the other hand there is a local wisdom that can be utilized in literacy education programs to improve the empowerment of women plantation workers. The data collected are primary and secondary, and then analyzed using qualitative and quantitative techniques (Mix method). Samples are taken by census and in-depth interviews and observations are involved. The instruments used are questionnaires and structured interview guidelines. The research findings include the existence of community institutions, social norms that are locality and potential natural resources that are likely to be developed into learning groups and learning materials as a learning resource in functional literacy education programs to empower women plantation workers, thus becoming a community planner.

Keywords: Local Wisdom, Empowerment, Women Plantation Workers

INTRODUCTION

Illiteracy eradication program basically does not only teach literacy through the introduction of numbers and letters. However, more emphasis on the process of improving community empowerment by accommodating the characteristics and typology of learning. As the condition of women plantation workers in PDP Sumberwadung Jember regency. Where the ability to gain access to suber needs of life is very low. As a result women plantation workers are in poor condition and helpless. Hopefully, the functional literacy education program can improve the empowerment of women plantation workers as managers.

However, efforts to increase critical awareness among female coffee plantation workers through functional literacy programs have not been maximized if they ignore the

socio-cultural characteristics that have been institutionalized in the social system at the local level. This concern is based on the consideration that, the plantation community has a social order as a form of interconnection between the various joints of life. This is in line with the statement of Amin (2005: 172), that the people who inhabit a certain span of space with different institutions and belief systems, as well as natural resources and environmental conditions must all be viewed from a single entity.

Remember, community institutions are formed from communitarian traditions based on collective interests and have a function as a system of social control. Its existence is also more adaptive and more able to answer the needs of women plantation workers more specific. As Sugiyanto (2002: 59) points out, social institutions can function as a social safety net when local communities are in crisis conditions, so as to ensure the stability of people's survival, are formed on collective interests, and provide appropriate social roles Norms and characteristics of the community at the local level, so women with men are more critical and able to respond to local needs that can affect their lives without cultural denial.

LITERATURE REVIEW

Illiteracy and powerlessness of female coffee plantation workers is no longer a social phenomenon, but a humanitarian issue related to poverty. Therefore, a comprehensive and comprehensive policy that needs to be done both regionally and nationally to solve the root causes of the problem. The goal, forming a society that has a critical awareness and able to respond to influential situations as a source of survival and able to read the social conditions around it. The reading is an instrument in improving the lives of working women and society in general.

For Freire (in Smith: 2001), that conscious effort ultimately leads to liberation that is implemented by exploring, maintaining and developing social capital, including local wisdom. Social-cultural values, such as social solidarity, national insight, and mutual cooperation, are optimized as the basic capital in creating social responsibility. This can be done through a functional literacy program, as an empowerment program that combines bingarcalistung learning activities (speaking, listening, reading, writing, and arithmetic), and functional skills. Where the purpose of functional literacy programs seek understanding and adjustment ability to overcome life problems and build community to make changes.

Therefore, functional literacy programs need to be viewed, analyzed, and understood within the framework of critical awareness. The change to be achieved is the growth of

people who love to learn. Where there is a change from the partial life situation to the planning life. According to Sudjana (2004: 279) the characteristics of the learning community are: first, people love to seek information to fulfill their life. Second, people love to find information. Third, people love to write and convey information, and the fourth people love to do continuous learning on the awareness that learning part of life, so that the learning process needs a responsive and appropriate social context

RESEARCH METHODS

Basic Method

The main framework of this research is descriptive explanation with qualitative approach.

Research sites

Site selection is based on data collected by BPS and Bappeda Jember, that PDP Sumberwadung is a Regional Government Plantation Company owned by Local Government of Jember Regency with the largest coffee production of 5.99 tons compared to coffee productivity of 4.09 tons per hectare (Jember in number: 2011) . However, it has a society with a fairly large illiteracy rate.

Determination Techniques Informants

Informant of research determined by snowball technique with category of laborer of men and woman domiciled in PDP sumberwadung Jember regency.

Data collection technique

The data collected in this research is done by technique:

1. Interviews, questions raised to informants in order to explore the potential information of local wisdom of society and the empowerment of men and women.
2. Observation, conducted to observe the local wisdom potential to be utilized and developed in functional literacy programs.
3. Recording of reports or documentation relating to the description of the condition of the plantation community and the geo-social situation of PDP Sumberwadung.
4. Library study, data obtained from reference books related to research purposes.

Data processing

Overall the data obtained is processed by snowball technique. Techniques undertaken by preparing the Matrix Map, which is a diagram created to conduct a study of the gender analysis framework. Data collected related to activity profile, access and control profile, factor and trend analysis, and program cycle analysis. GAP analysis model (gender analysis pathway) to undertake gender analysis and know gender gap by looking at access aspect, participation, control and benefits obtained by ladies in domestic and public activities

Data analysis technique

After the primary and secondary data collected, then the first step is to analyze data with GAP techniques. The steps taken are as follows:

- 1) Analyze the objectives of functional literacy programs written in general guidelines, operational technical guidelines, and documents that record the activities of functional literacy programs and the activities of women workers in the public and domestic sphere.
- 2) Eye Opener data. Presentation of data of each sector by age category in functional literacy to see the level of illiteracy of women laborers in PDP Sumberwadung Kabupaten Jember
- 3) Analysis of gap factors, to analyze gender inequality according to gender, so that found the factors that explain the potential of community institutions in activities in the public and domestic sector to overcome poverty in women coffee plantation workers.
- 4) Analysis of poverty issues that occur in women coffee plantation workers in the activities of the company's plantation area. The existing policy on educational data, as well as educational gap factors, further formulated the issue of education policy as an ingredient to format the concept of poverty reduction model through functional literacy program.
- 5) Indicators of functional literacy programs formulated and previously measured positive impacts for realizing the balance and justice of women workers.

THE RESULTS ACHIEVED

Level of Empowerment of Women Plantation Workers

In the plantation community, the role and position of women are marginalized. The division of labor has not been established on the basis of gender roles, but on the basis of sex. This condition can be seen from the result of identification by activity or job which is considered appropriate to be done by sex. All forms of work and activities deemed appropriate to be played by men and women are still determined by community construction.

Work has not been done on the basis of competence. As a result, plantation women often experience social injustice.

People's views on gender roles are still strong to implement in social life. As expressed by Antok (40 years), that:

"Metic activity, choosing coffee is a special job for women, because women are more open and painstaking. All work chooses coffee at harvest or metic is only done by women. No man at all came to work in the harvest. "

The statement above affirms that the division of work is still done on the basis of gender roles. Where, according to Hubeis (2010, 83) that universally, gender roles for women and men are classified into three main roles, namely reproductive roles, are roles related to the maintenance of human resources and household duties. This role is mostly done by women and is not paid. As practiced by plantation women, all kinds of domestic work are completed and the responsibility of women. Men have a duty and responsibility to

Second, the productive role is the kind of activity that men and women perform and produce goods and services for consumption. The role is the type of work that gets rewarded. In this case the type of work done by women in the plantation was more than men.

The three social roles. Where the role is the role of men and women at the public level. Usually the social role is related to the ability that is owned. However, in plantation women, the social role has not been seen. The level of education related to knowledge, attitudes, and even skills are still minimal. This is stated by Surai (45 years) that, "women workers in the garden are embarrassed to get together. Not being able to speak Indonesian and afraid to be told but can not. Wong never went to school "

Besides the role above the level of empowerment of women labor has not been maximized. Public awareness that women are the foundation to create a relatively minimal welfare family. Social construction related to the role of gender is still strong in the perspective of the plantation community. Where women's empowerment in plantations is still hampered by socio-cultural constructions related to gender roles. Empowerment levels can be assessed from aspects, access, participation, control and benefits.

The functional education functional education program not only introduces characters and numbers. However, the results of the introduction can ensure that citizens learn to function as needed. Therefore, it is necessary to define the process of knowledge and skills related to the script. As Sumardi (2010) points out, the criteria for guaranteeing the knowledge and skills process are: 1) Awareness, where individual learning citizens are

awakened and motivated and driven to the state that they need to live and work better. 2) Functionalities, functional literacy programs should relate practically to the living environment, work and family situations of the learning community, 3) Flexibility, that the program can be modified, supplemented, mitigated and developed responsive to the needs of the learning community and environmental requirements.

A) Characteristics of Operation

Functional literacy learning based on local wisdom aims to improve the capacity of women workers. Hope there is a change of thinking process in determining the decision. Given that women workers are victims of social injustice. Where in women plantation workers found the process of marginalization. Work done a lot but get a lower wage than men. In fact, for women workers are not given family allowance. This is due to the social construction of the people who place men as breadwinners. However, women get a greater workload than men. Women involved in the public sector are still an extension of domestic work, even women have to complete domestic work.

The characteristics of functional literacy education based on local wisdom on women plantation workers, among others:

1. The purpose of functional literacy education is to stimulate critical awareness of women plantation workers with respect to their rights as human beings.
2. Learning residents are women who live in the community of plantations and half of the community is made up of women.
3. Educational tutor is a companion of labor unions and administrators
4. Managers are union organizations that will carry out various administrative needs and technical tasks at the time of learning.

These characteristics distinguish the functional literacy learning activities elsewhere. This means that learning activities are designed in accordance with the conditions of women plantation workers. Learning is specific to the needs and interests of women plantation workers. The process is carried out by identifying potential sources to address women's needs.

B) Learning Strategy

In conducting empowerment activities for women plantations required more specific strategies and stages. Therefore, it is necessary to equate perceptions related to the assumption that:

1. Female laborers are human beings who are created with various minds and minds and together men make various access to the source of life according to their potential.
2. Women have a critical awareness of the right to be earned as paid labor in productive work.
3. Women have the right to engage in various activities with their various abilities.

Learning strategy is conducted using group discussion process (FGD). Where discussion is conducted to design various learning activities and relevant and useful to solve the problems of everyday life. And related to the ability of attitude, cognitive and spikomotorik. As stated by Dixon (1999, 73), that learning is expected to adhere to the principle: first, contextual. That literacy programs can not be held in general. However, it is done specifically according to the needs of the students. Where the needs of women plantation workers not only related to economic needs but the need for self-existence.

Local design, where local contexts have been identified and developed and designed on the basis of local needs, interests, natural resource, economic, social and cultural potentials. Learning activities reflect the geographical situation of plantations, plantation cultures, plantation communities, social conditions, religion, and local languages.

Participatory process, where the strategi participation becomes the basis of the implementation of the learning program. The involvement of women plantation workers as learning citizens in planning, implementing and assessing the program becomes a benchmark in the implementation of learning programs. In this process tutor literacy becomes a facilitator, not a single source of learning.

Functionalization of learning outcomes, is the main criteria in determining the success of the program. Where the level of ability of women plantation workers will increase in utilizing skills that have been possessed script. Measures of success can be seen from: 1 using reading ability to gain new information and ideas; 2) using read information to improve and solve problems; 3) using writing skills to describe experiences, events they have, 4) utilizing numeracy skills to organize Finance, 5) carry out the learning activities independently, 6) apply new knowledge to improve the quality of life.

C) Learning Process

The learning process begins with the identification of the needs of women plantation workers. In this case interests, hopes, issues of the subject will be the theme of learning. Where the theme of learning is focused on the needs of women plantation workers, so that

learning can be a means to solve the problems of women plantation workers. Her hope in the women's quality plantation community is increasing.

Potential of Local Wisdom in Plantation Society

Local resources have potential not only about economic resources, but also institutional institutions of social institutions as a form of local intelligence (local genius) in meeting the needs. As said Sugiyanto (2002: 27), that the community order grows due to repeated behavior to meet the needs and attached to the pattern of community life. Where the existence of community institutions at the local level can awaken the dignity of the weak, inhibit the internalization of injustice, and create channels for marginalized groups to make sound and make meaningful changes (Anonymous: 2006: 79). Therefore, community institutions are effective in increasing women's empowerment.

According Sugiyanto (2002: 38) community institutions defined as a place of fulfillment and have members that develop dynamically through the dimensions of community life. In abstract social institutions are rules or norms to regulate the problems and behavior of its members. Koentjaraningrat in Soekanto (1990: 217), says community institutions as a system of behavior and relationships are centered on activities to meet the complexity of special needs in people's lives. In addition, community institutions are generally formed from social ties to create binding social agreements.

Community institutions at the local level are important to consider as a means of awareness-raising for rural women. Where awareness is done as a beginning to provide the capacity to then be utilized in accessing various sources of life. This research is interesting to illustrate the importance of functional literacy education programs based on community potential at the local level aimed at increasing rural women awareness to create and improve productive economic enterprises. Where the complexity of social and natural interactions in social life produces phenomenal and local specific patterns, so women become critical human beings and become more sensitive in the face of various social pressures.

CONCLUSION

The literacy program is one of the educational services provided by out-of-school education in order to overcome poverty and ignorance due to low public access to education. Where the learning process is given on the principle that adults have experience that can be used as a learning resource. Tutors are not a source of learning, nor are educators. However, tutors have a role as a motivator to develop the potential of the learning community.

In the literacy program, it is known that the program is based on practical needs and gender strategic. Where in the program activities, the capacity of women is increasing. In addition, women also have more skills to be able to access the sources of life. As a result, women have bargains equal to men.

The bargaining power of women can be one of the main foundations of women to be able to make more strategic decisions regarding the choices related to their lives. Thus, women will be free from poverty, ignorance, or helplessness.

In addition, the community has a group habit that is manifested in the form of organization, so that the existence of such organizations has the potential as a container to organize literacy programs. Given the existence of community organizations is an organization initiated by the community to meet personal needs and social needs. Its existence is recognized by the community. This can be a model for organizing literacy programs based on local organizations. Where the organization can play a role to develop the potential of natural resources as well as human resources as the capital of development drivers.

Suggestions

In this study, the development team is still conducting the first phase of research that is, the mapping of resources that can be developed in the literacy program. This development study still needs further study which can lead to guidance on organizing literacy programs based on local organizations to empower women, so that women's empowerment and literacy programs are not conducted in accordance with the culture that develops in society.

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