

The Role of the Giri Mulya Learning Community in Empowering Women Through Entrepreneurship Learning

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Abstract

Munggugebang Village, Beijing District, Gresik Regency, East Java, Indonesia, is a village where most people work as farmers. Much potential still needs to be maximized for village development. Seeing this potential, the Giri Mulya learning community aims to provide education related to entrepreneurship to help develop village potential targeting women. These women are expected to be able to support the achievement of a program. In carrying out a program, there are inhibiting and supporting factors. This research aims to determine the processes and factors that support and hinder women's empowerment in entrepreneurial learning in villages, which are learning communities. This research uses a qualitative approach with a case study method. The informants were learning community organizers, facilitators, village communities, and community leaders. Data was collected using observation techniques, in-depth interviews, and documentation studies. Data analysis was done using Miles et al. (2018) interactive model. The research results show that entrepreneurship learning for women in Munggugebang Village can have a positive impact on their ability to cultivate village potential and participate actively in facilitating village Micro, Small, and Medium Enterprises (MSMEs) by making burlap sacks, processing duck eggs into salted eggs, and several other activities.

Keywords

Entrepreneurship; learning; learning community; women empowerment

Introduction

The learning community is a means for individuals and groups to carry out the learning process. In addition, the learning community also positively impacts the community because these learning activities can empower the community, especially people who need broader knowledge (Hardika et al., 2020; West & Williams, 2017). The learning community that is formed must be managed with the aim of being able to accommodate aspirations and answer needs. In the scope of the learning community, some facilitators involve themselves directly in social interaction with the learning objectives. A community has a specific locality or area that is used as a location for community empowerment.

Empowerment in education is a process of simplifying society, both simplification of empowerment, problems encountered, the need to solve problems, and being able to read opportunities that can be utilized both for oneself and for others. Building a strong society cannot be separated from the habits of people who try to equip themselves with knowledge. This is based on increasing human resources, which is not only focused on development. Therefore, the community's readiness must also be improved by utilizing the existing potential and increasing skills (Adams, 2017).

Increasing skills in education can be interpreted by developing existing skills in individuals to be more optimal and, in the future, able to be developed in everyday life. In addition, each individual has unique abilities or potential that can be developed to better adapt to changing times through the learning they do. One effort can be made to improve critical thinking skills in solving problems. One effort that can be made to improve critical thinking skills and the ability to solve problems is through an entrepreneurial learning process aimed at the economic difficulties of Munggugebang Village. Entrepreneurship learning is learning that emphasizes the community to be more sensitive in cultivating the potential to develop and be able to provide change for individuals and the surrounding environment. According to the explanation of Kania et al. (2021), entrepreneurship-based learning can encourage the quality of a village to better and promote economic development. Entrepreneurship is implemented through village Micro, Small, and Medium Enterprises (MSMEs), which can encourage entrepreneurship in a village with dimensions of exploration and empowerment, capacity building, and support and involvement of the entire community.

Entrepreneurial learning has an essential role in the aspect of women's empowerment. Entrepreneurial learning aims to create independence for students, especially women, to be more active and independent in increasing economic income and their ability to create jobs. By learning about entrepreneurship, someone can quickly know what things must be done when they want to become an entrepreneur directly. According to the definition of entrepreneurship is an individual effort related to creating activities or business activities through creativity that still needs to be designed to benefit many people (Aprianto et al., 2019; Byun et al., 2018; Núñez-Canal et al., 2023; Wei et al., 2019).

The process of learning together, which is more participatory, can foster learners' participation because of external stimuli. Human resources are formed to follow the movement of change by applying relevant and solutive skills to be able to make plans that will be carried out to develop the village (Alkornia et al., 2019; Imsiyah et al., 2020; Wahyuingsing et al., 2018). Women's empowerment is developing their abilities to be more independent, find the right solutions, and access the necessary resources (Cornwall, 2016; Purnamawati & Utama, 2019).

The concept of community empowerment aimed at women in Munggugebang Village through the Giri Mulya learning community is also in line with previous research conducted by Sujarwo et al. (2017), who also added that the model of empowering women in tourist villages through community-based education could be carried out through several stages, such as socialization, implementation of activities in the form of implementing community-based entrepreneurial education models and focus group discussions (FGD), as well as evaluation. The community results add to the participants' motivation, knowledge of maintaining customers, and skills in managing a productive business.

In addition, Bariroh et al. (2020) also stated that community empowerment could be achieved by identifying the problems faced, realizing how these problems occur, carrying out simple activities, and building relationships. The stage of carrying out activities by adjusting the needs of previous research, in general, can be a reference for empowering women through activities organized by learning communities through increasing experience to solve problems. Experience derives from environmental, physical, and social conditions and creates valuable experiences.

Munggugebang Village is located in Benjeng District, Gresik Regency, with a village condition that is classified as having minimal knowledge, skills in processing the potential in the village, and minimal jobs. Most of the population of Munggugebang Village only rely on one head of the family to fulfil their economic income by doing makeshift jobs such as processing ducks managed jointly and collecting coconuts to be marketed in traditional markets. Also vulnerable to poverty due to a lack of economic income. Conditions like these are the main issues that must be resolved. Building a village so that it is not easily left behind by other villages in terms of shared prosperity starts at the main stage, namely its human resources, which must be developed.

Some people in Munggugebang Village need more skills to utilize their existing potential. This condition shows that the potential in Munggugebang Village can be developed as a form of economic growth. Looking at the cases encountered by the Giri Mulya Community Learning facilitator, the idea is to mobilize and empower the community, especially women, to help increase economic income. From the data obtained, most women have financial problems and need more activity to solve these problems, so women in Munggugebang Village cannot carry out activities that can cause boredom. Most of the daily activities of the people of Munggugebang village, 96%, are carried out at home. A learning community refers to non-formal education that can carry out activities without being focused on the curriculum, namely learning activities based on increasing skills.

The learning activities that will be implemented by the facilitator of the Giri Mulya learning community are activities that can move women to be more active in developments in their village, able to see the advantages related to the potential of the village which will be developed later and minimize deficiencies through the activities held. The activities taught consist of activities that involve women interacting socially, collaborating, and being able to produce the expected output.

The researcher is interested in researching the role of learning communities in empowering women through entrepreneurial learning, which can move women to be more active in organized activities. These activities can positively impact themselves and the surrounding environment and implement the material learning that the facilitator has taught. This study examines the learning community in empowering women through entrepreneurship learning by emphasizing knowledge and training to develop the potential in Munggugebang Village

and improve Micro, Small, and Medium Enterprises (MSMEs) as a successful form of the entrepreneurship program.

Methodology

Approach and type of research

The researcher described the research design, approach and type of research, location and research subjects, presence of researchers, data collection techniques, and data analysis techniques. The kind of approach used in this study is a qualitative approach with the case study method. Yin (2016) explained that a qualitative approach captures social situations through the history, behavior, organizational functionalization, experience, and behavior of individuals or groups. According to Creswell and Creswell (2018), case studies are included in a qualitative approach that explores activities and events in depth. Using case studies gives researchers more time to explore every activity, change, and incident between the facilitator and the learning community. In this research, researchers must have sufficient theory and insight to gather data regarding the social situation targeted for research obtained through in-depth interviews with informants and analyze it to make the data acquired more transparent and meaningful.

Location and source of research data

This research was in Mungguembang Village, Benjeng District, Gresik Regency, East Java, Indonesia. This study used primary and secondary data sources, meaning that the primary data sources were obtained directly from the research location, namely Mungguembang Village, through an interview process with various informants. In comparison, secondary data sources are data sources that indirectly provide information to support research findings, such as observation results and documentation results.

The recruitment of informants was based on the following criteria: (a) the informants were residents of Mungguembang Village; (b) the informant was an active facilitator in the empowerment program; (c) the informants were a group of women who were participants/learners in the Giri Mulya learning community; and (d) the informant is a community leader in Mungguembang Village who also supports the community empowerment program.

The detailed list of informants in this research is as follows.

Table 1: List of Research Informants

Role	Age
Community Learning Organizer	30 years old
Facilitator I	29 years old
Facilitator II	33 years old
Facilitator III	30 years old
Village Community/Learner I	55 years old
Village Community/Learners II	57 years old
Village Community/Learners III	45 years old
Public Figure	57 years old

Based on Table 1, the informants included: (a) learning community organizers, 30-year-old men; (b) facilitators, namely three women aged 29, 30, and 33 years; (c) there are 20 women's groups in Munggebang Village who participated in the Giri Mulya learning community with an age range of 40–60 years; and (d) a community figure who is the village head with an age of 57 years.

Data collection technique

Qualitative research describes the social situation obtained from research results through various data sources and then narrated (Mohajan, 2018). In this regard, the data collection techniques used in this study include:

In-depth interviews: This interview was conducted with facilitators, community leaders, and local women's community groups as learners.

Participatory observation: This study used participatory observation by observing and living at the research location. Observations were carried out according to the observation guidelines on the elements studied.

Documentation study: In this study, researchers also used documentation studies to complement data from primary data information. The documentation study includes evidence that explains empowerment activities for women related to activities organized by the Giri Mulya learning community in Munggebang Village.

The research ethics and study protocol were approved by the Research Ethics Committee of Universitas Negeri Malang (ID: 7.12.3/UN32.1/TU/2022). The data collection instrument uses interview guidelines and observation guidelines. In this case, it is also equipped with a recorder and field notes. Interviews and observations were conducted for six months, from August 2022 to January 2023.

Data analysis techniques

Data analysis techniques using interactive Miles et al. (2018) analysis consist of several stages, including.

- Data reduction is a stage used by researchers in compiling a summary that has been obtained, categorizing the results of the data by giving a code according to its placement, namely, code:

F1: Entrepreneurship Learning Process for Women

F2: Factors Supporting Entrepreneurship Learning for Women

F3: Factors Inhibiting Entrepreneurship Learning for Women

Thus, the data is detailed according to its category, then selected data to simplify data results and excludes data that is not by the research context;

- Data display is arranged in a systematic and easy-to-understand sentence or into a narrative text, and

- Verify the data and make conclusions by validating the initial and final changes in community empowerment. With these conclusions, the researcher was able to find relationships, similarities, and differences between the women of Munggegebang Village.

Results and discussion

Entrepreneurship learning process for empowering women in Munggegebang village

Facilitators and tutors apply informal-based learning to learners who need education as a need for themselves. Informal learning occurs in a more diffuse and disorganized way, so it is different from formal learning, which has been planned, has a curriculum, and has been systematically implemented (Latchem, 2014). Thus, the learning process held at the Giri Mulya learning community is informally based. The curriculum does not complement the transfer of knowledge and skills and is not planned well, from learning and assessment to the learning material.

In informal education, there are four categories: self-directed (conscious & intentional), incidental (conscious & unintentional), integrative (nonconscious & intentional), and tacit (nonconscious & unintentional) (Bennett, 2012). In this regard, self-directed refers to independent or self-taught learning. Independent learning is generally defined as a learning process on its own initiative, starting from diagnosing learning needs, formulating goals, identifying learning materials and references, selecting strategies, and evaluating learning outcomes. In the Giri Mulya learning community. This learning occurs when learners actively seek knowledge and are aware of the learning process that exists in the community.

The Giri Mulya learning community also implements the application of self-directed learning. This is illustrated by the learning starting from everything that interests the learning community, thus improving and honing the potential of learners and accelerating self-development. In addition, through this learning, learners increasingly know their needs and achievements, which are helpful for the development of Munggegebang Village (Douglass & Morris, 2014).

The learning process in the Giri Mulya Community can influence the achievement of predetermined learning objectives. Thus, adjust what approach is appropriate for learners in the learning process. In general, approaches are taken during the learning process, including applying andragogy in its delivery, as is the characteristic of the learning community, namely women aged 40 to 60.

Adult education requires unique strategies and approaches and a firm grasp of theoretical concepts based on adult assumptions. The andragogical approach is considered more appropriate in application to adult learners. This is similar to the characteristics of adults as members of an organization who already have a concept about themselves, namely the desire to be seen and treated by others as a complete person. Thus, it is considered capable of directing itself (Hikmah & Wahyuni, 2020). Hägg and Kurczewska (2019) explained that in adult thinking patterns, each needs to achieve formal operational thinking. This is

characterized by the ability to solve all problems logically and being able to think scientifically.

The learning process applied by the Giri Mulya Community facilitator to women in Mungguembang village was carried out directly through an andragogy approach. The learning process leads to increased skills while still seeking broader insights so that within a specific time, it can be applied daily to develop the potential of Mungguembang Village.

An andragogy approach is an approach that places adults in the category of independent learning. In more detail, andragogy is a learning process that can assist adults in using findings related to their social environment so that the subject in andragogy is herself, who has been able to understand her needs and what is beneficial to herself (Akintolu & Letseka, 2021).

Applying the learning process that uses andragogy can motivate one to solve problems and achieve satisfaction in the sense of curiosity. The learning process that is taught is not centered on the facilitator or community organizer but rather on an agreement between the community and the learners.

The lessons taught by the learning community facilitators emphasize activities that help increase entrepreneurship. Explanations related to increasing skills in processing duck livestock products, developing Micro, Small, and Medium Enterprises (MSMEs), and other activities are also supported by the statement of the facilitator.

“The skills taught to the learners of Mungguembang Village are skills in cultivating village potential in the livestock sector. Here, the learning communities are more focused on teaching about using duck eggs to make salted eggs, processing gunny sacks to be used as containers for animal feed and charcoal, and developing rural MSMEs.”

(Interview, Facilitator I, 29 years old)

Through the condition of society, especially women, it can be seen that there is a lack of movement to be active in organizing or participating in activities involving them. In addition, several problems arise, such as decreased economic income due to a lack of information regarding activities that increase the economy and a lack of cooperation with other women to develop Mungguembang Village MSMEs.

The learning community, as a women’s empowerment institution, provides understanding, knowledge, and skills for women in Mungguembang Village. The role of the facilitator to activate motivation that can move the learning community to participate is by implementing several stages, namely: (a) making observations regarding the condition of the village and what problems are being faced, (b) conducting socialization activities related to the planned activities to be implemented, (c) collaborate and cooperate between facilitators and learners to exchange ideas and share.

The implementation activities are in the form of skills improvement related to (a) processing of raw duck eggs, which have a relatively low price of 900 IDR/sack (0.058 USD/ sack), into salted eggs that can be marketed 2,000–2,800 IDR/sack (0.13–0.18 USD/sack). This processing is also developed and marketed through workshops organized by village Micro, Small, and Medium Enterprises (MSMEs); (b) balancing spare time in ancillary activities such as processing raw jute sacks (sheets) made by hand and machine sewing, then marketed as

charcoal and duck feed containers; (c) increasing MSMEs through collaboration with facilitators from outside the region to share knowledge and information as input to improve MSMEs. Andayani et al. (2021) also explained this explanation, which states that the procurement and optimization of MSMEs can be the correct response for the community to overcome economic problems. Thus, the income and dynamics of the community's economy can increase through MSMEs. Procurement and optimization of MSMEs can be the correct response for society to overcome economic problems. In this way, people's income and economic dynamics can increase through MSMEs.

To implement activities that will later involve several communities, especially women, the facilitator from the learning community provides the initial stage, namely interacting directly with community leaders and several representatives of learners regarding notification of the activities being held. This explanation is supported by the image in Figure 1 below.

Figure 1: Interaction Regarding the activities to be Implemented for Munggugebang Village Women



Figure 1 shows that the learning process is carried out with active interaction between the facilitator and representatives of learners and community leaders regarding the discussion of the activities implemented and the stages that become successful learning so that it runs optimally. The community's activeness and facilitators' interaction determine learning success. Social interaction can be defined as face-to-face communication that is carried out directly between individuals who can change the beliefs of other individuals, such as changing the way of thinking, behaving, and decision-making (Hvide & Östberg, 2015).

In the learning process that will take place, the learning community facilitator plans a meeting to discuss several stages that women will follow. The role of the facilitator is not only to apply learning material but to apply practice directly to their activities. Learner I also clarified this statement as one of the learners.

"The activities that the learning community will hold have stages in which the facilitator and residents learn from each other and work together so that the learning can proceed following the learning of women. The role of the facilitator in the learning process is to convey material in detail about potential processing and explain weaknesses and strengths supported by practice."

(Interview, Learner I, 55 years old)

This activity was also supported in a discussion group to discuss the steps to be carried out before direct practice in Figure 2 as follows.

Figure 2: Enthusiasm of the Learners for the Work Program Being Held



Figure 2 demonstrates the women's enthusiasm to coordinate in realizing the activities the facilitator will implement later. The work program planned by the facilitator is expected to provide alternatives related to positive impacts for women.

The learning activities that the facilitator has planned for women are learning activities that can increase individual capacity and quality in improving skills, including (a) strategies for processing duck livestock products, (b) utilizing raw materials to be managed again, and being able to place them in daily activities, (c) increasing village Micro, Small and Medium Enterprises (MSMEs) through digital renewal so that they can develop better. This statement is explained in more detail as follows.

First, learning activities for women in making salted eggs provide steps so that the resulting salted eggs can attract consumers' purchasing power. Salted eggs are produced by washing them and soaking them for one hour using citrus to remove the dirt crust attached. After that, the eggs are immersed in a basin containing brick soil made naturally. This brick soil soaking includes a mixture of crook salt with a ratio of 2:1. Regarding the manufacture of salted eggs. It is also supported by the demonstration in Figure 3.

Figure 3: The Process of Making Salted Eggs Using Soaking Bricks



Figure 3 shows duck eggs being soaked using brick soil and kiosk salt with a ratio of 2:1. These soaking aims to preserve the eggs and give them a salty impression.

Second, the making of gunny sacks taught by the facilitator, apart from providing additional activities, also helps women to be able to produce a product that has marketability. The women of Munggugebang Village made gunny sacks, which were used as a place for coconut shell charcoal when it was ready to be shipped and as a container for duck feed. This explanation is also supported by the results of the interviews as follows.

"We usually buy burlap sacks, and then we sew them around ourselves using a manual (hand) sewing tool so that when used as a place for charcoal or a feed container."

(Interview, Learner II, 57 years old)

This statement is also supported by the demonstration in Figure 4.

Figure 4: The Activity of Sewing Burlap Sacks is Carried Out Every Day



Figure 4 shows organizing activities aimed at women in sewing burlap sacks by buying raw materials to reduce the amount of expenditure. The other alternative is to provide more free time to work together sewing the gunny sacks.

The manufacturing process can be done manually (by hand) or using a sewing machine. The explanation regarding the manufacture of gunny sacks that were sewn manually was also confirmed by the findings of the interview with the community organizer, as follows.

"At first, we bought the burlap sacks used as containers for charcoal and feed containers, and then there was input that making the burlap sacks themselves was seen as reducing expenses, so we only bought sheets or one raw, and then each was sewn by the women here."

(Interview, Community Learning Organizer, 30 years old)

Third, activate *Pembinaan Kesejahteraan Keluarga* [Family Welfare Empowerment] (PKK) women in managing MSMEs. Empowerment for PKK mothers is carried out once a month, and several workshops are held outside Munggugebang Village. This activity aims to add new relationships to establish MSMEs that women drive and to activate women's role in community empowerment activities.

The facilitator's cooperation with women went as expected. This success was achieved by utilizing electronic media and social media as a source of information to participate in workshops and seminars. Accordingly, PKK mothers usually use laptops with the assistance of a young Giri Mulya learning community facilitator. The facilitator is ready to help with the difficulties these Family Welfare Empowerment mothers face. The following interview results also support this statement.

"Sometimes, my status as a Family Welfare Empowerment mother is relatively lacking. I am often confused about how to use the laptop. So, the facilitators here are very helpful in using laptops to adjust their functions. Sometimes those who do not have laptops are loaned, and then we both learn to find new information, such as invitations to webinars, seminars, and workshops that discuss developments."

(Interview, Facilitator II, 33 years old)

The demonstration in Figure 5 supports organizing a webinar using electronic media.

Figure 5: Organizing Online Webinars That Women Attend



Figure 5 above shows that the activities organized by the Giri Mulya learning community regarding the development of MSMEs through online webinar activities were welcomed by the women who attended the activity.

Based on the explanation of the learning process that the facilitator has implemented, it can be concluded that the learning process requires active participation from women to support the program's success. In the learning process, each individual has the characteristics of different ideas. With these differences, the facilitator and learners can collaborate with various ideas to create something new (D'Eon & Zhao, 2022).

Supporting factors for entrepreneurship activities for empowering women in Munggebang village

The Giri Mulya learning community, as a women's empowerment institution, is a community that can provide new experiences and knowledge to women so they can explore activities that have a positive impact on the village economy and themselves. The existence of the Giri Mulya learning community has received a good response from the people of Munggebang Village.

Conceptually, the women's empowerment program refers to the ability of individuals to focus on weak and vulnerable groups so that these individuals need strength to meet their needs

through the reach of knowledge sources that can present productive activities, one of which is the development of entrepreneurship in women.

Supporting factors in entrepreneurial activities aimed at women's empowerment programs support the success of facilitators in applied learning, such as activities that can support a better life and learning materials that can attract the attention of women's participation in education.

The success of the women's empowerment program through entrepreneurship can be achieved by applying participatory, creative, and innovative learning patterns and making effective use of local potential. Thus, it can increase the motivation and knowledge of the women's community so that the mentoring activities can be successful (Nurlila et al., 2022). This can be done by making women aware of being more sensitive to the conditions around them by utilizing existing potential, developing knowledge, providing essential skills as a stage in the development process, and increasing their participation so that the activities carried out get increased change.

Entrepreneurial activities aimed at women have a central feature consisting of locality, social interaction, and high enthusiasm from learners. Positive activities by women can complement the public sector economy, combining daily activities with knowledge development in the application of entrepreneurship (Kettunen et al., 2017).

Activities that focus on empowering women are the ability to process the potential around the village and improve their skills to be implemented in daily activities. The reason for strengthening these skills activities is because skills are a learning process that trains physical abilities based on abilities possessed and then applied in an activity. In improving skills, it is necessary to have the motivation to learn as a driving force that transforms the energy in each individual into the form of activity.

In general, the main priority in empowering women is to create independence to help them regarding their life problems through activities organized by the facilitator, namely the entrepreneurship program (Cummings & Lopez, 2022; Karwati et al., 2018). Thus, the role of the facilitator is a factor supporting the success of the community empowerment program because every step that has been prepared requires a facilitator who can apply a communication strategy to create social interaction between the facilitator and the learning community to be able to lead the community to participate in the activities being held actively.

Based on the explanation regarding the supporting factors in entrepreneurial activities to form a women's empowerment program, the main supportive factors come from themselves. At the same time, the facilitator, in this case, supports the success of the achievement of the program. The role of the facilitator does not fully follow the journey of change but the role of the facilitator as an individual companion before the individual masters the planned learning material.

Factors inhibiting entrepreneurship activities for empowering women in Munggebang village

The existence of the Giri Mulya learning community cannot be separated from the usefulness of its learning activities for the women of Munggebang Village. Empowerment programs through various Giri Mulya learning community learning activities can help residents

develop their skills. Apart from that, it also supports the business's development and helps other learners gain new knowledge.

There are social communities within the scope of society, and the formation of these communities is motivated by various things. Each existence has its vision, mission, and character in conveying something to the learning community. This is done to gain existence in the broader community through activities that will later be able to form social identities and direct individuals to their primary goals (Bowe et al., 2020).

In general, learners' participation is encouraged by having the same goal: participating in the learning process to improve competence and interact to share and strengthen each other. This process occurs because every learner has needs that are the same orientation, namely, to improve the quality of everyday life. This condition means informal learning, meaning that learning activities are carried out in the family or surrounding environment, emphasizing increasing the knowledge and attitudes needed in the short term (Harrop & Turpin, 2013).

Giving authority to women regarding freedom in creativity can increase their participation in self-learning and the environment. This aligns with Steiner et al. (2023), who argued that granting authority and liberty to learners to actualize entrepreneurship through increasing their competencies is essential to empower the community.

The learning community is a unit of non-formal education that aims to empower the community according to the problems in that environment—seeing the condition of the Munggebang village community, especially women who have economic problems. Hence, they need attention regarding activities that can fill their free time and help the women's economy. This statement about these conditions triggered the presence of community facilitators and organizers in empowering the community, especially women.

In the process of organizing entrepreneurial activities, the facilitator also explained that there was some potential originating from within the village itself to be developed widely, one of which was in the development of Micro, Small, and Medium Enterprises (MSMEs) it had been explained that village UMKM had an excellent role in economic growth and absorption of labor, so that if these MSMEs can run optimally, then they can add residents to work together within the scope of MSMEs in Munggebang Village.

From the general understanding, entrepreneurship is a process of combining ideas owned by adjusting human resources to the potential of a village to achieve a need that can create economic development in each process. The entrepreneurship-related learning that the facilitator applies leads to an experience that can be used continuously (Usup et al., 2020; Wulleman & Hudon, 2016).

In the current era, women have an essential role in the surrounding environment. The success of women in the various fields they participate in begins with the enthusiasm of the learning community and a sense of being able to run the program. However, other factors hinder the journey of an empowerment process through entrepreneurship learning, including (1) a lack of confidence in expressing new ideas or ideas to support mutual progress, (2) insufficient knowledge and skills in entrepreneurship development, and (3) the learning community is less active regarding the potential of a village. This is according to the results of observations made by researchers. This explanation is supported by the results of interviews regarding the obstacles that often occur in the learning process as follows.

“These characteristics are classified as different, and most facilitators are adults. Judging from their background before becoming facilitators, they are former thugs and drug users. Their characteristics are also complicated; sometimes, they are impatient in applying their learning to other community members. This is a challenge for me as the organizer to give directions to them frequently.”

(Interview, Facilitator III, 30 years old)

From the explanation by one of the informants, the facilitator above, it is not easy to reconcile the opinions of the facilitators with one another. This is because each facilitator has different characteristics, so organizers from the community have challenges in uniting differences. Equalization of perceptions between facilitators needs to be done so that learning activities that will later be implemented in the community run efficiently.

Based on the explanation above regarding the inhibiting factors in the entrepreneurship learning process, it can be concluded that they can be found in himself, his relatives, and the surrounding environment. If an individual does not want to change to keep up with the times, then the role of the facilitator in helping the individual is challenging. Most of the obstacles each faces is a lack of knowledge, so the ability to teach residents to process their potential does not exist. The obstacle to relatives is the lack of cooperation in building something new, so the program cannot run in the direction set. In addition to the obstacle factors originating from himself and his relatives, it can also come from the surrounding environment, namely the lack of support related to infrastructure to support the success of the entrepreneurship program.

Entrepreneurship learning outcomes for empowering women in Munggebang village

Changes in activities organized by the learning community received a positive response from women and were supported by community leaders and stakeholders. This entrepreneurial activity takes place because of a shared vision, women's mindset about change, personal capacity, and values in the community sphere, and a collaborative learning process carried out consistently from the start to be followed by women as a learning team. The Giri Mulya learning community also applies more practice than providing theory during the learning process. The application of practical learning in addition to theory is carried out according to the goal of the Giri Mulya learning community, which is to make the community competent to develop themselves, both hard skills and soft skills, to create independence in the Munggebang Village community.

The learning community in carrying out a learning process is inseparable from the encouragement and motivation of the facilitator, so the learning strategy that is applied is the role of the facilitator in inviting the community to actively participate so that the collaboration of the two can run optimally (Assen & Otting, 2022). This explanation is also supported by Fatihin et al. (2021), who explain that the empowerment strategy is implemented in three ways: multiplying training, inviting critical thinking, and encouraging the community to work together.

The facilitator carries out empowerment activities that are successfully achieved through mentoring. The purpose of this assistance is due to the dynamics of different communities. Based on the explanation that has been discussed, it can be seen that women's abilities have

different variations, such as the individual's ability to keep trying, the ability to find new information to apply, and the individual's ability to process activities that the facilitator and others have prepared.

The results of the activities obtained by women are the ability to process livestock products to be reprocessed into high-value raw materials, the ability of women to synergize in processing and improving village MSMEs, and carrying out several other positive activities that are carried out daily. The activities taught by the Giri Mulya learning community facilitator are carried out gradually and continuously to increase the economic impact compared to before. The conditions described above align with the explanation by Rasyad et al. (2020) that the facilitator has the role of implementing teaching and learning activities, reviewing learning programs, and preparing educational models so that changes occur in the learning community.

The results related to women's empowerment in the field of increasing skills in utilizing the potential that exists in Munggugebang Village are (a) the ability to work together to carry out activities related to changing attitudes after so long being dominated that relying on one head of the family in improving the economy; (b) Providing opportunities for women to develop their potential so that they can participate in community and village welfare; and (c) Providing opportunities for women to play a role and work directly in the field of village SMEs as well as the authority to develop and update by prevailing developments. The concept of the results of women's empowerment, which has not only a good impact on themselves and their families but also on economic development and social welfare of the Community, is also in line with the results of research conducted by Dewi et al. (2022) and Sajjad et al. (2020).

In cultivating the potential in Munggugebang Village, the facilitator also activated the Family Welfare Empowerment of women in managing MSMEs. Empowerment for PKK mothers is carried out once a month, and several workshops are held outside Munggugebang Village. This activity aims to add new relationships to establish women-driven MSMEs and activate women's role in community empowerment activities.

Based on the researcher's review, the participation of women in programs organized by the learning community has increased quite a bit. The Giri Mulya learning community also continuously implements new strategies in learning so that the learning community does not stop carrying out learning activities. Thus, active participation influences environmental changes so that the community is more sensitive to the shortcomings of the village, explores problems to be repaired, and gives the village an incentive not to be left behind by other villages (Observation: Researcher).

Based on the data obtained regarding the role of the facilitator of the Giri Mulya learning community towards women's empowerment, namely, making women able to think critically in solving the problems they are facing, having the ability to work together in developing village MSMEs which are managed jointly by women every day, innovative skills in the world of marketing to distribute salted eggs so that it continues to meet the welfare of Munggugebang Village.

Judging from the results of the data obtained before entrepreneurship learning was taught by the Giri Mulya learning community, the processing of duck livestock was said to be less than optimal because previously, the local community in managing duck farms only took the meat to be traded outside the city. The eggs were sold raw at relatively low prices, around 900 IDR/sack (0.058 USD/sack); thus, the selling price of eggs sometimes dropped and was said

to be a loss due to high feed prices and low egg selling prices, so the facilitators held training on duck egg processing which women would later carry out.

In addition to assisting in processing duck farms, the facilitator contributes to developing MSMEs, which women will later run. The success of MSMEs can provide opportunities for women to promote processed products regarding the potential in Munggugebang Village through exhibition workshops, webinars, and seminars. Exhibitions about the results that have been successfully managed can attract attention by making their success an attraction that has its selling point. The image in Figure 6 supports this explanation.

Figure 6: Promotion of Products Marketed to MSMEs Through Workshops in Gresik Regency



Figure 6 shows that to develop the MSMEs that have been formed, the facilitator of the Giri Mulya learning community has an initiative so that the products of the Munggugebang Village community are marketed through a workshop event that invites several other entrepreneurs. The purpose of including products from the Munggugebang Village community is also to promote and build village branding. Thus, it can introduce Munggegabang Village more broadly, especially to get to know the products produced by the village community.

In developing MSMEs, facilitators usually work with other facilitators outside the Gresik area and visit different locations. This effort was made for sharing through workshops and discussions of the MSME program.

It can be concluded that the existence of a facilitator in empowering women requires social interaction with other facilitators to share. This is done as a form of promotional activity regarding products produced from a village to be marketed through MSMEs.

Based on the explanation regarding the results of entrepreneurship learning as an effort to empower women, the facilitator's ability to provide motivation and encouragement regarding the activities to be carried out to make significant changes. The course of entrepreneurship learning activities views the existence of a learning community as an institution or community empowerment institution. Facilitators in the learning community as learning companions can make women more independent and active. By carrying out their roles properly, they can help villages to be independent by increasing their human and natural resources.

From this broad scope, the Giri Mulya learning community has become a way for the people of Munggebang Village to be empowered. The existence of the Giri Mulya learning community as a form of the Non-Formal Education program has become a means of learning for the community and the success of lifelong education for women.

Lifelong education acts as a master concept that can direct women to participate in developing new ways of thinking so that they can respond to new challenges and needs. This is related to education and learning, including the learning process based on informal education. Therefore, informal education based on lifelong education helps create a learning-loving society (Rogoff, 2016).

The existence of the Giri Mulya learning community has also created a climate for a society that loves learning for women. In this case, communities that like to learn are formed by inviting village communities to be more active in seeking new information related to their life interests (self-learning). Learning is not limited to space and time or can be done anytime and anywhere. People who like to learn can be supported by implementing education in society. Community-based education is education that consciously makes society the seedbed for development. This is an effort to increase awareness, concern, ownership, involvement, and community responsibility. Community-based education exists or can be implemented through community education or Non-Formal Education programs.

Community-based education to empower women is in by the concept of women's empowerment, which reflects emancipatory interests that encourage people to participate collectively in development – and then involve individuals or communities in enlightenment, awareness, and collective organizing so they can participate (Alkhaled & Berglund, 2018; Malelak et al., 2021).

On the other hand, the implementation of women's empowerment in the Giri Mulya Community is also by the indicators of women's empowerment, namely (a) in terms of output indicators, it is marked by the empowerment of women; (b) in terms of income indicators, it is indicated by empowered women who can try to support the economy accordingly with their skills; and (c) in terms of impact indicators, it is indicated that empowered women can live a decent life and can develop businesses, organize or socialize (Sharma & Bansal, 2017).

Entrepreneurship learning at the Giri Mulya learning community for women's groups in Munggebang Village has increased productivity. This is because the series of activities carried out are by the strategy that must be pursued, namely (a) implementing empowerment through an institutional or group system; (b) specific empowerment programs according to group needs; (c) development of microfinance institutions at the local level; (d) sustainable business development; and (e) providing and increasing ease of access to working capital (Achmad, 2022; Rehman et al., 2020; Yaumidin et al., 2017).

Conclusion

The role of the learning community in empowering women through entrepreneurship learning is aimed explicitly at Munggebang Village women. The process of empowering women is an empowerment process aimed at groups and individuals who are weak in education. The lesson taught by the facilitator to the learners is entrepreneurship learning as one of the activities that help with the problems that occur in Munggebang village.

Entrepreneurial learning organized by learning community facilitators emphasizes processing livestock products and processing village MSMEs to support the community's economy. In this case, the facilitator's role is to provide motivation and encouragement related to entrepreneurship learning.

Supporting factors in entrepreneurial activities aimed at women's empowerment programs support facilitators' success in applied learning, such as activities that can support their lives for better learning materials that can attract the attention of women's participation in education. The main supporting factor comes from oneself, while the facilitator, in this case, supports the achievement of a program. The role of the facilitator is not to fully follow the journey of change. However, the role of the facilitator is to accompany the individual before the individual masters the planned learning material.

It was also explained that inhibiting factors in implementing a program can be found in oneself, relatives, or the surrounding environment. If an individual does not want to change to keep up with the times, then the role of a facilitator in helping that individual is challenging. The majority of obstacles faced by each individual are a lack of knowledge, so the ability of students to learn to develop their potential is nonexistent. The next obstacle for relatives is the need for more cooperation in building something new so that, in the course of the program, the program cannot run in the direction set. Apart from the obstacles that come from oneself and relatives, obstacles can also come from the surrounding environment, namely the lack of support related to infrastructure to support the success of the entrepreneurship program.

The success of entrepreneurship learning taught by learning community facilitators can have a positive impact. The activities that have been trained can encourage women to be more sensitive in processing the available potential, including processing livestock products and developing village MSMEs. Entrepreneurial learning is learning that can increase the knowledge and competence of students or women to be realized in creative innovation in building a business.

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