

The Implementation Of Critical Educational Program In Improving The Knowledge And Skills For Women In Central Java

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Abstrak: Isu yang akan diteliti adalah mengetahui keberhasilan dan kemampuan peserta pelatihan program pendidikan kritis dalam hal kesadaran dan kemandirian. Perumusan masalah tersebut dapat ditentukan sebagai berikut: bagaimana pelaksanaan pendidikan kritis dalam meningkatkan pengetahuan dan keterampilan bagi perempuan di Jawa Tengah. bagaimana dampak pelaksanaan program pendidikan kritis terhadap kesadaran perempuan di Provinsi Jawa Tengah. Pelaksanaan pendidikan kritis dalam meningkatkan pengetahuan dan keterampilan bagi perempuan di Jawa Tengah adalah dengan melakukan beberapa bahan ajar yang sesuai dengan kebutuhan peserta pelatihan, sedangkan materi diberikan secara berkesinambungan dan didasarkan pada isu-isu strategis yang ada, kemudian digabungkan sesuai dengan kebutuhan mereka, materi yang diberikan seperti perencanaan lokakarya, kelompok pengkajian dan pengorganisasian, pelatihan gender, pelatihan kesadaran gender, lokakarya perencanaan pendirian pusat layanan perempuan, pelatihan analisis sosial, pelatihan kader/relawan, pelatihan advokasi, pelatihan pengorganisasian masyarakat, pelatihan pendidikan kewarganegaraan, pelatihan organisasi manajemen (organisasi masyarakat), pelatihan manajemen sumber daya lokal, pelatihan manajemen usaha mikro, pelatihan manajemen ekonomi rumah tangga, pelatihan manajemen Keuangan Perempuan Lembaga (LKP), dan penguatan kelembagaan LKP.

Kata Kunci: Pelaksanaan, Program Pendidikan Kritis, Pengetahuan, Keterampilan.

Abstract: Issues that will be researched are to know the success and the ability of trainees of critical educational programs in terms of awareness and independence. The formulation of the problem can be determined as follows: how the implementation of critical education in improving the knowledge and skills for women in Central Java. how the impact of the implementation of critical educational programs towards the awareness of women in Central Java Province. The implementation of critical education in improving the knowledge and skills for women in Central Java is by doing some teaching materials that suit the needs of the trainees, while the material is given on an ongoing basis and is based on the strategic issues that exist, then combined according to their needs, the material given such as workshop planning, assessment and organizing groups, gender training, gender awareness training, workshop planning of the establishment of women service center, training of social analysis, training of cadres/volunteers, advocacy training, training of community organizing, civic education training, management organizations training (community organizations), local resource management training, micro-enterprise management training, household economic management training, management training of Women Financial Institutions (LKP), and institutional strengthening of LKP.

Keyword: *Implementation, Critical Educational Program, Knowledge, Skills .*

Informasi Artikel: Disubmit: 2022-10-26; Direvisi 2022-11-26; Disetujui: 2022-12-21

INTRODUCTION

National development is basically aimed to realize the welfare of society as aspired by the Indonesian people. It is set in the preamble of the Constitution of the Republic of Indonesia Year 1945 in the fourth paragraph that mentions about the well-being aspired by the Indonesian nation, that is:



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“...kemudian dari pada itu, untuk membentuk suatu pemerintahan Negara Indonesia, yang melindungi segenap bangsa Indonesia, dan seluruh tumpah darah Indonesia dan untuk memajukan kesejahteraan umum, mencerdaskan kehidupan bangsa....”

Various attempts that have been made by the government in achieving that goal, evidently, has yet to produce optimal results. It is characterized by still many poor people in Indonesia, that is in September 2011 the number of poor people in Indonesia is as much as 29,89 million people (12,36%) and the unemployment rate in August 2011 amounted to 7,7 million people (6,56%) of the total workforce (Central Bureau of Statistics Central Java and the Ministry of Women Empowerment and Child Protection of the Republic of Indonesia, 2012).

Central Java Province is one of the 34 provinces in Indonesia which has a high population density, with the number of population in 2010 reached as much as 32.382.657 inhabitants, or about 13,66% of the population of Indonesia, consisting of men 16.091.112 inhabitants and women 16.291.545 inhabitants, with an average population density of 995 inhabitants per square kilometer with a population growth rate of 0,37 (Central Bureau of Statistics Central Java, 2012). That puts the Central Java Province nationally as the third most populous province after East Java in as much as 37.476.757 inhabitants and West Java in as much as 43.053.732 inhabitants (Central Bureau of Statistics Central Java 2012).

Human Development Index (HDI) is one of the performance indicators to measure the three-dimensional construction of basic human development that considered to reflect the status of the population's basic capabilities, namely: (1) life expectancy figures which measures the chances of survival, (2) the achievement level of education (the average length of school and literacy rates), and (3) the real expenditure per capita to measure access to the resources that needed to achieve the decent living standards. The HDI for the Central Java province in 2011 amounted to 72,94 and in 2012 the HDI be at 73,36 (Central Bureau of Statistics Central Java, 2012). While the benchmark of success in improving gender equality between men and women are Gender Development Index (GDI) and Gender Empowerment Measure (GEM). Gender Development Index (GDI) has a composite indicator that is equal to the HDI, the difference is the GDI has been disaggregated by sex. The Gender Development Index of Central Java province in 2012 reached as much as 66,80 and in 2011 reached as much as 66,45 (Central Bureau of Statistics Central Java 2012), this suggests that the presence of the gender gap between HDI and GDI of some existing indicators.

As an illustration, the situation of poverty in Central Java since 2011 to 2012 does not decrease significantly. In 2011, the number of poor people in Central Java is amounted to 15,76% (5.107.000) and in 2012 the poverty rate in Central Java is 14,98% (4.863.000). In fact, the decline in the poverty rate in 2012 led to "doubt", because when viewed from the actual situation, the community has decreased in purchasing power. Meanwhile, unemployment in Central Java in 2011 reached as much as 1.002.662 people (5,93%) and it declined slightly through 2012 of 962.141 people (5,63%) (Central Bureau of Statistics Central Java and Sakernas 2012).

Among the various overview of poverty, pushed the issue of the feminization of poverty. In poor communities, the more impoverished a community, the hardest hit and marginalized are women and children, both in households headed by women and men. Poor households which headed by women reached in 25,23% of the 3.171.201 poor households in Central Java (Central Bureau of Statistics Central Java and the Ministry of Women Empowerment and Child Protection of the Republic of Indonesia, 2012).

Various important indicators that are agreed in Millennium Development Goals (MDG's), which measures women's poverty can be seen from the maternal mortality and maternity. In Central Java, even though it has been below the national average, but judging from the number of cases is pretty much where in one year on average of 650-675 pregnant women and maternity are reported passed away. Literacy rate and the average length of the school as an important indicator of equality, it turns out, the number of women is still far behind men. For the case of illiteracy, the population of women aged of 15-44 years old who bears illiteracy is two-fold compared to men, while the average length of school in 2012 the ratio of women is 6,86 years and male is 7,81 years.

See from the above-mentioned problems, need to create the women's empowerment program for rural communities through critical education. Preliminary studies that conducted by researchers in women's critical educational programs in Central Java province began in 2010. Critical educational



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programs technically cooperation with a third party as a mobile unit/mentoring offender that will directly assist the communities. Mobile units or mentoring offender is responsible towards the Agency for Women's Empowerment, Child Protection, and Family Planning in Central Java Province and provide progress reports and periodic problems. Critical educational programs in the province of Central Java is accompanied by a Companion Association of Women Entrepreneurs. The results of limited observations in the field indicated that this critical educational programs targeting women and each village of 35 people, with the age criteria is 17-55 years old, have the desire to follow the series of programs, can read and write, from a poor family but had a productive economic activity, and have low education. Hopefully, with this education, community will be motivated to make a change and poverty eventually began to decrease with the strength of the community.

Critical education for women is necessary, because it will help the formation of critical attitudes, emerge the awareness of critical transitive, and rational thinking, so that it will develop the ability to see the challenges of her time.

Critical education in this research oriented in three things, namely:

- a). Safety of life, is ensuring life of the community and the fulfillment of basic daily needs.
- b). Increased productivity is ensuring women in order to have the competency of labor in production. Among others, an increase in the potential of women and the division of roles within the family, so the production of women's business activities will not disrupted. Likewise, the availability of raw materials, capital, production skills, management, and utilization of production.
- c). Safety of nature, means ensuring a balance between nature and human life. Exploitation of nature to meet human needs must ensure the preservation of the environment so that the source of human life is also guaranteed.

The third orientation provides a perspective in every activity that is developed, namely the perspective of class, gender, and environment. This research is an evaluation research to see the feasibility of the program, the results, and the impact of the program on awareness and independence of women.

Issues that will be researched are to know the success and the ability of trainees of critical educational programs in terms of awareness and independence. The formulation of the problem can be determined as follows: (1) how the implementation of critical education in improving the knowledge and skills for women in Central Java?; (2) how the impact of the implementation of critical educational programs towards the awareness of women in Central Java Province?; While the objectives of the research, which is to be achieved, are: (1) determine the implementation of critical education in improving the knowledge and skills for women in Central Java; (2) determine the impact of the implementation of critical education towards the awareness of women in the province of Central Java; (3) determine the impact of the implementation of a critical education towards the independence of women in the province of Central Java; and (4) determine the supporting and inhibiting factors in the implementation of critical education for women in the province of Central Java.

The results of this research are expected to give the contribution for the government and the mentoring offender in doing the activities of critical education, and women's groups to cultivate and develop local potential, develop women's groups become an agents of social change who critics and concerned about the condition of women and the poor, and the establishment of community environment that is comfortable for the life of vulnerable groups, namely women, poor families, and children.

The theoretical benefits of this research is expected to be a reference for critical educational companion in the community in reviewing and improving the strategies for improving the welfare of society, especially women. As for the practical benefits, are (1) to provide input to the government so that the implementation of critical education can be better and more useful, and can raise awareness and independence for women. (2) Provide an understanding to women in order to increase critical awareness of herself and her environment. (3) Provide the independence for women to increase their income through potential or existing local resources in their environment. (4) Add a reference for research relating to the implementation of critical education for women. (5) Provide an overview to the parties which concerned about the importance of critical education for women, especially in



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poverty alleviation programs. (6) Can add insight and knowledge for those who interested in improving the implementation of critical education for women.

RESEARCH METHODS

The type of research in this research was evaluation research. The reasons for using evaluation research was to know the process of implementation of the results that have been achieved, such as supporting factors and inhibitors, as well as the successes and failures in critical educational programs. The results of this study will be used as a reference for the implementation, improvement, and further development of critical educational programs. According to Patton (1978: 164), the type of evaluation research includes effort evaluation, process evaluation, and treatment specification approach.

The research method of this program evaluation used a method of mixed research approach (mixed method designs) with concurrent triangulation design or integrative design. Concurrent triangulation design, meant to obtain quantitative and qualitative data together and integrated, so can cover the weaknesses of the methods and strengthen other methods, as said by Creswell (2009: 213):

“In a concurrent triangulation approach, researcher collects both quantitative and qualitative data concurrently and then compares the two databases to determine if there is convergence, differences, or some combination”.

While the evaluation model used in this study was a model of CIPP (Context, Input, Process, and Product), added with outcome components. This research conducted in the Village of Gumelem Wetan, Susukan Sub-district, Banjarnegara District and Kalisalak Village, Limpung Sub-district, Batang District. As a sample of the research subjects were trainees, facilitators, and government. The number of subjects taken all trainees as many as 35 people per village. While the facilitator and the government used as informants by 1 person in every village through interviews.

This research used a mixed research approach (mixed method), which uses qualitative and quantitative research. The qualitative data such as interviews, observation, and field notes. The quantitative data in the form of numbers by using an instrument that used to collect data from closed questionnaire with 1-4 Likert scale. For the data analysis will be performed by analysis of qualitative and quantitative data. Qualitative data analysis used a model of Miles and Huberman, namely the reduction of data, the data display, and conclusion drawing/verification. Quantitative analysis used to analyze the data on variables that have quantitative values which obtained from questionnaires and assessment sheets.

RESULTS AND DISCUSSION

Dasar Kebijakan Pelaksanaan Feeder Kota Semarang

Based on the results of research in the field, it can be seen as follows:

1. The Implementation Of Critical Educational Program In Improving The Knowledge And Skills For Women In Central Java

The implementation of this critical educational programs conducted from 2021 until now with the implementing training for 2 days to 3 days each month. Based on the results, for the age of trainee dominated by those who have age between 31 to 40 years old (for the Village of Gumelem Wetan was 45,7% and 42,9% for the Village of Kalisalak). It showed that the age of the trainees was still in productive age. As for the employment of trainees was vary, for Gumelem Wetan Village, many participants were those who have a job as small traders/ warung. As for the Village of Kalisalak largely dominated by those who have not worked, ie 37,1% were a housewives. This indicated that the targets to be achieved in this critical educational programs were those who really not yet have a job and already thinking about the business but have not succeeded in improving their business and have a low income.

The response of trainees on the implementation of critical educational showed good response in the Village of Gumelem Wetan (57,1%) and Kalisalak Village (51,4%). For the average education of trainee dominated by junior high school education and equal, ie Gumelem Wetan Village of 48,5% and Kalisalak Village of 54,3%.

From the beginning of the critical educational training, the trainees have been provided with learning about understanding and the ability of condition/potential of the village and its surroundings



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in the form of planning workshop, assessment, organizing groups, and training on the management of Women Financial Institutions (LKP). For Gumelem Wetan Village, training skills was by making small meals (criping) which derived from local potential such as potato, breadfruit, taro, cassava, and made handicrafts from coconut sugar with various taste of turmeric tamarind and kencur rice. For Kalisalak Village, training skills were by making empingmelinjo crafts from the potential advantages of the local area and baking a variety of pastries from variety of flavors and shapes.

In the second year, trainees were taught about the understanding of gender, social analysis, and the establishment of local institutions which concerned about women's empowerment in the form of workshops planning of the establishment of integrated woman service center.

In the third year, trainees were trained to understand and form a cadre of social volunteers, volunteer cadre training, advocacy training, training of community organizing, training of civic education, and management organizations (community organizations). For Gumelem Wetan Village, the skills training done by making batik craft and stamp, while the Kalisalak Village, the skills training was by making instant drink (ginger reeds and ginger), cakes from flour cassava, taro, and kerut.

In the fourth year, the trainees were given a lesson on the establishment of local resource management training, micro-enterprise management training, training of home economics, and training on the institutional strengthening of LKP. For this fourth year, skills training adapted to the wishes of trainee, namely advanced training in the previous year, such as the strengthening training for product innovation, for Gumelem Wetan Village, in the form of batik design, while for the Village of Kalisalak in the form of training to make a product packaging for instant drink (ginger reeds and ginger) and cakes so that interesting to be marketed.

In 2014, the training were only to provide reinforcing and monitoring of programs that have been done by looking at the success and progress of critical educational training that includes preparation of the Strategic Plan of Women Financial Institutions (LKP), supervision, and mentoring with the aimed to monitor the success and progress of the critical education that have been made to local institutions, whether it is working or not, the control over the implementation of women's empowerment programs at the village level, and efforts to empower women at the village level.

For the ability of trainees in respond the materials provided is varied. In the village of Gumelem Wetan 48,6% of trainees readily respond to the material provided in the training of critical education, while in Kalisalak Village, 54,3% of trainees were very easy to respond materials provided in critical educational training. Another point of concern was the application of teaching materials to be used in critical educational training.

For the ability of the facilitator in this critical education also varied in doing the mentoring to the trainees. Based on the results of the research in the village of Gumelem Wetan, as much as 48,6% of respondents said the ability of the facilitator was excellent, while in the Village of Kalisalak as much as 57,1% of respondents said the ability of the facilitator was quite good. This because the facilitator in the Village of Kalisalak was often changing, so the facilitator should start from the beginning to understand the character of the trainees. In addition, there was one trainee (2,9%) which give bad judgment to the facilitator.

For facilities and infrastructure that used in critical educational skills training were less complete as a facilities of skill activities. The place facilities that used for educational training are inadequate, it was because the place always moving and do not settled. The equipment facilities used for skills training only partially provided by the facilitator and the rest taken by the trainee. This was due to the limited budget for the purchase of these tools, for Banjarnegara District, mentoring budget was given only in the form of batik equipment and grated criping and also funding stimulant for LKP ofRp 1.000.000 (one million dollars). While for the District of Batang, mentoring supporting given was instant beverage-making machine. For equipment used in this critical educational skills training, as much as 45,7% of trainees in the Village of Gumelem Wetan stated good, while as much as 42,9% of trainees in the Village of Kalisalak stated good.

Based on the above showed that the utilization of local resources can be used as a business product that can increase revenues and earnings for trainees, if it done properly, and can be developed into a regional superior. The success of this critical education depends on the ability of the facilitator in providing mentoring. If the facilitator often changed like the one in the Village of Kalisalak it will



affect the success of this critical education as the business network can not grows in the outside of the Kalisalak Village such as Small Business Women's Network (JARPUK) in Batang District level.

2. The Impact Of The Implementation Of Critical Educational Programs Towards Women's Awareness In Central Java

The impact that obtained from critical educational programs towards the trainees were the impact of economic awareness, the impact of psychological awareness, and the impact of social awareness. The impact of economic awareness can be seen from the results of income before join the training program and after join the training program. For income of trainees at the beginning of critical educational program most of which were below the minimum wage (UMR) in each district. This evident from the amount of income derived by the trainees (68,6%) in the Village of Gumelem Wetan were under Rp 500.000,00 per month. Whereas for trainees in the Village of Kalisalak as much as 37,1% even no income and trainees who have an income of less than Rp 500.000, 00 were as much as 34,3%.

While the income of trainees after join the training program showed an increase in income, which all trainees already have income. For most large incomes was above Rp 500.000,00 up to Rp 750.000,00, that is as much as 37,1% in the Village of Gumelem Wetan and 46,8% in the Village of Kalisalak. While for the income above minimum wage (UMR) was as much as 11,4% for the Village of Gumelem Wetan and 5,7% for the Village of Kalisalak.

Another impact of the economic awareness in the Village of Gumelem Wetan on November 25th 2010 has been established the Women Financial Institution (LKP Lestari Rahayu) with the total membership of 48 people consisting of 35 trainees and others from the surrounding community as many as 13 people. For the initial capital of sustainable LKP Rahayu derived from stimulant fund as much as Rp 1.000.000,00 and now it has capital of Rp 71.000.000,00. It also conducted a business networking with other partners of small entrepreneurs to become a member of Small Business Women's Network, namely (JARPUK) "BARA", in the level of Banjarnegara District.

Another impact of the economic awareness in the Village of Kalisalak has been established the Women Financial Institutions (LKP Srikandi Mandiri) on September 16th 2011 with the total membership of 47 people consisting of 35 trainees and others from the surrounding community in as many as 12 people. The initial capital of LKP Srikandi Mandiri was as much as Rp 800.000,00 and now it has a capital of Rp 8.258.000,00.

For the impact of psychological awareness, both in the Village of Gumelem Wetan and in the Village of Kalisalak was resulting from critical educational programs can be seen from the awareness of women in placing her position as a wife, as a worker, and as a housewife videlicet they can save or set aside the income for education of children and their families. Also any involvement of the husband's role in doing domestic activities in the household and in helping wife businesses, for example, husband looking for a raw materials or manage production business together.

For the impact of social awareness of the trainees in public life, as seen in the Village of Gumelem Wetan, the ability of trainees to join the civil society organizations, such as join themusrenbang village and districts of 3 people, as many as 1 person as District Election Supervisory Committee (Panwaslu), involvement in cadre of maternal and child health centre (posyandu), and champion number one of non-fiction writing archipelago in Indonesia in 2013 by 1 person. For Kalisalak Village, can be seen with the involvement of trainees in the musrenbang village of 5 people, in musrenbang sub-districts of 3 people, and for the sub-district Election Supervisory Committee (Panwaslu) by 1 person.

CONCLUSIONS

Based on the results of the research "The Impact Evaluation of Critical Education Against Women Awareness and Independence in Central Java", can be concluded as follows:

1. The implementation of critical education in improving the knowledge and skills for women in Central Java is by doing some teaching materials that suit the needs of the trainees, while the material is given on an ongoing basis and is based on the strategic issues that exist, then combined according to their needs, the material given such as workshop planning, assessment and organizing groups, gender training, gender awareness training, workshop planning of the establishment of women service center, training of social analysis, training of cadres/volunteers, advocacy training, training of



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community organizing, civic education training, management organizations training (community organizations), local resource management training, micro-enterprise management training, household economic management training, management training of Women Financial Institutions (LKP), and institutional strengthening of LKP.

2. The impact of critical education towards woman awareness are the existence of economic, psychological, and social awareness. In economic awareness can be seen from the ability of trainees in business planning, household economic planning in an orderly, able to set the price of the goods produced in accordance with market prices, and able to build a business network with other business groups and fellow trainees in shaping women's network of financial institutions (LKP). For economic awareness can also be seen from the increased income of trainees after follow the training of critical education. While for psychological awareness of the trainees can be seen in awareness to build an image of production towards better local potential, able to develop a critical awareness both within the family and society, able to share a role in the family, and have self-confidence and self-independence. For social awareness can be seen from the ability of trainees in social relationships in the community and get involved in social activities in the village especially in decision-making.

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