



Life Skills Education as a Strategy for Women's Empowerment: A Case Study of Anggrek Bulan Community Learning Center

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Abstract: Women's empowerment is a crucial issue in achieving gender equality as outlined in the 2030 Sustainable Development Goals (SDGs). One relevant strategy is life-skills-based non-formal education, which provides opportunities for women to improve their skills, independence, and self-confidence. This study aims to describe the implementation of the life skills program, analyze its impact, and identify supporting and inhibiting factors at the Anggrek Bulan Community Learning Center in Banyuwangi. The study employed a case study approach with participatory observation, in-depth interviews, and documentation techniques. Data analysis applied the Miles and Huberman model. The results show that the life skills program was designed in a participatory manner to meet the needs of the learners, involving women from planning through evaluation. The impacts include improved technical skills (sewing, batik, digital marketing) and soft skills (public speaking, leadership), enabling women to become more independent and able to develop businesses. In conclusion, life skills education at the Anggrek Bulan Community Learning Center effectively strengthens women's capacity and role, while also serving as a model for contextual and sustainable empowerment.

Keywords: gender equality, life skills program, nonformal education, women's empowerment

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INTRODUCTION

Today, women's positions and roles in social systems remain frequently marginalized by patriarchal traditions and cultural norms (Iqbal et al., 2023). This condition is reflected in human development indicators. Based on the Gender Development Index (GDI), in 2024, the Human Development Index (HDI) value for women was approximately 91.85% of that for men, indicating a gender-based development gap of 6.3%. Although this figure shows a slight improvement compared to the previous year, the persistent gap suggests that women's development continues to lag, particularly in the dimensions of education, health, and standard of living (Mustain, 2024).

The Sustainable Development Goals (SDGs) 2030 emphasize the importance of women's empowerment, particularly through the goal of gender equality (Husain et al., 2022; Maja et al., 2020). Previous studies highlight the role of gender equality in promoting social and economic development; however, much of the existing literature remains normative and



descriptive, offering limited critical analysis of the structural constraints faced by women as active subjects of development in achieving economic independence and capacity building (Pribadi, 2017).

Education is widely recognized as a key strategy for women's empowerment (Bonis-Profumo et al., 2021; Muslim et al., 2021) , as it enhances women's knowledge and skills (Ramadona, 2023). Nevertheless, existing research predominantly focuses on formal education, while the role of non-formal education in empowering women outside the formal education system remains underexplored. Given its contextual and flexible nature, non-formal education has the potential to strengthen women's capacity, dignity, and independence (Yulianingsih & Lestari, 2017). Therefore, this study addresses this gap by examining the urgency of non-formal education as a strategic approach to women's empowerment. Non-formal education outcomes can provide a foundation for women to secure livelihoods and meet well-being needs that formal education does not yet fully address. One approach that addresses gender equality issues is life skills education, which equips learners with practical, social, emotional, and intellectual competencies to navigate life's challenges independently, productively, and responsibly.

The novelty of this study lies in its focused analysis of a locally grounded life skills education model implemented at the Anggrek Bulan Community Learning Center (CLC) in Banyuwangi. Unlike previous studies that examine Community Learning Centers in general terms, this research highlights the systematic integration of local natural and cultural resources such as (1) dragon fruit cultivation, (2) batik, (3) arts, (4) architecture, (5) fashion, (6) foreign languages, and (7) multimedia and broadcasting into women's life skills programs. With more than 400 women participating, Anggrek Bulan CLC represents a context-driven and scalable model of women's empowerment, distinguishing it from prior research and clarifying the empirical contribution of this study. Details of student distribution are shown in **Table 1** as follows:

Table 1. Distribution of Students

No.	Types of Life Skill Programs	Number of participants
1.	Golden Dragon Fruit Cultivation	14
2.	Batik	105
3.	Architecture	24
4.	Culinary art	105
5.	Fashion	81
6.	Foreign Language	20
7.	Multimedia	59
Total		408

Although various life skills programs have been implemented in non-formal education settings, existing studies largely focus on program descriptions or outcome measures, with limited attention to implementation processes and contextual factors that influence program effectiveness, particularly for women's empowerment. Many studies also treat Community Learning Centers (CLCs) in general terms, without examining how specific local contexts shape the design and sustainability of life skills education initiatives.

In response to this gap, the present study explicitly addresses the following research question: how life skills education is implemented at the Anggrek Bulan Community Learning Center (CLC) in Banyuwangi, and what factors support or inhibit its effectiveness in empowering women. By focusing on the integration of locally based programs such as agriculture, batik, culinary arts, fashion, language, and multimedia, this study aims to analyze the implementation process of life skills education, identify its supporting and inhibiting factors, and clarify its contribution to improving women's capacity and community autonomy. This emphasis distinguishes the study from prior research and positions it as a response to the identified research gap.

RESEARCH METHOD

This research employed a case study approach to investigating and explaining educational phenomena within a specific context (Subana & Sudrajat, 2005; Sugiyono, 2018). Case study research focuses on an in-depth examination of a particular setting or subject, enabling a comprehensive understanding of the phenomenon under study through detailed, contextual data (Subana & Sudrajat, 2005). This study examined the implementation of education and life skills programs at the Anggrek Bulan Community Learning Center (CLC) in Banyuwangi.

The research subjects consisted of five women participants, with one participant selected from each of the following life skills programs: golden dragon fruit cultivation, batik, architecture, culinary arts, fashion, foreign language, and multimedia. These participants were purposively selected for their active involvement in the programs. In addition, key informants included program managers and instructors at the Anggrek Bulan CLC, who were involved in planning and implementing the life skills education programs. This selection enabled the study to capture multiple perspectives on the implementation process and the factors that support and inhibit it.

This research was conducted from August 2024 to April 2025, employing several data collection techniques, including participant observation, in-depth interviews, and documentation. These observations were conducted to gather data on the implementation of a life skills program at the Anggrek Bulan Community Learning Center in Banyuwangi to empower women. Interviews were then conducted to explore the program's implementation process and to openly explore issues raised by those consulted, namely the women participating in the life skills program. Moreover, documentation was used to record all life skills program activities, supporting the data generated from observations and interviews conducted by the researcher.

Following data collection, the subsequent stage involved data analysis. The collected data were systematically organized into thematic categories, reduced, and restructured to align with the research objectives, facilitating rigorous interpretation and coherent conclusion drawing (Sugiyono, 2018). This study employed the analytical framework proposed by Miles and Huberman, encompassing data reduction, data display, and conclusion verification (Creswell, 2013), explained in **Figure 1**:

To ensure the validity and trustworthiness of the findings, this study applied methodological and source triangulation by cross-examining data derived from interviews, observations, and documentation. Furthermore, member checking was conducted with research participants and key informants to verify the accuracy and credibility of the interpreted data. These validation procedures were implemented iteratively throughout the research process to enhance the credibility, dependability, and confirmability of the research findings (Creswell, 2017).

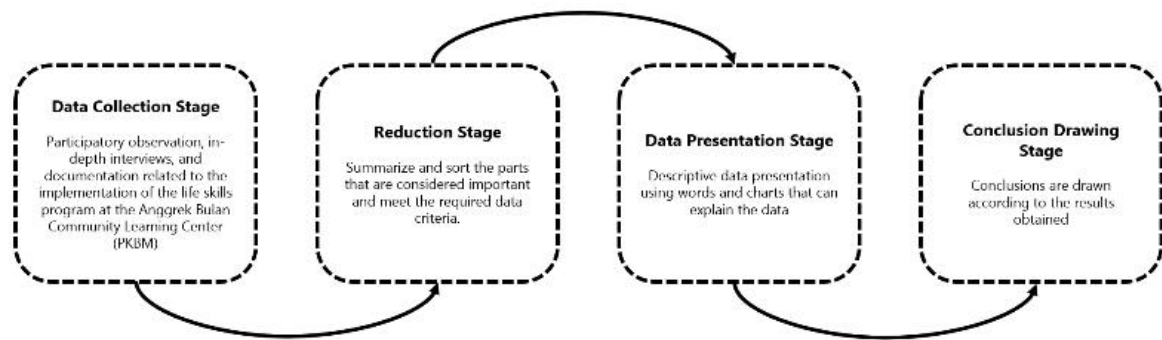


Figure 1. Miles & Huberman Data Analysis Stages
RESULT AND DISCUSSION

1. Result

The results of this study were obtained through research conducted by researchers using previously designed data collection techniques, namely participatory observation, in-depth interviews, and documentation of women's groups that are members of the Life Skill program at the Anggrek Bulan Community Learning Center in Banyuwangi.

1) Implementation Process of Life Skills Program for the Women's Group at the Anggrek Bulan Community Learning Center in Banyuwangi

Life skills is one of the programs at the Anggrek Bulan Community Learning Center in Banyuwangi that has had an impact on its students, as it fully involves them throughout its implementation. The implementation process begins with determining the types of activities to be implemented by both administrators and students. This is as conveyed by Martin, the administrator of Anggrek Bulan Community Learning Center, as follows:

"The process of determining the program life skill for the women's group at the Anggrek Bulan Community Learning Center, we began with a survey of the interests and needs of the learners. Next, we identified available human resources, including tutors and experienced learners, who could serve as facilitators. We also identified the potential of local natural resources, such as natural materials and vacant land, for training. Based on this, we developed a program. life skill relevant and empowering." (Martin/April 26, 2025)

From the answers given, it can be seen that, in the planning process, management, together with the learners, conducted a survey of learning needs and mapped the human resources who would later become tutors and facilitators to accompany the learners' learning process. At the same time, the availability of natural resources would serve as learning materials during the activity, so that learning needs would be relevant to the available potential. Continuing his answer, Martin also said that mapping learners' interests could make it easier for the institution to determine which learning program to implement, ensuring the program is fully applicable and beneficial to learners. The answer is as follows:

"In the life skills program planning process, at Anggrek Bulan Community Learning Center, we assess the situation and opportunities in the community, particularly women's need for productive skills. We map the learners' interests, available human resources, and natural resource potential. All of this is aligned with the Community Learning Center's capabilities so that the programs developed are relevant, applicable, and can be implemented optimally." (Martin/April 26, 2025)

After planning the life skills program, the program is not simply implemented without thorough preparation. Instead, the program administrators mapped out the stages based on

the students' skills and interests, dividing them into groups to ensure effective, flexible implementation and facilitate practical work through direct tutor guidance. Here are Martin's answers regarding program implementation:

"The life skill program at Anggrek Bulan Community Learning Center is implemented in stages and grouped based on the skills and interests of the learners. We divide the program into several groups. Each group is implemented according to a flexible schedule, using hands-on practice methods, tutor support, and natural resources. The program is also tailored to the CLC's capabilities in terms of facilities, tools, and trainers. This approach ensures that training is more contextual, targeted, and truly empowers learners."
(Martin/April 26, 2025)

The process of implementing the life skills program runs systematically. Furthermore, the evaluation phase is conducted in a participatory manner by administrators and students. The evaluation is conducted through a joint discussion after the activity, covering the process, obstacles, and solutions for future implementation. Martin's explanation is as follows:

"Life skills program evaluation at the Anggrek Bulan Community Learning Center (CLC) is conducted in a participatory manner. Learners gather in discussion forums to share their experiences, challenges, and input during the training. From these discussions, we find a compromise between the learner needs and the CLC's capabilities to ensure future programs are more effective and on-target." (Martin/April 26, 2025)

From the explanations regarding the planning process to program evaluation, the program evaluation skills for the women's group implemented at Anggrek Bulan Community Learning Center are carried out in a very structured manner, directly involving the students without exception, especially in determining which life skills program to implement.

2) The Impact of Life Skills Program for the Women's Group at the Anggrek Bulan Community Learning Center in Banyuwangi

Learning programs in non-formal education are expected to have a direct impact on students. The process involves identifying learning needs, where student awareness of these needs influences the program's impact. Life skill: What was done? The following is Martin's response, as the manager of the Anggrek Bulan Community Learning Center (PKBM), regarding the awareness of learning needs at the Anggrek Bulan Community Learning Center:

"As the head of Community Learning Center, I understand that skill. It is much needed outside of formal education. We gained this initial understanding through direct observation and communication with students, then adapted it to their actual needs on the ground, ensuring the programs we designed were truly relevant and beneficial."
(Martin/April 26, 2025)

Based on the responses, an understanding of learning needs at the Anggrek Bulan Community Learning Center was achieved through identification, observation, and collaborative communication, which then led to the design of educational programs. Similarly, Nur, one of the students at the Anggrek Bulan Community Learning Center, expressed the need for skills learning (life skills) to support his life. This is based on the activities she is currently undertaking, namely her sewing service business. By deepening her skills through the program, she developed life skills. At this CLC institution, she expanded his customer base. This is demonstrated in the following interview results:

"I have previously done batik-making at home, and I feel like it is a skill I possess, and I want to develop it further. I would like to develop my marketing skills to expand the consumer base for my products." (Nur/April 26, 2025)

Beyond expanding the market and improving economic well-being, understanding students' learning needs can also enhance self-esteem. As Martin explained in our interview, she stated that life skills continue to be studied to improve her ability to manage CLC institutions, such as leadership, management, communication, and promotion skills. Not only that, but Nur also stated that by studying life skills, she can improve her public speaking and digital marketing skills as she develops her batik tulis business.

"As the Head of the Community Learning Center, I see that to enhance my self-esteem, I need to continuously develop my leadership, communication, program management, and digital skills, particularly in technology-based promotion and reporting. These skills are crucial for running the CLC more professionally, adaptively, and optimally addressing the needs of its learners." (Martin/April 26, 2025)

"Through the business I am currently running, which is making Banyuwangi's batik, I need digital marketing skills, public speaking, and this is what I truly gained while joining CLC Anggrek Bulan, because we as students were fully involved in the planning process, right up to the program evaluation process." (Nur/ April 26, 2025)

Furthermore, in addition to the impact on students, the researcher sought to reveal the planning process at Anggrek Bulan Community Learning Center to empower women's groups through the life skills program. According to Martin, as the head of CLC, the planning process involved active learning from the beginning, mapping interests, and assessing existing human and natural resource potential. This is demonstrated in the following interview results:

"I was directly involved in the preparation of the life skills program at the Anggrek Bulan Community Learning Center. My team and I mapped students' interests, assessed the environment's potential, and tailored the program to our capabilities and resources. This involvement is crucial to ensuring the program truly meets the community's needs and can be implemented optimally." (Martin/April 26, 2025)

This statement is also supported by Nur & Zuriyah's answers as follows:

"...because in the planning process, we as students were fully involved, right up to the program evaluation process." (Nur/ April 26, 2025)

"Yes, sister, my friends and I are directly involved in the process of developing the learning program. Sometimes after class, we gather and discuss the activities we will carry out, so that all the learning programs are tailored to our needs." (Zuriyah/April 26, 2025)

Furthermore, Nur reiterated:

"That is right, sister, we are involved in the process of determining the learning program for life skills. Moreover, all the students here already have activities at home, such as a batik business or a bakery, so their learning needs are met. Each student's life skills are truly cared for." (Nur/April 26, 2025)

From each answer given, it can be concluded that the students felt the impact of the life skills program. This is because the students, especially the women's group, are directly involved in the development of the life skills program, ensuring that the activities are relevant to their needs and can be implemented in their lives.

Besides being relevant, involving students in developing learning programs can create impactful learning. Students who understand their learning needs from their life experiences can apply them, especially in improving their economic well-being. This, as stated by Martin, the manager of the Anggrek Bulan Community Learning Center, is the existence of a life skills program. This can also improve his managerial skills. Here are the answers from the interview that were submitted:

"As the Head of the Community Learning Center institution, I see the impact of the program not only on the students but also on me. Involvement in the life skills program provides new insights and a broad network of collaborations. Indirectly, this has an impact on improving managerial skills and economic opportunities, both through the development of PKBM business units and collaboration with partners that support program sustainability." (Martin/April 26, 2025)

In line with the previous opinion, the program's impact is life-changing. This program, especially for students, can be applied to support business activities and performance. This was conveyed by Nur & Zuriyah during an interview, in which Nur stated that the life skills program at Anggrek Bulan Community Learning Center helps improve design and marketing skills.

"The programs implemented by the Anggrek Bulan Community Learning Center have truly had a positive impact on me. I previously could not design, but now, I can make a design to support my batik products by marketing my hand-drawn batik." (Nur/April 26, 2025)

Likewise, with Zuriyah, she said that with the life skills program "public speaking", which was followed at Anggrek Bulan Community Learning Center, his skills have increased, supporting his teaching activities to his students. The interview results are as follows:

"...as a Qur'an teacher, I initially did not apply public speaking. After the Anggrek Bulan Community Learning Center program was carried out, now my speech is no longer messy, so when I explain to students, it is easier for me." (Zuriyah/ April 26, 2025)

Based on the various explanations provided, researchers also explored the pathways through which learners implement these skills as a result of their learning. The concept of empowerment, as defined, is a person's ability to apply what they have learned to improve their quality of life.

"Through the life skills program, actually in areas such as culinary arts, dragon fruit cultivation, architecture, fashion design, and even training for content creators like YouTubers, we encourage residents to learn valuable skills. This is where the economic impact arises, both for residents who can start independent businesses and for Community Learning Centers who can collaborate and attract more participants with relevant and promising programs." (Martin/April 26, 2025)

Martin, as the head of the institution, said that the life skills learning program is integrated into students' daily activities and can be applied directly by students. These areas of activity include culinary arts, plantations, architecture, and digital marketing. As Nur explained, the life skill can leverage the digital marketing program he is pursuing to increase batik sales as part of his entrepreneurial endeavors. His answer is as follows:

"From the process I went through at Anggrek Bulan Community Learning Center, I utilized my design and digital marketing skills to increase sales of my batik products." (Nur/April 26, 2025)

In line with what Nur said previously, Zuriyah, as a sewing service business actor, also said that by participating in the life skills program. While sewing at the Anggrek Bulan Community Learning Center, she improved her skills, especially in fashion design. Her answer is as follows:

"As for me, Miss, here I actively participate in the life skills program activities. I also run a sewing service at home. I used to be able to mend torn clothes or create simple designs, but now I can create more complex styles and thread patterns. Being able to sew a variety of garments helps me increase my prices." (Zuriyah/April 26, 2025)

From the answers above, it can be concluded that the life skills program implemented at Anggrek Bulan Community Learning Center has a significant impact on its students, especially women, enabling them to increase their capacity to empower themselves. Life skills are developed through the identification of learning needs, namely the background of existing human and natural resources, so that the impact or results of learning are felt directly and empirically.

3) Supporting Factors for the Implementation of Life Skills Programs in Women's Groups at the Anggrek Bulan Community Learning Center, Banyuwangi

The positive impact of the life skills program at Anggrek Bulan Community Learning Center on its students is due in part to the supporting factors within the program. The concrete learning outcomes drive the program's success. As Martin explained in an interview, the key factor behind the program's success is life skills. These include high levels of motivation, interest, and enthusiasm among learners, supported by appropriate facilitators, and synergy with educational institutions and entrepreneurial activities (MSMEs). The details are as follows:

"The life skills program supporting factors at PKBM Anggrek Bulan, we see the interest and enthusiasm of the students, the support of competent tutors and facilitators, and partnerships with MSMEs and external parties. Furthermore, the availability of local resources, such as natural resources and productive land, is also very helpful in program implementation." (Martin/April 26, 2025)

The life skills program is based on students' learning needs, making it easier for them to participate in learning activities and increasing their enthusiasm, as students' interests align with the potential of the surrounding natural resources. However, Nikmah also stated that the program supports Martin's answer. Life skills can be implemented to impact students, namely through supportive tutors. This is conveyed as follows:

"In my opinion, the most important supporting factor is the tutor's teaching style. They are truly nurturing and relaxed. The tutors here do not position us as students, but truly as study partners." (Nikmah/April 26, 2025)

From these answers, it is clear that the tutor's teaching techniques and approach significantly influence how learning activities unfold. In this program, the tutor is not merely a teacher delivering learning materials but also a learning partner for students, ensuring that activities are conducted humanely and democratically. As Zahro explained below:

"Since there are always discussions here, the learning process does not just happen in one direction, but from various directions, so we get a lot of feedback during the learning process." (Zahro/April 26, 2025)

From Zahro's explanation, it can be seen that the learning process in the life skills program at Anggrek Bulan Community Learning Center is democratic: learning resources come not only from tutors but also from many other sources, which makes the learning outcomes even richer.

Furthermore, other supporting factors also come from learning facilities. Learning activities will run optimally if supported by adequate facilities. As Martin, the head of the Anggrek Bulan Community Learning Center, stated, facilities that support life skills learning activities are essential. At the Anggrek Bulan Community Learning Center, there are training spaces and equipment, such as a garden, for conducting live demonstrations. The following answers were provided:

"The Anggrek Bulan Community Learning Center provides various physical facilities, such as training rooms, practical equipment, and access to land for gardening training or local product production." (Martin/April 26, 2025)

Supporting the answer given by Martin, Nikmah, and Zahro also said that every life skills program at PKBM Anggrek Bulan, the facilities are always provided, as shown by the following answers:

"The learning facilities here are very adequate, like when I took part in the life skills program, actually for batik, we provide a rack, canting, candles, chairs, and other tools. If there is an embroidery schedule, we also provide a midangan and tools." (Nikmah/April 26, 2025)

"Then, if you are offering life skills, language, and public speaking, also provide external language tutors and experts in their fields, so we can learn directly and know how to apply it." (Zahro/April 26, 2025)

From the two answers above, it can be concluded that there are adequate facilities in each program. Life skills can support the success of implemented program objectives.

Not only material facilities, but also facilities in the form of moral support, support the life skills program activity process at the Anggrek Bulan Community Learning Center. These include motivation, a positive environment, and a comfortable learning atmosphere. Martin explained this as follows:

"We provide psychological support to students in the form of motivation, direct mentoring from tutors, a positive learning environment, and a family-like approach that makes them feel comfortable, valued, and confident in their learning." (Martin/April 26, 2025)

This statement was also conveyed by Nikmah and Zahro, who described a very positive, constructive learning environment.

"While I was following the life skills program, I felt the support from my tutors and colleagues, and it helped build a positive learning environment, Miss." (Nikmah/April 26, 2025)

"For me, during my studies, I enjoyed receiving guidance from you, not only on practical matters but also on how to apply what I learned afterward. I think that is what I felt and what impacted me." (Zahro/April 26, 2025)

From several statements made regarding the learning facilities of the life skills program for women in supporting women's empowerment at the Anggrek Bulan Community Learning Center, it can be concluded that facilities are a factor in the program's success, as they provide both material and moral support. Material facilities support the implementation of learning activities, while moral facilities shape and enhance learners' motivation to learn.

The success of life skills program implementation does not stop after the program is completed; it continues until students can apply their learning outcomes through existing opportunities to empower themselves through their businesses. This is reflected in Martin's answer during the interview:

"The life skills program opens up significant opportunities for students to start independent businesses, improve their practical skills, and expand their networks through collaborations with local businesses and communities. Some have also successfully marketed their products online." (Martin/April 26, 2025)

From this statement, it can be seen that students do not just stop after participating in the life skills program. However, starting to do business independently, such as doing entrepreneurial activities, MSMEs, and skills obtained from the program, are utilized in the development process. This statement aligns with Nikmah's statement and with the learning outcomes she has achieved in developing her batik business. Her full answer is as follows:

"The opportunities I felt after joining the life skills program in PKBM Anggrek Bulan are from being completely zero, I got to know Miss., and I was able to develop my batik business, especially in marketing and design." (Nikmah/April 26, 2025)

Apart from applying it to increase the variety of batik designs, Zahro also added that, as a life skill, it allows her to expand her network of relationships to support the development of the business she runs.

"For me, Miss, I can expand my network even further, especially since there are so many friends here, so that we can share things. If we need something, we can just go to our tutor. We can share our fortunes by opening up business opportunities by empowering others, Miss." (Zahro/April 26, 2025)

Opportunities created by the program life skill PKBM Anggrek Bulan not only teach hard skills but also open opportunities for students to apply their learning outcomes, especially in efforts to empower themselves.

4) Inhibiting Factors in the Implementation of Life Skills Programs for Women's Groups at the Anggrek Bulan Community Learning Center (PKBM) in Banyuwangi

In every educational program implementation, apart from factors that support the learning process, inhibiting factors often become obstacles to implementation, including in the life skills program at Anggrek Bulan Community Learning Center, Banyuwangi. As Martin stated in an interview, in addition to the facilities provided in several programs, life skills are sometimes taught as part of the life skills program. Others often experience limitations, such as a lack of budget, supporting equipment, and student participation. The answers are as follows:

"From an institutional perspective, several weakening factors include budget constraints, a lack of adequate equipment, and students' sometimes unstable attendance due to household or work responsibilities." (Martin/April 26, 2025)

However, according to Nikmah, these obstacles, as inhibiting factors, do not have much impact on the learning process during the life skills program at the Anggrek Bulan Community Learning Center. It is because equipment can be replaced by utilizing local natural resources. On the other hand, external factors, such as community comments on the program's implementation, are deemed ineffective. Nikmah's statement is as follows:

"Actually, in terms of institutional facilities, I have not been affected much, Miss. Because we often use simple materials and tools. However, this external factor comes from the people around me who often judge me by making fun of me, saying, 'Why are you still in school? Why are you participating in such events?' However, thank God, everything is safe, sis, there are not too many problems." (Nikmah/April 26, 2025)

However, several obstacles determine the success of the learning process. According to Martin and Zahro, these are the commitments of the learners and the administrators. The answers given during the interviews were as follows:

"Our main challenges are maintaining consistent student commitment, managing limited resources, and ensuring that the material taught truly meets needs and can be applied effectively in everyday life." (Martin/April 26, 2025)

"The challenge I have found so far is discipline. Sometimes the tutor is ready, but the students do not show up. It is because it is far away, it is raining, or there is no transportation." (Zahro/April 26, 2025)

Many obstacles are inhibiting factors in implementing the life skills program at the Anggrek Bulan Community Learning Center, factors such as the commitment and discipline of the students, the readiness of tutors and administrators, the lack of learning facilities in some programs, and comments that contribute to a decline in enthusiasm for learning are all factors that contribute to the program's success. However, these factors are insignificant compared to the factors that support the program's success. Life skills were finally successfully implemented, creating empowered women's groups through the program at the Anggrek Bulan Community Learning Center.

2. Discussion

This section will explain the results of the analysis of the research conducted. This analysis was conducted in depth and linked to relevant theories, drawing on research findings on life skills education to empower women's groups at the Anggrek Bulan Community Learning Center.

1) Implementation Process of the Life Skills Program for Women's Groups at the Anggrek Bulan Community Learning Center in Banyuwangi

Women's empowerment is defined as a process through which women who have been historically disadvantaged gain control over resources and decision-making power (Questa et al., 2020; Taukobong et al., 2016). Within the analytical framework of this study, women's empowerment is not treated merely as an individual outcome, but as a multidimensional process that enables women to access, manage, and utilize resources collectively and socially to strengthen their bargaining position within families and communities (Suresh et al., 2024).

In this study, the concept of women's empowerment is employed as an analytical lens to examine how life skills education at the Anggrek Bulan Community Learning Center facilitates women's access to economic, social, and cultural resources (Ullah, 2020). This framework is used to analyze the extent to which non-formal education programs contribute to women's autonomy, decision-making capacity, and ability to construct sustainable livelihoods. Accordingly, the theory of women's empowerment functions not only as a conceptual foundation, but also as a tool for interpreting empirical findings and explaining the mechanisms of empowerment within the research context. One of the objectives of the 2030 Sustainable Development Goals (SDGs) is to ensure full participation and provide equal opportunities for women in all public sectors. From these statements, it is evident that women play a strategic role in development (Mackey & Petrucka, 2021; Quisumbing et al., 2021).

One effort to realize this goal is through non-formal education, namely a life skills program. Life skills are among the programs implemented to develop and improve life and work skills (Yulianingsih & Lestari, 2017). Life skills is a program oriented towards the synergy between subjects and the life skills an individual needs to carry out their life, so that it can be directly utilized by anyone, wherever and whenever they are, according to the work or profession they are pursuing. In this program, life skills are directly provided through knowledge, skills, attitudes, and practical abilities for independent business, opening up business or employment opportunities, and utilizing existing opportunities to improve welfare quality.

In its implementation, the learning process in the life skills program takes place in several stages, as shown in **Figure 2**, as follows:

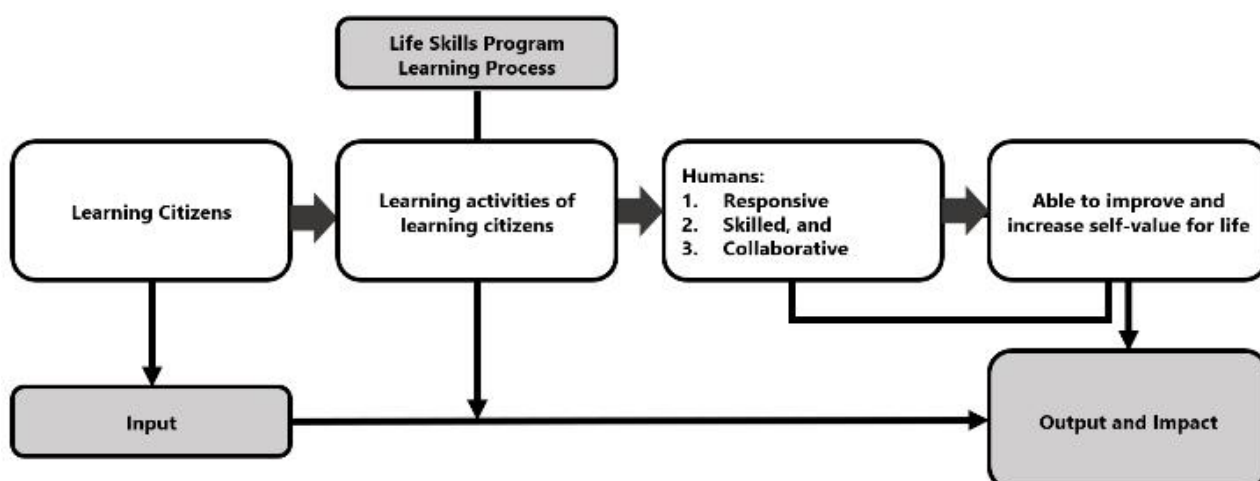


Figure 2. The Life Skills Program Learning Process Through Nonformal Education
(Yulianingsih & Lestari, 2017)

Figure 2 illustrates the stages of the learning process in the life skills program implemented through non-formal education at the Anggrek Bulan Community Learning Center (CLC). Beyond depicting a procedural sequence, the research findings indicate that each stage of the learning process plays a strategic role in shaping women learners' capacity and empowerment.

At the input stage, learners from diverse socio-economic backgrounds bring varying needs, experiences, and motivations into the program. This diversity influences the instructional approach, resulting in a learning process that is standardised but adapted to participants' contexts and potentials. During the learning activity stage, intensive interactions among learners, facilitators, and the learning environment foster a participatory and contextualised learning process. The findings demonstrate that practice-based and experiential learning constitute key factors in enhancing participants' skills and self-confidence.

The output and impact stage is reflected not only in improvements in technical competencies but also in attitudinal and behavioural changes, including increased self-confidence, collaborative abilities, and readiness for economic self-reliance. Thus, Figure 2 represents not merely the structural design of the life skills program, but also the learning mechanisms that substantively contribute to self-value enhancement and women's empowerment, as evidenced by the empirical findings of this study.

Each student has different learning needs and goals. Together with their study group, they are guided in learning activities by a facilitator who aligns with their learning goals. This aligns with the program's objectives. Life skills, namely, forming humans who are responsive, skilled, and collaborative, so that they can enhance their value. Where value. It is a result of the learning process and can affect oneself and the surrounding community.

The stages of implementing the life skills program at Anggrek Bulan Community Learning Center are inseparable from the management process implemented. Management comes from the English word "management," which means managing, controlling, arranging, or handling something. According to George R. Terry in Amniaty, H. (2018) and Sudjana, D. (2000), management consists of four process stages: planning, organizing, actuating, and controlling, as shown in **Figure 3**. Of these stages, Anggrek Bulan Community Learning Center has implemented all stages in the life skills program implementation process.



Figure 3. Nonformal Education Program Management (Amniaty, 2018)

In the planning stage, according to the research results obtained, planning was carried out comprehensively, namely the manager together with the students carried out survey learning needs and mapping available human and natural resources, which will later become facilitators and learning materials in the learning process so that learning needs are relevant to the available potential (Puspito et al., 2021).

Identification and awareness of learning needs in an individual are important stages in the life skill program (Yulianingsih & Lestari, 2017). The collaborative identification of learning

needs aims to foster individual (women) participation as learners, thereby increasing their awareness of learning and their ability to develop skills and achieve development goals. In addition to identifying learning needs and the availability of natural resources and human resources, program planning coordination is also implemented, such as by preparing a learning activity schedule, dividing job descriptions, and assigning a facilitator in charge of the program, preparing learning concepts and curriculum, preparing finances, and preparing life skills program plans life in the long term as a form of development of the Anggrek Bulan Community Learning Center.

The second stage in the management process of Anggrek Bulan Community Learning Center is organizing. According to Longenecher (1972) and Schermerhorn, Hunt, and Osborn (1985) in Sudjana, D. (2000), this stage is an activity to establish the relationship between humans and activities carried out to achieve goals, aimed at realizing empowered women's groups through life skills programs at the Anggrek Bulan Community Learning Center in Banyuwangi. During the organizing phase, the management of Anggrek Bulan Community Learning Center mapped out learning stages based on students' skills and interests, then divided them into study groups. This not only increased activity effectiveness but also created flexibility and facilitated the practice process through direct facilitator support.

The next stage is actuating, namely the management stage, which guides, provides advice, or gives orders (Azwardi et al., 2019). In this context, the mobilization function is carried out very well by the administrators and students at the Anggrek Bulan Community Learning Center, fostering communication and appropriate teaching approaches. This is demonstrated by the facilitators, who are not only teachers who formally deliver learning materials but also serve as learning partners for students, ensuring that the program's learning activities are carried out effectively. Life skills walk in a humanistic and democratic manner.

Among the elements of actuating, namely the situation, as an effort to motivate and achieve the objectives of the learning program (Sudjana, 2000). The first element, the situation, involves what happens in the program's life. The Anggrek Bulan Community Learning Center fosters a supportive and positive atmosphere, both formally within and informally outside of learning, between the leaders (managers) and those being led (facilitators and learners). This relationship is essentially communication between the leader and those being led. Through positive and effective communication, meaningful feedback occurs. Meaningfulness in communication occurs when it is conducted in a friendly, intimate atmosphere and addresses shared interests, namely the program's learning objectives, life skills themselves.

As for the final stage, namely controlling (Arifin et al., 2023; Azwardi et al., 2019). Controlling is an effort to maintain and bring about a condition that should be implemented. In non-formal education management, control is exercised to ensure that activities or programs being implemented align with the planned objectives (Sudjana, 2000). Supervision is a management function that conducts assessments and provides corrections (evaluations and improvements) to the results of work performed. This controlling is the task of a leader, namely the head of the Community Learning Center. The controlling stage in the life skills program in Anggrek Bulan is implemented in a participatory manner by the manager, with the facilitators and students involved. This controlling is also carried out through joint evaluations and discussions after the activity is implemented, including evaluations of the process, obstacles, and solutions for subsequent activities.

2. Impact of the Life Skills Program on Women's Groups at the Anggrek Bulan Community Learning Center in Banyuwangi

A learning program is defined as a series of activities that reflect the objectives, content, methods, and time of learning (Yulianingsih & Lestari, 2017). Life skills as a non-formal education program aims to improve skills, knowledge, attitudes, professionalism according to talents and interests, physical and mental development, and environmental potential as provisions for working or running a business independently to reduce unemployment, eradicate poverty, and ultimately improve the quality of life (Dumilah & Rahayu, 2020; Khalid et al., 2021; Ramadona, 2023; Tamba et al., 2020). The concept of life skills program align with the objectives of the empowerment program, namely, encouraging the creation of empowered individuals (Banks et al., 2024; Robinson & Liu, 2015; Suresh et al., 2024).

The life skills program is implemented to address the learning needs of its students; at Anggrek Bulan Community Learning Center, it is targeted and tailored to the learning needs of women's groups. Women's groups are allowed to determine their learning needs according to their interests and needs (Malcom & Bhandari, 2021). By having the opportunity to identify their learning needs, women's groups can determine their direction, as agreed upon in the previous program planning process (Babirye et al., 2022). The most important stage is the ability to analyze students' learning needs (McCalman et al., 2015; Questa et al., 2020). Understanding these learning needs at Anggrek Bulan Community Learning Center is achieved through observation and collaborative communication, which then enables the design of educational programs. Among the program life skills which are available at PKBM Anggrek Bulan, namely (1) sewing, (2) public speaking, (3) design and digital marketing, (4) dragon fruit cultivation, and (5) foreign languages (English and Korean). Impact of the program life skills in Anggrek Bulan Community Learning Center, in general, can be described through the following **Table 2**:

Table 2. The Description of Life Skills Program Implementation Results at Anggrek Bulan Community Learning Center (Data Source: Researcher Analysis Results)

Aspect	Factor	Research result
Objective	<ol style="list-style-type: none"> 1) Actualizing the potential of students, so that it can be used to create solutions to the gaps they face; 2) Providing opportunities for students to develop skills through flexible and practical learning; 3) Optimizing human resources and natural resources as learning resources. 	The purpose of the activity process aligns with the life skills program that students need at Anggrek Bulan Community Learning Center.
Principle	<ol style="list-style-type: none"> 1) Learning process uses the principles of learning to know, learning to do, learning to be, learning how to live, and learning to cooperate. 	Life skills program principles in accordance with the activities needed by students at Anggrek Bulan Community Learning Center.

Activity	<ol style="list-style-type: none"> 1) Sewing 2) Public speaking training 3) Design and digital marketing 4) Golden dragon fruit cultivation 5) Foreign language training (English and Korean) 	Life skills program activities according to the learning needs of the Anggrek Bulan Community Learning Center students.
Method	<ol style="list-style-type: none"> 1) Individual 2) Group 	Methods applied in the life skills program in accordance with the andragogy method (learning for adults).
Media	<ol style="list-style-type: none"> 1) Sewing equipment 2) Equipment and materials for dragon fruit cultivation 3) Public speaking, design, and digital marketing training tutor 	The media and materials needed to meet the life skills program's requirements are available at the Anggrek Bulan Community Learning Center.
Process	In accordance with the program implemented	The activity process is in accordance with the previously prepared planning by the managers and facilitators at Anggrek Bulan Community Learning Center.
Impact	<ol style="list-style-type: none"> 1) Students learn to understand the learning process being carried out 2) Students can work independently based on the learning outcomes they have followed. 3) Utilize the knowledge gained to develop the business 	Impact of the life skills program in accordance with the objectives set at the planning stage at Anggrek Bulan Community Learning Center.

By deepening their skills through life skills programs at this Community Learning Center, women's groups can improve their skills according to their needs. As one student in the design and marketing program explained, the output they achieved after participating in the life skills program is that they can expand their consumer base and boost their business by applying the knowledge they have acquired. This is because the students, particularly women's groups, are directly involved in the life skills program development process, specifically at the stage of identifying learning needs, so that the activities carried out are relevant to the learners' needs. They can be directly implemented in their lives. Furthermore, the process of developing learning programs can create impactful learning. Learners who have understood their learning needs from their life experiences can apply them, especially in improving their economic status.

3. Supporting Factors for the Implementation of the Life Skills Program for Women's Groups at the Anggrek Bulan Community Learning Center in Banyuwangi

In implementing the life skills program at Anggrek Bulan Community Learning Center, several factors supported its success and impact on women's groups. These supporting factors are shown in **Figure 4**. These supporting factors were examined from the perspective of strength and opportunity in the life skills program implementation. According to the research results, the main factor behind the success of the Anggrek Bulan Community Learning Center's life skills program implementation in Banyuwangi is that students' motivation, interest, and enthusiasm are high. Furthermore, support from appropriate facilitators and synergistic

collaboration with educational institutions and entrepreneurial activities (MSMEs) are also factors in the program's success.

Women's groups as learning citizens in the program have learning needs that must be met. These learning needs are identified through the learning needs identification process carried out during the program planning stage. With awareness of their learning needs, learners will be motivated to participate in learning activities and achieve their goals. According to Robert Kreitner in Yulianingsih & Lestari, (2017), motivation is a psychological process that stimulates and directs behavior toward achieving goals (goal-directed). This motivation is what enables someone to do something to achieve their goals, and it can come from outside (extrinsic) or from within the learner (intrinsic). Motivation can make learners enthusiastic and persistent in their learning process. The motivation of the group of women learners at Anggrek Bulan Community Learning Center to participate in the life skills program includes wanting to develop the businesses they run, such as a sewing business, traditional Banyuwangi batik writing, and catering. In addition to developing the business, in the life skills program, students are motivated to improve their language skills to become tour guides in tourist areas around Banyuwangi.

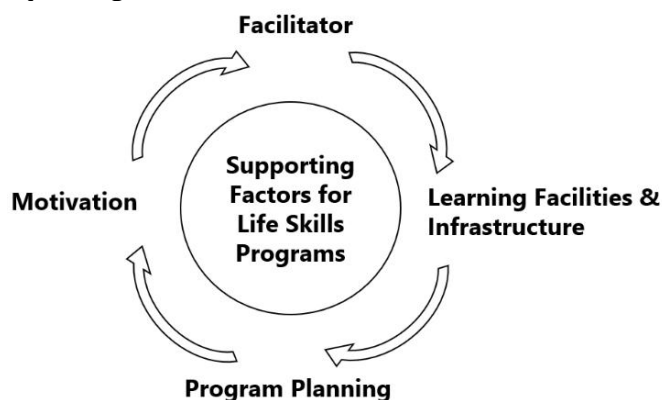


Figure 4. Supporting Factors for the Life Skills Program at the Anggrek Bulan Community Learning Center in Banyuwangi

Apart from motivation, the facilitator's professionalism is a factor in the success of the life skills program. In addition to guiding students in the learning process, facilitators also have the task of directing and organizing the program so that it is implemented effectively (Yulianingsih & Lestari, 2017). Facilitators also fully control how the learning process proceeds, enabling a pleasant learning environment and increasing students' motivation to learn enthusiastically, namely by creating a positive learning atmosphere. The facilitator's teaching techniques and approach significantly influence how learning activities proceed. In this program, tutors are not merely teachers who deliver learning materials but also learning partners for students, ensuring that activities are conducted humanely and democratically.

In the life skills program, the learning process, resources, and places are inseparable. According to Prasetyo in Yulianingsih, W., & Lestari, G. D. (2017), learning resources are materials and tools available in the community that can be used for learning. Meanwhile, the learning place in the process does not have to be a classroom; it can be a home, garden, or meeting hall that supports the effectiveness of the life skills learning process for students. The life skills program at Anggrek Bulan Community Learning Center has the facilities and infrastructure to support each program. This allows the learning process to proceed in practice through the implementation of learning outcomes (self-directed learning). Not only material facilities but also facilities in the form of moral support support the activity process of the life

skills program at Anggrek Bulan Community Learning Center. These include motivation, a positive environment, and a comfortable learning atmosphere.

4. Inhibiting Factors in the Implementation of Life Skills Programs for Women's Groups at the Anggrek Bulan Community Learning Center in Banyuwangi

In addition to the supporting factors identified during the life skills program implementation process, inhibiting factors were also identified during the analysis of research results through observations and interviews with administrators, facilitators, and learners. The inhibiting factors considered were weaknesses and threats that posed obstacles to implementing the life skills program at the Anggrek Bulan Community Learning Center in Banyuwangi.

According to research, several programs often face limitations in budget, supporting equipment, and student participation. The budget or learning fund is the most crucial factor in running a program. This budget can consist of goods, services, or money needed to ensure the continuity of the program (Jabbar & Zaza, 2016; Yulianingsih & Lestari, 2017). Limited budgets and equipment are weaknesses in the implementation of the life skills program at the Anggrek Bulan Community Learning Center. Overcoming these obstacles requires thorough preparation based on the results of the learning needs identification and available resources. This ensures the program can run according to students' abilities while still achieving the planned goals.

In addition, challenges arise in implementing the life skills program; these come from outside the program, including learners' commitment and discipline, the readiness of tutors and administrators, and comments that can lead to a decline in enthusiasm for learning (Yuan, 2021). Discipline and readiness are the primary foundations for success in achieving program objectives, namely student learning outcomes. Student learning outcomes are achieved through strong commitment and discipline across program management elements, where learning outputs can include increased cognitive, affective, and psychomotor abilities.

CONCLUSION

The life skills program at the Anggrek Bulan Community Learning Center is designed to be participatory. It is based on the needs of learners, particularly women, across the stages of non-formal education management (planning, organizing, acting, and controlling). This process demonstrates women's active involvement in designing, implementing, and evaluating learning activities. The life skills program improves the quality of life and empowers women, both in technical skills (sewing, batik, digital marketing) and soft skills (public speaking, leadership). This program supports women's economic independence, self-confidence, and the development of local potential. The tangible impact of the life skills program is evident in its application in daily life, including business development, expanding social networks, and strengthening women's roles in the public sphere. This education has successfully increased women's active and productive participation in society.

Factors supporting the success of the life skills program include learner motivation, the tutor's humanistic approach, the availability of facilities, and a democratic and inclusive learning environment. Facilitators serve not only as instructors but also as learning partners, fostering self-confidence and active participation. Key challenges in program implementation include limited funding, equipment, and learner commitment, as well as negative comments from the social environment. However, these obstacles do not hinder students' enthusiasm for continuing to develop and become empowered.

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