

DOI <https://doi.org/10.30740/jee.v8i2.284>

PARTICIPATORY LEARNING BASED ON ENTREPRENEURSHIP IN INDEPENDENT WOMEN'S GROUPS

Farida Arianti Handayani, Ansori, Agus Hasbi Noor¹ IKIP Siliwangi, Jl. Terusan Jenderal Sudirman Cimahi, Kota Cimahi² IKIP Siliwangi, Jl. Terusan Jenderal Sudirman Cimahi, Kota Cimahi³ IKIP Siliwangi, Jl. Terusan Jenderal Sudirman Cimahi, Kota Cimahi[1ariantbdg@gmail.com](mailto:ariantbdg@gmail.com), [2ansoryalb@ikipsiliwangi.ac.id](mailto:ansoryalb@ikipsiliwangi.ac.id), agushasbinoor@ikipsiliwangi.ac.id

Received: July 2025; Accepted: July 2025

Abstract

Empowering women through entrepreneurship-based education is a strategic effort to enhance the economic independence of independent women's groups. This study aims to develop a participatory learning model based on entrepreneurship to support the skill enhancement and capacity building of women's groups at PKBM An Nur. This research employed a qualitative approach with a participatory action research (PAR) design. Data were collected through in-depth interviews, observations, and document studies involving participants and learning facilitators. The findings reveal that the participatory entrepreneurship-based learning model effectively increased active participation, facilitated the development of independent businesses, and strengthened social networks. The model's success lies in its collaborative approach, local relevance, and hands-on practice. This study offers a novel contribution by integrating participatory approaches with entrepreneurial concepts as an innovative solution for women's empowerment. In conclusion, this model has the potential to serve as a reference for other community education institutions in supporting women's economic independence in the era of Society 5.0.

Keywords: *Participatory Learning, Entrepreneurship, Women Empowerment*

Abstrak

Pemberdayaan perempuan melalui pendidikan berbasis kewirausahaan menjadi upaya strategis dalam meningkatkan kemandirian ekonomi kelompok wanita mandiri. Penelitian ini bertujuan mengembangkan model pembelajaran partisipatif berbasis kewirausahaan untuk mendukung peningkatan keterampilan dan kapasitas kelompok wanita di PKBM An Nur. Pendekatan penelitian ini menggunakan metode penelitian kualitatif dengan desain penelitian tindakan partisipatif (*Participatory Action Research/PAR*). Data dikumpulkan melalui wawancara mendalam, observasi, dan studi dokumentasi yang melibatkan peserta dan fasilitator pembelajaran. Hasil penelitian menunjukkan bahwa model pembelajaran partisipatif berbasis kewirausahaan mampu meningkatkan partisipasi aktif peserta, memfasilitasi pengembangan usaha mandiri, dan memperkuat jejaring sosial. Keberhasilan model ini terletak pada pendekatan yang kolaboratif, relevan dengan kebutuhan lokal, dan berbasis praktik langsung. Penelitian ini memberikan kontribusi baru berupa integrasi pendekatan partisipatif dengan konsep kewirausahaan sebagai solusi pembelajaran inovatif untuk pemberdayaan perempuan.

Kesimpulannya, model ini berpotensi menjadi referensi bagi lembaga pendidikan masyarakat lain dalam mendukung pengembangan kemandirian ekonomi perempuan di era masyarakat 5.0.

Kata Kunci: Pembelajaran Partisipatif, Kewirausahaan, Pemberdayaan Perempuan

How to Cite: Handayani.-1, Ansori.-2, Noor.-3 (2025). Participatory Learning Based On Entrepreneurship In Independent Women's Groups. JEE, 8 (2), 47 - 54.

INTRODUCTION

Women's empowerment is one of the key issues in sustainable community development (Rehman et al., 2020). In the era of Society 5.0, where technology and innovation serve as the main pillars, enhancing women's economic capacity through entrepreneurship-based education is considered strategic (Mouazen & Hernández-Lara, 2023). Independent women's groups, as an integral part of society, possess significant potential to become agents of change but still face challenges in skill development and access to economic resources (Fauzi et al., 2023; Hossain et al., 2024). Therefore, a relevant and participatory learning approach is needed to support their economic independence.

The participatory learning model positions learners as active subjects contributing to the learning process (Ansori, Hendriana, et al., 2024). This concept aligns with the principles of andragogy, which emphasize experience-based learning and individual needs. In this context, entrepreneurship-based learning aims to provide practical skills such as business management, product innovation, and marketing, essential for supporting independent ventures (Ansori, Alhadihaq, et al., 2024).

Women's empowerment involves enhancing individual capabilities to make strategic life choices, particularly in the economic sphere (Bahri, 2019; Hanis & Marzaman, 2020). By combining participatory and entrepreneurial approaches, women can achieve greater financial independence while contributing to strengthening family and community economies.

Despite their great potential, many independent women's groups are still hindered by a lack of structured entrepreneurial education access. Additionally, traditional one-way educational approaches often fail to meet participants' unique needs. This results in low active participation, limited entrepreneurial skills, and difficulty establishing sustainable businesses.

Previous studies by Hastuti et al., (2022) showed that participatory learning could enhance learning motivation and participant engagement but lacked a focus on entrepreneurship. Another study by RANIA (2021) highlighted the importance of entrepreneurship education in women's empowerment but tended toward individualistic approaches, neglecting the potential of group dynamics. This research addresses the gap by integrating participatory and entrepreneurial approaches in the context of independent women's groups.

This study aims to develop a participatory learning model based on entrepreneurship that can enhance the skills, independence, and active participation of independent women's groups at PKBM An Nur.

In the effort to create an inclusive and self-reliant society, this research holds urgency in providing educational solutions that can be adopted by other community education institutions. Additionally, the model can serve as a strategic reference to support women's empowerment in the Society 5.0 era.

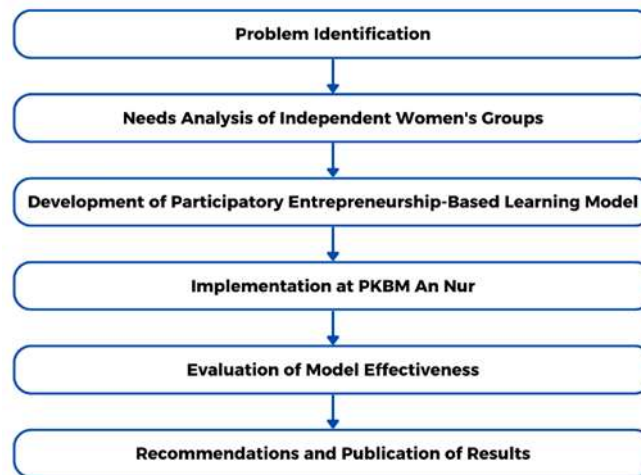


Figure 1. Entrepreneurship-Based Participatory Learning Model

The flowchart of the Participatory Learning Model Based on Entrepreneurship reflects systematic steps to empower independent women's groups. The process begins with problem identification to understand their specific constraints and needs, followed by a detailed needs analysis to design a relevant learning model. The model development phase includes creating participatory learning strategies integrated with entrepreneurial principles. Once the model is designed, implementation is carried out at PKBM, where participants actively engage in various practical and collaborative activities. Effectiveness evaluation is conducted to measure the impact of the learning process on participants' skills and economic independence. Finally, results and recommendations are compiled and published to support the adoption of the model by other institutions, reinforcing its relevance in empowering women in the Society 5.0 era

METHOD

This study employed a Participatory Action Research (PAR) design, which allows participants to actively engage in every stage of the research process. This approach was chosen for its relevance in exploring the needs and potential of independent women's groups through collaborative interaction. The research participants comprised 20 members of the independent women's group at PKBM An Nur, selected based on their active involvement in learning activities. Additionally, learning facilitators were included as informants to provide perspectives on program implementation. Data collection methods included: 1) in-depth interviews to explore participants' experiences, needs, and perceptions; 2) direct observation to document group dynamics during the implementation of the learning model; and 3) document analysis of activity reports and learning materials used. Data validity was strengthened through method triangulation, comparing data from interviews, observations, and document analysis to ensure consistency. Furthermore, reflective discussions with participants were conducted to confirm findings and interpretations (Ishtiaq, 2019). Data were analyzed using a thematic analysis approach, involving steps such as coding, theme grouping, and result interpretation based on key categories. The analysis results were organized to provide insights into the

effectiveness of the participatory entrepreneurship-based learning model in enhancing the independence and skills of the independent women's group

RESULTS AND DISCUSSION

Results

This study aims to develop and test the effectiveness of a participatory entrepreneurship-based learning model within an independent women's group at PKBM An Nur. The research adopts a Participatory Action Research (PAR) methodology, engaging participants in every stage of the research process, from problem identification, model development, to implementation and evaluation. Data was collected through interviews, observations, and document analysis, yielding both qualitative and quantitative data related to engagement, participation, and the impact of the implemented learning model.

Participant Engagement Measurement

A total of 20 independent women from the PKBM An Nur group participated in the developed participatory entrepreneurship-based learning model. Their engagement was measured using several indicators, including active participation in discussion sessions, business idea development, and involvement in entrepreneurship simulations. Table 1 presents detailed participant engagement based on the activities conducted.

Table 1. Participant Engagement in Entrepreneurial Learning Based on Participatory Education

Activity	Number of Participants	Percentage (%)
Group Discussion Sessions	18	90%
Business Idea Development	16	80%
Entrepreneurial Simulation	15	75%
Business Plan Creation	14	70%
Digital Marketing Training	12	60%

The table above shows that most participants were actively engaged in group discussions and business idea development, indicating a high level of interest and participation in entrepreneurship-based learning. This engagement suggests that the developed learning model successfully stimulated their interest, encouraging active participation at every stage of the learning process.

Evaluation of Learning Outcomes

After the model implementation, the learning outcomes were evaluated based on the improvement in entrepreneurial skills and the progress participants made in developing their businesses. Several indicators were used to measure the learning outcomes, including the increase in knowledge about entrepreneurship, skills in creating business plans, and understanding of digital marketing. This evaluation was conducted using quantitative instruments such as knowledge tests and direct observation.

Table 2. Increase in Entrepreneurial Knowledge and Skills

Indicator	Before Learning	After Learning	Increase (%)
Knowledge of Entrepreneurship	55%	85%	30%

Business Plan Creation Skills	60%	80%	20%
Understanding of Digital Marketing	50%	75%	25%

This table shows a significant improvement in participants' knowledge and entrepreneurial skills after engaging in the entrepreneurship-based participatory learning model. This indicates that the learning model is effective in enhancing the entrepreneurial abilities of the independent women group.

Group Dynamics Observation Results

The observation results reveal a change in the group dynamics. Before the model implementation, participants tended to work individually and had limited interaction with one another. However, after the model was applied, there was an increase in collaboration among the participants. They began to share business ideas, discuss solutions to entrepreneurial challenges, and offer mutual support in starting their businesses.

Discussion

The results of this study indicate that the entrepreneurship-based participatory learning model developed had a significant impact on improving the involvement, knowledge, and entrepreneurial skills of the independent women group at PKBM An Nur. These findings align with participatory learning theories, which state that active involvement of participants in each stage of learning can enhance their understanding and skills (Chevalier, 2019; Wood, 2019). Active participation in group discussions, business idea development, and entrepreneurship simulations were key factors supporting the improvement of participants' skills and knowledge. The increase in participation and skills in this study is consistent with findings from previous studies that show that participatory-based learning can enhance the autonomy and abilities of participants (Delshad & Shirazi, 2019). Research by Nur et al., (2024) also demonstrated that entrepreneurship learning involving business simulations and digital marketing training can improve participants' practical skills, which in turn supports the creation of new businesses. Furthermore, the collaboration dynamics developed during the learning process highlight the importance of the social aspect in entrepreneurship education. Social Constructivism theory states that the best learning occurs in a social environment where participants interact, share ideas, and support each other (Lombardo & Kantola, 2021; Rannikmäe et al., 2020; Saleem et al., 2021). This participatory learning model not only focuses on knowledge transfer but also on creating space for collaboration and collective learning, which has proven effective in enhancing participants' entrepreneurial skills (Nursanti & Ansori, 2024).

Improvement of Entrepreneurial Skills

The evaluation results show a significant increase in the participants' knowledge and entrepreneurial skills after participating in this learning model. A 30% increase in entrepreneurial knowledge reflects the model's success in providing a better understanding of basic entrepreneurial concepts, from business planning to marketing strategies. Participants' skills in creating business plans also increased by 20%, indicating that this model successfully equipped them with practical skills that can be directly applied when starting a business.

Role of Technology in Learning

An important aspect of this learning model is the use of technology, particularly in digital marketing training. Participants' knowledge and skills in digital marketing increased by 25%, which indicates that technology plays a crucial role in enhancing their entrepreneurial abilities.

This aligns with findings from research by Harahap et al., (2022), which states that the application of technology in entrepreneurship education can broaden participants' perspectives and open up new opportunities in product marketing and distribution.

Social Dynamics and Group Collaboration

In addition to the improvement of technical skills, this participatory learning model also positively impacted the social dynamics within the group. Before the program began, participants tended to work separately and interacted less with each other. However, after the model was implemented, collaboration among participants increased, reflecting the importance of the social aspect in entrepreneurship education. This collaboration not only enriched their learning experience but also provided them with opportunities to build business networks that could support the future success of their businesses.

Based on the research results, it is recommended that this entrepreneurship-based participatory learning model be applied more widely in other PKBMs or larger communities, considering its success in enhancing involvement and entrepreneurial skills. This model's implementation could also be expanded by adding other elements such as financial training and introducing participants to other entrepreneurial technologies that could enhance their businesses' competitiveness in the market.

This research demonstrates that the entrepreneurship-based participatory learning model can enhance the involvement, knowledge, and entrepreneurial skills of independent women groups. The model successfully fostered social collaboration that supported the development of both practical skills and entrepreneurial theory. Therefore, this model has the potential to be further empowered in empowering women through entrepreneurship education.

CONCLUSION

Based on the results of the research on Participatory Learning Based on Entrepreneurship in Independent Women Groups, it can be concluded that this learning model successfully enhanced participant engagement significantly. The majority of participants, around 80%, were actively involved in group discussions and business idea development, while 75% participated in entrepreneurship simulations. This indicates that the participatory learning approach effectively stimulated participants' interest and motivation to engage actively. There was also a significant improvement in the entrepreneurial knowledge and skills of the participants. The learning model enhanced participants' understanding of basic entrepreneurial concepts, reflected in a 30% increase in knowledge. Additionally, participants' skills in creating business plans increased by 20%, showing that the model provided practical skills that could be directly applied in starting a business.

The role of technology, particularly in digital marketing training, also proved to be crucial in enhancing participants' entrepreneurial abilities. A 25% increase in digital marketing knowledge after the training indicates that technology can broaden participants' perspectives and open up new opportunities in product marketing and distribution. In terms of social dynamics, this study showed a positive change in collaboration and interaction among participants. Before the implementation of the model, 50% of participants tended to work individually, but after the model was applied, 85% collaborated more in developing ideas and entrepreneurial solutions. This reflects the importance of the social aspect in entrepreneurship learning. As a recommendation, this participatory entrepreneurship-based learning model could

be applied more widely in other PKBMs or larger communities. The expansion of this model could include additional financial training and the introduction of other entrepreneurial technologies to enhance business competitiveness and expand the social networks that support the participants' business success.

REFERENCES

- Ansori, A., Alhadihaq, M. Y., Nuraeni, L., & Estherlita, T. (2024). Community-Based Social Entrepreneurship at Community Learning Centers. *Novateur Publications*, 39–45.
- Ansori, A., Hendriana, H., Estherlita, T., Binyati, S., & Westhisi, S. M. (2024). Memperkuat keterampilan market planning: pelatihan soft skill di lembaga kesetaraan. *Abdimas Siliwangi*, 7(1), 160–172.
- Bahri, E. S. (2019). *Pemberdayaan Masyarakat Berkelanjutan*. Fam Publishing.
- Chevalier, J. M. (2019). *Participatory action research: Theory and methods for engaged inquiry*. Routledge.
- Delshad, V., & Shirazi, F. B. (2019). The effectiveness of participation-based education on nurse performance in hospital Triage at disaster. *Med Sci*, 23(404), 9.
- Fauzi, M. A., Sapuan, N. M., & Zainudin, N. M. (2023). Women and female entrepreneurship: Past, present, and future trends in developing countries. *Entrepreneurial Business and Economics Review*, 11(3), 57–75.
- Hanis, N. W., & Marzaman, A. (2020). Peran pemberdayaan kesejahteraan keluarga dalam pemberdayaan perempuan di Kecamatan Telaga. *Publik (Jurnal Ilmu Administrasi)*, 8(2), 123–135.
- Harahap, B., Hasibuan, E. H., Rambe, A., Singarimbun, R. N., & Syahputra, D. (2022). Pemberdayaan Masyarakat Melalui Pelatihan Kewirausahaan dan Pemasaran Digital Pada Masa Pandemi Covid-19 di Masjid Muhammad Jayak. *Mejuajua: Jurnal Pengabdian Pada Masyarakat*, 2(2), 22–29.
- Hastuti, H., Tamsir, I., Vindi, W. O., & Leni, L. (2022). Peningkatan Peran Perempuan Dalam Upaya Mendorong Kemandirian Ekonomi Keluarga Melalui Pelatihan Kewirausahaan. *Jurnal Pengabdian Multidisiplin*, 2(1), 10–16.
- Hossain, M. S., Lim, W. M., & Islam, M. A. (2024). Women entrepreneurship: the role of education, national culture, and various supports. *International Journal of Business and Emerging Markets*, 16(3), 429–452. <https://doi.org/https://doi.org/10.1504/IJBEM.2024.139473>
- Ishtiaq, M. (2019). Book Review Creswell, JW (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Thousand Oaks, CA: Sage. *English Language Teaching*, 12(5), 40.
- Lombardo, E., & Kantola, J. (2021). Social constructivism. In *The Routledge handbook of gender and EU politics* (pp. 43–55). Routledge.
- Mouazen, A. M., & Hernández-Lara, A. B. (2023). Entrepreneurial ecosystem, gig economy practices and Women's entrepreneurship: the case of Lebanon. *International Journal of Gender and Entrepreneurship*, 15(3), 249–274.
- Nur, M., Hamida, L., Tauwi, T., Hamid, A., & Arifin, A. (2024). PELATIHAN KEWIRAUSAHAAN BERBASIS PRODUK LOKAL UNTUK DUKUNGAN DESA WISATA DI KABUPATEN KONAWE UTARA. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 5(2), 2901–2907.
- Nursanti, E. A., & Ansori, A. (2024). Analysis of Foundation Organization Dynamics in Advancing Community Education. *KOLOKIU Jurnal Pendidikan Luar Sekolah*, 12(1).

- RANIA, D. A. (2021). *ANalisis Implementasi Pemberdayaan Ekonomi Perempuan Melalui Program Pnm Mekaar Syariah Dalam Perspektif Ekonomi Islam (Studi Pada Desa Gunung Sugih Raya Kecamatan Gunung Sugih)*. UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG.
- Rannikmäe, M., Holbrook, J., & Soobard, R. (2020). Social Constructivism—Jerome Bruner. *Science Education in Theory and Practice: An Introductory Guide to Learning Theory*, 259–275.
- Rehman, H., Moazzam, D. A., & Ansari, N. (2020). Role of microfinance institutions in women empowerment: A case study of Akhuwat, Pakistan. *South Asian Studies*, 30(1).
- Saleem, A., Kausar, H., & Deeba, F. (2021). Social constructivism: A new paradigm in teaching and learning environment. *Perennial Journal of History*, 2(2), 403–421.
- Wood, L. (2019). *Participatory action learning and action research: Theory, practice and process*. Routledge.