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1 Ministry of National Development Planning/BAPPENAS, 2007 2 National Education Ministerial Regulation Number 84, 2008 3 Ministry of Women's Empowerment and Child Protection and Ministry of Trade, 2010 Gender and Entrepreneurship Provision of Gender Insight Education for Entrepreneurial Pioneer Students towards Community Economic Empowerment Nurhikmah1, Devi Rusvitawati2 nurhikmahdardi09@gmail.com1, devita1412@gmail.com2 STIMI Banjarmasin1, 2 Abstract. The gender gap still exists in the economic field. The current gender understanding is heavily influenced by local culture and built from inappropriate thinking, resulting in discriminatory practices and violence. Therefore, there must be a right and proper understanding of gender equality and equality.

The understanding can continue to be institutionalized in society all Universities' in nting the Tri Dharma. This study aimed to increase the Strategy in national development, especially community economic empowerment. A Participatory Rural Appraisal (PRA) was used to facilitate 25 students from six universities in Banjarmasin in planning, implementing, monitoring, and evaluating the Student Entrepreneurship Activities based on gender-oriented entrepreneurship. As a result, the preparation of programs for gender-responsive Student Entrepreneurship Activities in Banjarmasin has succeeded in raising students' strong awareness that PRA is a tool for realizing economic empowerment.

Key Words: gender mainstreaming; participatory rural appraisal 1. INTRODUCTIONS The main objective of the Gender Mainstreaming Strategy (PUG) is the achievement of Gender Equality and Justice (KKG). Integrating the problems, aspirations, needs, and problems of women and men must be included in the planning, implementing, monitoring, and evaluating all policies, programs, and activities in various life and

development fields. The legal basis for the Gender Mainstreaming implementation itself affirmed in the Presidential Instruction Number 9 of 2000 concerning Gender Mainstreaming Strategy in National Development.

It stated that all leaders of Ministries/Institutions and Regions, including Universities, according to their respective primary duties and functions, must provide support and implement Gender Mainstreaming programs, both in the planning, implementation, monitoring, and evaluation of all development policies and programs. In its implementation, at the policy level for the Gender Mainstreaming Strategy implementation, it has long been proclaimed since 2000. However, results have not been optimal and still need to be encouraged and improved.

As concluded in the results of the evaluation of the Gender Mainstreaming Strategy implementation [1], that the institutionalization of the PUG strategy into the development process, in general, requires an extended learning and adaptation process from all development agencies involved in it. The Gender Mainstreaming Strategy implementation is still seen as "something new" and has not been fully and well understood and has not been integrated. Meanwhile, socialization and advocacy of Gender Mainstreaming Strategy have not been carried out optimally. As a result, the understanding of the Gender Mainstreaming Strategy becomes multi-interpretation.

Whereas the Gender Mainstreaming strategy is needed to ensure that all levels of society, both men and women, boys, girls, persons with disabilities, the elderly, and other vulnerable groups, can be involved in the development process. For this reason, the role of universities needed to promote an understanding of gender equality and justice. It is essential to improve gender equality and justice to ensure that all citizens, both men, and women, can access services, participate actively, and have control and benefit from development so that men and women can develop their potential to the fullest. Gender-oriented education is education in which there are values of justice for men and women.

Gender-oriented education is organized to achieve gender equality and justice by integrating the experience, aspirations, needs, potentials and solving male and female problems [2]. Gender responsiveness is consistent and systematic attention to the differences between women and men in society accompanied by efforts to remove structural and cultural barriers to achieving gender equality [3]. University is a place for transforming norms and science values and preparing the younger generation as the nation's successor and an asset as an agent of change in society.

University is the right place or media to provide the correct understanding of gender

responsiveness considering University 's importance . Gender mainstreaming should be a paradigm, spirit, and behavior in university management, both institutional management and development. Therefore, entrepreneurial pioneering students in universities are chosen as one of the agents of change to encourage the spirit of community economic empowerment.

Students from Public Universities and Private Universities who are entrepreneurship pioneers or who have carried out 4 Rochdyanto, Saiful. Langkah-langkah Pelaksanaan Metode PRA. 2000 entrepreneurial activities are expected to gradually raise awareness about gender understanding, community economic empowerment, and strategies for Gender Mainstreaming in development to **achieve Gender Equality and Justice**. The end goal is gender-responsive Student Entrepreneurship Activity.

Through **the Participatory Rural Appraisal (PRA)** approach, entrepreneurial pioneer students or entrepreneurial activities managers seek to integrate the experiences, aspirations, needs, potentials, and problem- solving of women and men, starting from planning, implementing, and monitoring, also evaluating student entrepreneurship programs to realize community economic empowerment. Students are no longer targets who only receive programs from top to bottom but instead become subjects or actors of development who can make plans, priorities, budget, implement and utilize gender-responsive development outcomes in University.

The high participation of entrepreneurial pioneer students in gender-oriented education will make community economic empowerment based on self-reliance and achieve mutual prosperity. Gender-oriented education will be realized if the pioneering students of entrepreneurship also understand the concept of participatory community economic empowerment and can implement it wholeheartedly. Therefore, in the spirit of change, the Community Service team of STIMI Banjarmasin feels compelled to call for the importance of Gender Insight Education for Entrepreneurial Pioneer Students towards Community Economic Empowerment.

The objectives of this activity are: 1. Increasing the university role in facilitating technical guidance/community training by using **the Gender Mainstreaming strategy** as part of the implementation of the Tri Dharma of the University 2. Provide debriefing, training, and **at the same time** mentoring for students entrepreneurial pioneers who act as agents of communication, information, and education (KIE) in applying **Participatory Rural Appraisal (PRA)** through Gender Mainstreaming Strategies in national development, especially community economic empowerment. This activity expected to have the following impacts or benefits: 1. For Activity Participants a.

Develop the self-potential that students already have and encourage st' active participation in information, education, and communication (IEC) activities to the community in the surrounding environment, as well as establishing partnerships with relevant stakeholders b. Raise student awareness about gender understanding, community economic empowerment, and Gender Mainstreaming Strategies in development to **achieve Gender Equality and** Justice. 2. For Local Government a. Contribute to community/campus empowerment; b. Contribute to the human resources development, especially students as the next generation who can act as agents of change in their respective areas; c.

Be inputs to local government about the potential of the university community, which its potential can still be empowered, driven, and excavated. 3. For Science a. Developing knowledge, mainly **related to human resource** development; b. Developing the application of the community economic empowerment model. 2. Methods The research approach used was qualitative with a **Participatory Rural Appraisal (PRA)** research design. According to Chambers (1994: 953), PRA **is a set of approaches and methods** that allow participants to share, increase knowledge and explore their potential to make concrete plans and actions to improve Human Resources.

Especially the university community (students) who are entrepreneurial pioneers. Some basic principles in the PRA method must include mutual learning and sharing of experiences, involvement of all group members and information, outsiders as facilitators, the concept of triangulation (multidisciplinary PRA team, variety of techniques, and diversity of sources), and also optimization of results, practical orientation and program sustainability [4].

This research started with Community Service activities which were carried out in collaboration with the Research and Community Service Unit (UP2M) of STIMI Banjarmasin through the Gender Study Center (PSG) STIMI Banjarmasin with the Office of Women's **Empowerment and Child Protection (DP3A)** of the South Kalimantan Provincial Government. Acting as speakers were a team from the Office of Women's **Empowerment and Child Protection** of the South Kalimantan Provincial Government accompanied by the Regional Gender Mainstreaming Facilitator Team from STIMI Banjarmasin.

The facilitator tasked with providing direction in practicing Participatory Rural Appraisal (PRA). **At the same time**, the speakers convey data and facts and assist participants to map out problems/issues based on experience from various knowledge and information in making programs or plans for entrepreneurial activities. So that it is not patronizing, but it makes it easier for participants to have high initiative and motivation to apply PRA

and prepare a participatory gender-oriented student entrepreneurship program/activity plan.

PRA is an action research method developed to increase community participation in development. The researcher's role in PRA is as a facilitator, who facilitates the community to carry out the action research. Through high participation, community members involved in PRA can participate in every group activity, such as collecting and analyzing disaggregated data, formulating gender issues and programs, preparing gender-responsive budgets, and actual gender-responsive student entrepreneurship activities. PRA activities can be said to be successful if participants can be active and continue to be motivated to realize gender-responsive entrepreneurship programs in the context of participatory community economic empowerment.

The focus of this research was 25 (twenty-five) students from Public Universities and Private Universities in Banjarmasin with the following categories: 1. Have an interest in starting a business or already have managed a family business or who are participating in the Indonesian Student Entrepreneurial Activity Program (KBMI), or a recipient of the Indonesian Student Entrepreneurial Activity Program Grant (KBMI); 2. Students of Public Universities and Private Universities in Banjarmasin are recipients of the Smart Indonesia Card (KIP). The data collection technique used in this study was through a test consisting of pre-test and post-test questions.

Giving pre-test and post-test aimed to compare the level of understanding before and after the participatory Rural Appraisal method was given. The data analysis technique used in this research was descriptive qualitative analysis. The stages of participatory Rural Appraisal (PRA) in this activity are as follows: 1. Preparation of training materials and involvement of the Office of Women's Empowerment and Child Protection (DP3A) of the South Kalimantan Provincial Government as companion speakers; 2.

Introduction of the PRA method for gender-oriented educational activities for entrepreneurial pioneer students (participants of Student Entrepreneurship Activities); 3. Mapping of problems/issues and needs for the preparation of gender-oriented entrepreneurial plans/programs; 4. Preparation of follow-up plans for each participating university; 5. Involvement of students in the process of monitoring and evaluating gender-oriented entrepreneurship plans/programs at participating universities; 6.

The research team's participation plan for the implementation of student entrepreneurship plans/programs at participating universities. 3. Results and Discussion
a. Preparation of Gender Insight Education Materials for Entrepreneurial Pioneer Students in Banjarmasin The formulation of the material and mentoring plan was drawn

up in coordination with the Office of Women's Empowerment and Child Protection (DP3A) of the South Kalimantan Provincial Government as speakers and partners of the team facilitator of the Regional Gender Mainstreaming STIMI Banjarmasin.

By heeding the spirit of empowering community economic empowerment, the technical guidance invited participants to recognize, understand, and applied the concept of gender-oriented education through Gender Mainstreaming Strategies in achieving Gender Equality and Justice. Also, to find examples of successful preparation of gender-responsive entrepreneurship plans/programs generated from PRA produced by participants. According to the technical guidance carrying out actual practice according to the action research orientation. Changes in students' thinking or insights, attitudes, and actions rather than changes in thinking maps and knowledge are not applicable.

At the beginning of the activity, participants were given a pre-test. The aim was to find out information about participants' knowledge and abilities as measured by several questions and provide answers that are considered correct in writing. Next is the introduction to Gender Mainstreaming, namely the delivery of material by speakers with the aim that participants know, understand, and equalize perceptions about the gender concept and its application. In addition, testimony also delivered from students on behalf of Muhammad As'Adi, et al.

who have successively won the 2021-2021 Indonesian Student Business Competition Grant from the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia. by raising the regional product wisdom, namely Pakasam (2020) and Kripik Kelakai (2021). Their success is expected to motivate and role model other entrepreneurial pioneer students in economic empowerment and community welfare. b. Mapping of problems/issues and needs for the preparation of gender-oriented entrepreneurial plans/programs The PRA discussion forum was conducted to map out the internal and external problems of each participating University.

Participants, divided into groups based on their university origin, were asked to develop a gender-oriented entrepreneurship plan or program. The group discussion with the was conducted to explore problems and issues, find solutions, and develop entrepreneurship activities inserting Gender Mainstreaming Strategy in achieving gender equality and equity. In preparing a gender-responsive entrepreneurship plan or program, not all participants could do it optimally. Only participants from STIMI Banjarmasin were able to incorporate the Gender Mainstreaming Strategy into their entrepreneurship plans.

It is known that the participants have never made an entrepreneurship pilot plan using

disaggregated data as an initial reference to find problems/issues raised to be used as plans or programs that accommodate the needs, problems, aspirations of male and female students into planning, implementation and **monitoring and evaluation of** entrepreneurship activities on their respective campuses. In addition, it is also known that almost all universities in Banjarmasin were not yet gender-responsive so that participants were not familiar with the concept of gender and its application.

The mapping activity found some expectations from participants regarding the importance of fostering a participatory spirit and entrepreneurial spirit. Participants will always ensure equal and fair access, participation, control, and benefits for students in every program made, implemented, and evaluated together in the context of community economic empowerment. Further, the mapping of the local potential can be developed **based on local resources** and local knowledge to be worked, created, and modified according to the market needs.

There needs to be a firm commitment from each activity participant to consistently implement **the Gender Mainstreaming Strategy** to realize Gender Equality and Justice as one of the fulfillment of the assessment indicators of gender-responsive universities. The indicators for gender-responsive universities are which universities must already have: 1) a Gender Studies Center (PSG); 2) a college gender profile; 3) regulations (policies) **on the gender mainstreaming** implementation in University; 4) gender-responsive education and teaching; 5) gender-responsive research; 6) gender-integrated community service; 7) gender-responsive university governance; 8) the role of the academic community in planning up to the evaluation and follow-up of the Tri Dharma of gender-responsive university, and; 9) zero tolerance for violence against men and women. c.

Choice of Gender Insight Education Priority Plans for Entrepreneurial Pioneer Students After realizing that Participatory Rural Appraisal was an essential part of preparing a Gender Insight Education Program, entrepreneurial pioneer students also believe that the PRA discussion forum could encourage the preparation of gender-responsive entrepreneurship activity programs in their campus. The results could be seen in completing the various ideas/ proposals mapping regarding the student entrepreneurship program at universities in Banjarmasin.

The proposed program then elaborated on the context of relevance, aims, objectives, forms of activities, student participation, and various potentials that each University could be developed in Banjarmasin. Thus, all participants would show that the programs they propose as a group based on local potentials that were creative, innovative, and gender-oriented. In the discussion of PRA, all plans and programs are noted. Moreover

shall describe the whole student entrepreneurship activities. For example, when making plans for culinary entrepreneurship, students proactively and anticipatively explore local resources that differentiate them from similar culinary products.

Then make gender-responsive plans. It means the planning needs to consider the aspirations, needs, and students' problems, both in the activities drafting process and in its implementation. Thus, this planning would be related to policy planning and program planning to its operations in the field. The final goal of the discussion through Participatory Rural Appraisal was that participants believe that gender-responsive student entrepreneurship activities must be built for community economic empowerment.

Thus, student participation must be high and committed, consistent with the differences between male and female students in society, accompanied by efforts to face structural and cultural barriers to achieve gender welfare. Students had the same view of gender-oriented education in community economic empowerment in the discussion activities. In addition, discussion forums to develop entrepreneurial pilot plans were a means of strengthening togetherness among participants in realizing gender-responsive student entrepreneurship activities. d.

Involvement of students in the improvement process and implementation plan for gender-oriented entrepreneurship activities at universities in Banjarmasin After formulating the gender-responsive student entrepreneurship activities and action plans that lead to the main activities, developing gender insight education among the entrepreneurial pioneer students, the participants returned to their University to socialize responsive-gender student entrepreneurship programs to university policymakers. However, before this socialization process, students agreed to form a community of entrepreneurial pioneering students with a gender perspective to facilitate communication and coordination in continuing activities.

A network of universities will be formed based on equality, transparency, responsibility, mutual respect, complementary and result-oriented. e. Plan for Facilitator's Particip in the Implementation of Gender Responsive Student Entrepreneurship Plans/Programs Organized and socialized the gender-responsive student entrepreneurship activities program for entrepreneurial pioneer students, not guarantee the program could be implemented on each campus well.

The facilitator and South Kalimantan province DPPPA team realize that implementing the gender-responsive student entrepreneurship activities program should go according to plan and showed promising results for entrepreneurial activity and economic

empowerment. It still takes hard work and a high commitment to promoting gender-responsive entrepreneurship activities at universities in Banjarmasin. The efforts made include helping students create media campaigns (leaflets, cartoons, photos, or films), interactive dialogues, talk shows, seminars, or campaigns combined with art or sports activities or bazaars to attract attention, arouse, and build public awareness.

In order to participate in implementing gender-responsive student Entrepreneurship Activities, the facilitator plans for mentoring or advocacy based on participatory volunteerism for entrepreneurial pioneering students at universities in Banjarmasin. With the active involvement of the facilitator, the success of mentoring or advocacy depends on the initial commitment and active participation in overseeing the planning, implementation, and implementation of gender-responsive student entrepreneurship programs. 4. Conclusion The involvement of the academic community in implementing the Gender Mainstreaming Strategy to achieve Gender Equality and Justice is the right choice because University is a place for the transformation of norms and science values.

In addition, students are an essential element in the academic community who can become agents of the information, education, and communication (IEC) in applying Participatory Rural Appraisal through Gender Mainstreaming Strategies in national development, especially community economic empowerment. Participatory Rural Appraisal is an essential element of planning and preparing entrepreneurship pilot programs through gender-responsive student entrepreneurship activities. The role of academics is relevant in facilitating students to recognize and apply for entrepreneurial programs through gender-responsive student Entrepreneurship Activities.

Methodologically, academics are accustomed to using inductive methods and conducting micro-and inductive-scale research to map out issues and find research. Through an inductive method, academics present data in the field through in-depth interviews. Through Participatory Rural Appraisal activities, it opens access for students to actively participate in mapping issues/problems, as well as looking for solutions and then planning. Participatory Rural Appraisal activities can be carried out by academics/facilitator teams and at the same time as actual activities from the Tri Dharma of University in a participatory manner.

The implementation of Participatory Rural Appraisal and the preparation of gender-responsive student entrepreneurship programs by university students in Banjarmasin have succeeded in raising a solid awareness in students that Participatory Rural Appraisal is a tool for them to realize economic empowerment. Using Participatory Rural Appraisal, students can be more competent in mapping the potential of entrepreneurial startups with good prospects for development. In addition, with

Participatory Rural Appraisal, students can make aspirational programs and mobilize high community participation.

With Participatory Rural Appraisal, students realize that many community economic empowerment programs are not yet participatory and gender-responsive. They do not have a model compiled from sufficient experience. Gender-oriented education for entrepreneurial pioneering students produced through the Participatory Rural Appraisal method has increased student motivation to realize community economic empowerment based on regional resource potential. References Chambers, Robert. 1994. *The Origins and Practice of Participatory Rural Appraisal*. World Development, 22 (7), 953-969. Republik Indonesia. 2007. *Laporan Akhir Analisis Gender dalam Pembangunan*. Jakarta: Kementerian PPN/BAPPENAS. Republik Indonesia.

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