



Women's empowerment model in increasing economic independence at the community work training center (BLKK) of Lampung Province

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ARTICLE INFO	ABSTRACT
<p>Article history Received: 2024-12-08 Revised: 2025-02-23 Accepted: 2025-03-02 Published: 2025-04-10</p> <p>Keywords Economic Independence Life Skill Women Empowerment</p>	<p>This study explores the model of women's empowerment based on life skills development to increase economic independence at the Lampung Community Work Training Center (BLKK). Through a life skills-based training program, this study analyzes women's empowerment in increasing economic independence in the Lampung Muslim community. Methodology This study uses a qualitative descriptive approach to understand the model of women's empowerment based on life skills development at the Community Work Training Center (BLKK) in Lampung Province. Data collection was carried out through participatory observation, in-depth interviews, and Focus Group Discussion (FGD) Primary Data Sources Using a purposive sampling technique with Criteria from a Total Number of 73 used according to the Criteria of 11 people, namely 6 participants, 2 instructors, and 2 heads of centers, namely BLKK Pesawaran and BLKK East Lampung and 1 Head of SVP of the Ministry of Manpower Korwil Lampung. In addition, documentation in the form of training modules, activity reports, and evaluation notes is also used as secondary data. The data collected was analyzed using Miles and Huberman's theory, which included data reduction, data presentation, and verification followed by Triangulation. The research data lasted for 3 months, ensuring that the process of empowering women through technical skills training in clothing manufacturing and life skills could be observed comprehensively. The theories used are deliberative empowerment, empowerment of the Madani community, principles of Muslim women's rights, life skills theory, and human capital management (HCM) concept. The results of the study indicate that the deliberative empowerment model at BLKK Lampung is based on deliberation, cooperation, and active participation, supporting the development of participants' life skills, especially sewing, hard skills and communication soft skills, and self-confidence. The application of the principle of women's rights in Islam encourages equality and empowerment in social, economic, and spiritual aspects. The integration of human capital includes increasing human, social, and organizational capital, enriched with Islamic values, providing a comprehensive impact on the economic independence and welfare of participants.</p>
<p>Kata Kunci Kemandirian Ekonomi Keterampilan Hidup Pemberdayaan Perempuan</p>	<p>Model pemberdayaan perempuan dalam meningkatkan kemandirian ekonomi di Balai Latihan Kerja Komunitas (BLKK) Provinsi Lampung. Pengabdian ini mengeksplorasi model pemberdayaan perempuan berbasis pengembangan life skills dalam upaya meningkatkan kemandirian ekonomi di Balai Latihan Kerja Komunitas (BLKK) Lampung. Melalui program pelatihan berbasis life skills, penelitian ini berupaya menganalisis pemberdayaan perempuan dalam meningkatkan kemandirian ekonomi di komunitas Muslim Lampung. Metodologi Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan tujuan untuk memahami model pemberdayaan perempuan berbasis pengembangan life skills di Balai Latihan Kerja Komunitas (BLKK) di Provinsi Lampung. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam, dan Focus Group Discussion (FGD) Sumber Data Primer Menggunakan teknik purposive sampling dengan Kriteria dari Jumlah Total 73 digunakan sesuai Kriteria Berjumlah 11 Orang yaitu 6 peserta, 2 instruktur, dan 2 kepala balai, yaitu BLKK Pesawaran dan BLKK Lampung Timur dan 1 Kepala SVP Kemenaker Korwil Lampung. Selain itu, dokumentasi berupa modul pelatihan, laporan kegiatan, dan catatan evaluasi juga digunakan sebagai data sekunder. Data yang dikumpulkan dianalisis menggunakan teori Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan verifikasi dilanjutkan dengan Triangulasi. Data Penelitian berlangsung selama 3 bulan, memastikan proses pemberdayaan perempuan melalui pelatihan keterampilan teknis di bidang pembuatan pakaian dan life skills dapat diobservasi secara menyeluruh. Adapun teori yang dipakai teori pemberdayaan deliberatif, Pemberdayaan Masyarakat Madani, Prinsip-Prinsip Hak Perempuan Muslim, Teori Keterampilan Hidup, Konsep Manajemen Sumber daya manusia. Hasil penelitian menunjukkan bahwa model pemberdayaan deliberatif di BLKK Lampung berbasis musyawarah, kerja sama, dan partisipasi aktif, mendukung pengembangan life skills peserta, terutama hard skills menjahit dan soft skills komunikasi serta kepercayaan diri. Penerapan prinsip hak perempuan dalam Islam mendorong kesetaraan dan pemberdayaan dalam aspek sosial, ekonomi, dan spiritual. Integrasi human capital meliputi peningkatan modal manusia, sosial, dan organisasi, yang diperkaya nilai-nilai Islam, memberikan dampak komprehensif bagi kemandirian ekonomi dan kesejahteraan peserta.</p>

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INTRODUCTION

Indonesia, with the fourth largest population in the world, is a developing country with great economic potential. However, Indonesia still faces two main challenges: unemployment and poverty. Central Bureau of Statistics data shows that the open unemployment rate reached 5.86% in February 2023 (BPS, 2023). More than 60% of Indonesia's population lives below the poverty line. As in Structuralist Theory, Gunnar Myrdal explained that an unfair and exploitative economic structure causes poverty in developing countries (Poltak, 2021). This inequality hinders economic growth and exacerbates poverty.

Global efforts by the State of Indonesia to overcome poverty have launched various cooperation programs and technical assistance. This affirms the commitment to the "people-centered, participatory, empowering, and sustainable" paradigm (Worldbank, 2024). This refers to the concept of the National Socio-Economic Survey conducted by the Central Statistics Agency (BPS) in calculating the poverty rate. Poverty measurement is carried out using the concept of the ability to meet basic needs (basic needs approach), which is equivalent to 2100 calories per person per day. Through this approach, poverty is seen as the economic inability to meet basic food and other needs measured in terms of spending. According to this approach, the poor are those who have an average monthly per capita expenditure less than the Poverty Line (GK). The Poverty Line is used to determine whether a person is poor or not (BPS, 2024).

Based on poverty data in Indonesia, Lampung Province is one of the regions that is in the high category, with a poverty rate of 60% (BPS, 2024). Although a downward trend is visible, inflation and access to education and health remain the main obstacles. In Lampung Province, the problem of poverty is one of the significant social challenges that continue to affect the welfare of its population. Although Lampung is one of the provinces with abundant natural resources, both in agriculture and other natural resources, this problem remains a major concern and a serious challenge in efforts to achieve inclusive and sustainable development. Poverty in Lampung Province is reflected in various economic and social indicators, including the high unemployment rate, especially among women and youth, and the lack of employment for the local population. Additionally, access to education and health is often limited in rural areas, which can exacerbate social and economic disparities (BPS, 2024).

The diverse geographical conditions in Lampung, ranging from the coast to the mountains, also affect access to resources and public services. Remote and isolated areas often face extra challenges in terms of basic infrastructure and transportation. This situation can limit economic opportunities and community development. Despite facing complex challenges, Lampung has succeeded in reducing poverty levels with continuous efforts in the form of increasing access to education, health, and economic opportunities for all levels of society. Lampung is expected to be able to move towards sustainable and inclusive development with the commitment and collaboration of various parties. It is hoped that every citizen can benefit from the progress achieved equally. The Community Work Training Center (BLKK) in Lampung is a strategic initiative to empower women with skills training and life skills. BLKK aims to create economically independent individuals and contribute to regional development. The following is data on the Percentage of Poor Population in Lampung Province 2021-2023:

Table 1. Percentage of Poor Population in Lampung Province 2021-2023

Region	2021	2022	2023
Lampung Province	1083,93	1002,41	970,67
East Lampung	159,79	149,12	148,26
Central Lampung	155,77	143,34	140,29
South Lampung	145,85	136,21	133,67
North Lampung	121,91	114,67	107,21
Bandar Lampung	98,76	90,51	87,08
Tanggamus	71,89	67,43	65,18
Pesawaran	68,31	63,17	59,29
Way Kanan	59,89	54,28	51,26
Tulang Bawang	44,53	39,19	37,83
Pringsewu	41,04	38,18	37,60
West Lampung	39,36	36,20	34,73
Pesisir Barat	23,23	21,85	21,45
Tulang Bawang Barat	23,03	20,72	20,32
Metro	15,32	13,68	12,80
Mesuji	15,24	13,88	13,71

Pesawaran Regency experiences significant fluctuations in poverty levels from year to year. As an area that was only established in 2007, Pesawaran Regency faces various development challenges, including poverty. As a newly established region, it struggles with inadequate infrastructure, limited industrial growth, and insufficient government resources to

address socio-economic disparities. Additionally, the administration is still in the process of strengthening governance systems and public service delivery, which can slow down poverty alleviation efforts. One of the primary factors influencing poverty in Pesawaran Regency is its dependence on the agricultural sector. While agriculture remains the backbone of the local economy, many farmers still rely on traditional and subsistence farming methods, which result in low productivity and income. Limited access to modern technology, irrigation systems, and agricultural extension services hampers the ability of farmers to maximize their yields. Seasonal employment in agriculture also contributes to economic instability, as many laborers experience periods of unemployment outside of harvest seasons. Fluctuations in market prices, climate change impacts, and land conversion for non-agricultural purposes further exacerbate the vulnerability of agricultural workers, making it difficult to achieve stable livelihoods.

Despite these challenges, there are potential opportunities for economic diversification that can help reduce poverty in the region. Developing agribusiness, agro-tourism, and small-scale processing industries can create new employment opportunities and add value to local agricultural products. Strengthening the fisheries and aquaculture sectors, given the region's coastal areas, can also contribute to economic growth. Encouraging entrepreneurship and investing in the creative economy, such as handicrafts and home industries, could help generate additional income sources for the local population. Furthermore, tourism development, leveraging Pesawaran's natural beauty and cultural heritage, can attract visitors and stimulate local businesses. To address educational and training deficiencies, the government should prioritize expanding vocational training centers, offering scholarships for underprivileged students, and integrating life skills education into school curricula. Enhancing digital literacy programs and promoting STEM (Science, Technology, Engineering, and Mathematics) education can help equip young people with skills relevant to the modern job market. Strengthening collaboration between educational institutions and industries can also ensure that training programs align with labor market demands. Partnerships with the private sector and NGOs play a crucial role in overcoming these socio-economic challenges. Private companies can invest in corporate social responsibility (CSR) initiatives, such as funding skill development programs and supporting microfinance schemes for small businesses. NGOs can contribute through community-based programs that provide mentoring, capacity-building, and advocacy for marginalized groups. By fostering strong partnerships, the region can leverage external resources and expertise to implement sustainable development programs that uplift the local economy and improve overall living standards.

Meanwhile, East Lampung also faces similar challenges in terms of poverty. Although there has been an increase in several aspects of development, it still experiences a high level of poverty. This area, which is rich in Natural Resources, has often not been able to maximize its economic potential optimally. Trends that are worrisome and require serious attention from the government, as well as various related parties, include economic instability and dependence on the traditional agricultural sector. In addition, the lack of access to education and skills training is also a major factor in the high poverty rate. The dynamics of poverty in this region can be examined more deeply using the basic needs approach, which is equivalent to 2100 calories per person per day, as measured by the Central Statistics Agency (BPS). The Open Unemployment Rate (TPT) in Lampung Province has peaked, reflecting economic challenges and the labor crisis. Local government responses include social assistance programs, incentives for small and medium-sized enterprises, and skills training to recover the economy and create jobs. Increased investment in key sectors, such as agriculture, manufacturing, and tourism, has brought significant positive results. Although TPT shows a decline, the quality of education, access to skills training, and support for entrepreneurship remain key points in long-term success. The following is the Open Unemployment Rate (TPT) in Lampung based on data:

Table 1.2 List Open Unemployment Rate (TPT) 2021-2023

Region	2021	2022	2023
Lampung Province	4,69	4,52	4,23
Tulang Bawang Barat	3,35	4,12	3,89
Tulang Bawang	4,10	3,52	3,46
Tanggamus	2,93	3,70	3,35
Pringsewu	4,85	4,77	4,66
Pesisir Barat	3,08	3,73	3,47
Pesawaran	4,19	5,06	4,76
Metro	5,00	4,34	3,60
Mesuji	3,42	3,22	2,46
North Lampung	6,14	6,15	5,73
East Lampung	3,05	3,30	3,09
Central Lampung	4,31	3,56	3,25
South Lampung	5,27	5,31	4,95
West Lampung	2,83	2,10	2,25
Bandar Lampung	8,85	7,91	7,43

Region	2021	2022	2023
Way Kanan	3,36	3,28	3,07

The Open Unemployment Rate (TPT) in Lampung from 2021 to 2023 shows significant variations. The increase in TPT in 2022 indicates a surge in unemployment that may be caused by economic instability and changes in the local economic structure. However, the decline in 2023 reflects the effectiveness of efforts to tackle unemployment. This trend emphasizes the importance of continuous monitoring and adjustment of unemployment reduction strategies that are responsive to labor market dynamics. A lot of unemployment will cause social problems in society. Unemployment is caused by an imbalance between the demand and supply of labor. In other words, unemployment occurs when the number of available workers exceeds the number of available job opportunities. This condition follows Law of the Republic of Indonesia Number 13 of 2003 concerning Manpower (Statute Book of the Republic of Indonesia Number 39 of 2003, Supplement to Statute Book of the Republic of Indonesia Number 3648) Chapter II Article 4 realizes equal distribution of employment opportunities and the provision of labor by the needs of national and regional development.

Equal distribution of employment opportunities and the provision of labor are currently closely related to gender. The gender approach emphasizes the equality of men and women and builds women in the context of independence and internal strength. This approach also highlights the importance of equality, as the role of women in the household can increase family income, build women's organizations, and increase public awareness. In the context of poverty, women with low incomes often face limitations in improving the welfare of their families. This is due to limited access to education and additional economic opportunities. Encouraging access to and control over economic, political, social, and cultural resources is a step to help women overcome these barriers and increase their confidence so that they can play an active role in solving problems.

This dissertation offers a perspective on how gender approaches can be implemented in women's empowerment programs. This perspective has significantly contributed to efforts to achieve gender equality and women's economic independence in Lampung, namely Pesawaran Regency and East Lampung Regency. This research shows that with the right support, women can overcome their challenges and make a positive contribution to the economic and social progress of society. The following is a table of Population Age 15+ by Type of Activity and Gender in Lampung, 2020-2022. Table 1.3 List Population Age 15+ by Type of Activity and Gender of Lampung Province, 2020-2022

Main Activity	Population Age 15+ by Type of Activity and Gender of Lampung Province								
	Man			Women			Total		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Workforce	2838661	2879580	3123384	1656291	1716351	1781516	4494952	4595931	4904900
Worker	2712757	2761607	3019009	1571563	1626359	1678649	4284320	4387966	4697658
Unemployment	125904	117973	104375	84728	89992	102867	210632	207965	207242
Not the Labor	479550	475204	454266	1506687	1489117	1644126	1986237	1964321	2098392
Force									
School	190649	226697	229184	217946	236848	261370	408595	463545	490554
Taking Care of the Household	123845	96991	99399	1189028	1165421	1308324	1312873	1262412	1407723
Other	8905	11860	9884	2796	4323	5355	11701	16183	15239

During the period from 2020 to 2022, the participation of women aged 15 years and older in Lampung has changed significantly. The number of women in the workforce has increased significantly. A big surge occurred in 2022 after experiencing a decline in the previous year. This shows the active involvement of women in the job market. In addition, there was a fluctuation in the number of women working, with a decrease in 2021 but an increase again in 2022. This trend shows that despite the challenges in 2021, employment opportunities for women increased significantly in 2022, reflecting efforts to increase women's labor participation and economic empowerment. The Gender Empowerment Index (IDG) in Pesawaran Regency and East Lampung Regency shows interesting dynamics in the context of women's empowerment and family economic independence from 2020 to 2022. In Pesawaran, IDG reached its peak in 2021 before declining slightly the following year. Meanwhile, in East Lampung, the IDG level was relatively stable, with a slight decline in 2022, reflecting fluctuations in that period. This trend shows that despite the challenges, women's empowerment programs have had a positive impact on family economic independence. However, this requires more sustainable adjustments and strategies to maintain and improve the achievement.

Table 1.4 List
Gender Empowerment Index (IDG) 2020-2022

Region	Gender Empowerment Index (IDG)		
	2020	2021	2022
West Lampung	68,24	69,14	65,92
Tanggaman	56,80	56,39	56,54
South Lampung	59,59	59,27	59,37
East Lampung	63,13	63,14	62,34
Central Lampung	61,96	61,01	63,27
North Lampung	65,21	64,94	64,29
Way Kanan	60,72	61,82	60,36
Tulang Bawang	64,10	64,76	66,95
Pesawaran	72,21	73,70	71,98
Pringsewu	67,32	65,86	66,13
Mesuji	68,89	68,45	68,50
Tulang Bawang Barat	52,25	52,10	56,72
Pesisir Barat	56,02	54,93	55,37
Bandar Lampung	71,88	71,69	72,33
Metro	78,98	74,23	74,60
Lampung Province	69,06	67,96	68,24

The women's empowerment model is a systematic approach designed to improve women's abilities, skills, and knowledge so that they can achieve economic, social, and political independence (Kabeer, 2005). Women's empowerment is a process to provide women with abilities and opportunities to develop their potential. This includes women's involvement in accessing education, health, economy, politics, and social participation. Through empowerment, it will increase productivity and income so that economic growth is better. The problems faced by women need to be solved, namely in the form of empowerment. According to Law No. 20 of 2008 concerning the principles and objectives of empowerment. Empowerment aims to improve the people's economy to increase people's income and welfare and expand employment opportunities for people to alleviate poverty problems. Women's empowerment has a wide field of work (Bertha, 2023).

Women's empowerment is an effort to enable women to gain access and control over resources, economic, political, social, and cultural. So that they can organize themselves and increase their self-confidence, as well as actively participate in solving problems to build their abilities and confidence. In the process, it is an effort to strengthen the power and empowerment of weak groups in society. In addition, empowerment focuses on the desired outcome of social change, namely, society becoming empowered (Rezza, 2022). To achieve gender-equitable development, where men and women have equal opportunities to develop, women must be understood as the strength of the nation. A strategic way to increase women's potential and role is women's empowerment. Empowerment prioritizes the value of independence to avoid dependence on men. Women's empowerment in nation-building will result in social change and improve the country's quality of life.

The issue of unemployment and labor policy has been a concern for researchers since several decades ago. John Maynard Keynes, in his book *The General Theory of Employment, Interest and Money*, argues that the ideal condition in a country is when the unemployment rate is close to 0% (full employment). Government policies that are oriented towards full employment also have an impact on increasing investment and economic growth. Keynes's idea of the ideal condition of employment was continued by many subsequent researchers, such as William Phillips (1958), Milton Friedman (1968), James Tobin (1997), Paul Krugman (2008), and others. One of the factors for the low number of entrepreneurs in Indonesia is the lack of individual skills in entrepreneurship.

Citing a report released by the SMERU research institute, only 0.5 per 100 15-year-old Indonesian individuals have very high skills. Other countries have better outcomes, such as the United States 6.5 per 100 individuals, Thailand 9.4, and South Korea 18.2 (Lidwina, 2019). Individual skills are still minimal, making it difficult for Indonesia to produce new entrepreneurs, even though entrepreneurship is important to create new jobs, absorb labor, increase state tax revenues, encourage community innovation, and become an indicator of Indonesia's competitiveness in the global arena (Yeni, 2020). This research will make a real contribution to building a holistic empowerment model, integrating skills training with ongoing community support and strategic partnerships. This effort is expected to create a significant positive impact on increasing women's economic independence in Pesawaran and East Lampung Regencies. Make them more prepared and confident in facing future financial challenges.

METHOD

The researcher analyzed whether the training program in BLKK could improve women's life and economic skills and provided insight into the potential and challenges of implementing the community empowerment program. This study

views community empowerment as a process where women gain the skills, knowledge, and confidence to contribute actively to their households and local economies, fostering a more sustainable and resilient society. The primary data source is recorded through written records, video/audio recordings, photo captures, or movies (Lexy, 2018). The total number of respondents is 73, and the criteria include the coordinator of the Vocational Training and Productivity Center (BBPVP) Serang Sumatera Region. The Head of the Community Center is an individual responsible for the overall operation and management of the center, ensuring that the training program aligns with community needs. Training instructors are professional individuals who teach and guide participants during the program by having practical and technical knowledge according to the Competency and possessing a Certificate of Competence in Garment Apparel. Participants are categorized based on their educational backgrounds and potential contributions to community empowerment. Those with higher education (S1) represent individuals who can optimally utilize their skills, potentially training others and becoming community leaders in entrepreneurship. Participants from younger age groups with secondary education (SMA) are identified as having high motivation to start a business, contributing to local economic growth. Meanwhile, participants with basic education (SD) provide insight into training needs for those with minimal educational backgrounds, ensuring inclusivity in community empowerment efforts. The research also collects information from government policy documents and programs related to women's empowerment, life skills development, and vocational training in the handicraft and clothing manufacturing sectors. Additionally, researchers utilize scientific articles, books, and other academic publications to contextualize the findings within broader discussions of community development. The observation in this study uses moderate participation, meaning that the researcher maintains a balance between being an insider and an outsider, ensuring a comprehensive understanding of how empowerment unfolds at different levels. The type of interview used in this study is a semistructured interview, which allows flexibility while maintaining focus on key themes (Esterberg, 2002). The interviewer follows general guidelines but adapts the wording and sequence of questions based on the conversation's natural flow (Satori, 2024). Furthermore, Krueger and Casey (2000) explain that Focus Group Discussions (FGDs) are a qualitative data collection technique involving structured or semi-structured discussions with small groups (5-9 participants). In this study, FGDs help to explore participants' perceptions, opinions, and attitudes regarding empowerment, economic independence, and social transformation. The Model of Women's Empowerment in Developing Life Skills through Making Clothes at Community Work Training Centers in Pesawaran Regency and East Lampung Regency is assessed through documentation techniques, including training modules, the BLKK syllabus, activity reports, attendance records, photos, videos, rules, policies, and cooperation agreements. These records provide evidence of how the training program facilitates community empowerment by enabling women to develop life skills, achieve economic independence, and contribute to broader social change. For data analysis, the study employs qualitative content analysis to interpret textual, visual, and recorded data systematically. Thematic analysis is applied to interview transcripts, FGDs, and observation notes to identify recurring patterns and insights related to women's empowerment and life skills development. Coding techniques are used to categorize responses into key themes such as economic independence, skill utilization, training effectiveness, and social impact. Triangulation is employed by cross-referencing findings from different data sources—interviews, FGDs, documentation, and direct observation—to enhance reliability and validity. This approach ensures a comprehensive understanding of how the BLKK training program influences community empowerment at multiple levels.

RESULTS AND DISCUSSION

East Lampung Regency was established based on Law Number 12 of 1999 concerning the Establishment of Regional Regencies, inaugurated on April 27, 1999, with the center of government in Sukadana City. East Lampung Regency, at its inception, included ten definitive sub-districts, 13 auxiliary sub-districts, and 232 villages. East Lampung Regent Regulation Number 23 of 2007 concerning the Elimination of Sub-districts to Villages, the number of villages in East Lampung Regency changed to 257 villages. Furthermore, based on East Lampung Regency Regional Regulation Number 04 of 2011 concerning the Establishment of 7 Villages in East Lampung Regency, East Lampung Regency currently consists of 24 definitive sub-districts and 264 villages. The capital is Sukadana District. East Lampung Regency has a total area of 5,325.03 km². This regency has the motto "Bumei Tuwah Bepadan."

Empowerment model based on life skills development to increase economic independence at the Community Job Training Center (BLKK) of Lampung Province

Deliberative empowerment adopts methods from four theories, namely Participatory Action Research (PAR), Asset-Based Community Development (ABCD), Community-Based Participatory Research (CBPR), and Business Model Canvas (BMC), emphasizing the importance of deliberation, cooperation, and active participation at every stage of the empowerment process. Amartya Sen, in his book *Development as Freedom*, emphasizes that empowerment must be based on individual freedom to participate in decision-making that affects their lives. The stages in deliberative empowerment include outreach (reach and mapping of potential), retreat (development of work tools), partnership (collaboration with various elements), dissemination (dissemination of empowerment results), and monitoring and evaluation (money), which involves the participation of all stakeholders in assessing the progress of the empowerment program.



Figure 1. FGD in BLKK East Lampung.

Deliberative empowerment that emphasizes active participation, deliberation, and cooperation is closely related to the theory of civil society civilization inspired by Islamic principles. Civil society in the context of Islam is a highly civilized society that upholds the values of justice, brotherhood, and deliberation, as implemented by the Prophet Muhammad SAW when building the Medina society. The main principles in deliberative empowerment, namely active participation and deliberation, have parallels with the concept of deliberation applied in civil society. Deliberation is one of the important pillars emphasized in the Qur'an (QS. Asy-Syura: 38) and is used as a basis for collective decision-making. Likewise, in deliberative empowerment, every decision in the empowerment process is taken through participation and joint discussion, involving all interested parties to achieve common goals. In addition, the concept of brotherhood (*ukhuwwah*) in civil society is also in line with the principle of partnership in deliberative empowerment. In both theories, solid cooperation between various elements of society, such as communities, government, business, and the media. It is very important to achieve shared prosperity. This is also seen in the Medina community, where the Prophet Muhammad SAW united the Muhajirin and Anshar through brotherhood (*ukhuwwah Islamiyah*) and built a strong partnership between them.

Amartya Sen, in his book *Development as Freedom*, emphasizes the importance of individual freedom to participate in the decision-making process that affects their lives. This concept reinforces the principles of justice and freedom that are also the basis of the Medina Charter, the first constitutional document that provides religious freedom and justice for all communities in Medina. The Medina Charter emphasizes the importance of justice, freedom, and togetherness in building a harmonious and empowered society. The application of Amartya Sen's concept of *Development as Freedom* in the Community Work Training Center (BLKK) in Pesawaran and East Lampung can be seen in the implementation of individual freedom to choose according to style. Along with the principles of justice and freedom contained in the Medina Charter, BLKK can provide an equal space for participants from various backgrounds to participate in the learning and decision-making process. Deliberative Empowerment Stages:

- 1) Outreach (Outreach and Potential Mapping) At this stage, BLKK Fatayat NU begins with community outreach, mapping the potential in the community, and recruiting training participants. The recruitment process is carried out inclusively through manual and digital methods, using the SIAPkerja platform provided by the Ministry of Manpower. This shows BLKK's commitment to ensuring that every individual has an equal opportunity to participate in this program without discrimination.
- 2) Retreat (Work Equipment Development) At this stage, BLKK develops training programs by preparing equipment, facilities, modules, and instructors. Preparation of infrastructure and administrative completeness before the training begins. Each participant and instructor must have a Task Order (SPT) or Decree (SK) so that their duties are clearly defined.
- 3) Partnership (Cooperation with Community Elements) BLKK Fatayat NU has collaborated with Yasmin Cooperative, Asih Tailor Merapi, and Tailor An-Nisa, although the implementation has not been maximized. This collaboration is part of an effort to provide access to training participants to be involved in the job market or develop independent businesses. This collaboration is in line with the Deliberative concept, which emphasizes collaboration, business, community, government, and media for the success of the empowerment program.
- 4) Dissemination (Dissemination of Empowerment Results) One form of dissemination of program results is through social media, especially Instagram, which is used by BLKK Fatayat NU to promote training activities. Based on the findings, the promotion of participants' product results is still limited to documentation of training activities and has not been focused on marketing products widely. BLKK also plans to be more active in marketing participants' sewing products to increase their income.

5) Monitoring and Evaluation (Monev) At the Monev stage, BLKK monitors the progress of the program in a participatory manner, involving participants, instructors, and government officials in evaluating the success of the program. Monitoring is carried out during implementation, and the results are used to improve and develop the program in the future. Evaluation of instructor performance, training facilities, and participant outcomes is an important part of this process. This study found specific deficiencies in several stages of training program implementation at BLKK East Lampung and Pesawaran. The main deficiency lies in the Planning and Module Development Stage (Outreach and Retreat). BLKK has not involved academic elements in designing the curriculum and training modules. Although the training modules have been determined by the Ministry of Manpower, the involvement of local educational institutions or academics can enrich the modules with more contextual adjustments to the needs of local participants. Stages Program Implementation (Partnership). At this stage, involvement in business elements or the business world is not yet optimal. BLKK has not implemented real projects involving sustainable marketing of training products or efforts to establish partnerships with businesses. Cooperation with business elements, such as convection companies or product sales in the local market, is still limited to plans and has not been realized. Dissemination Stages (Disseminate) Dissemination of program results through social media is still focused on documentation of activities, not yet fully directed at commercial product promotion. Scientific publication or documentation of best practices of the program has also not been carried out, either in national or international journals. This step is important as an effort to share the success of the BLKK training program widely and provide scientific contributions to the field of community empowerment.



Figure 2. FGD in BLKK Pesawaran.

Deliberative Empowerment Model, namely becoming a Deliberative Empowerment Model Based on Life Skills that integrates the Principles of Human Capital Management (HCM) with Islamic Principles and Characteristics of Civil Society in Community Job Training Centers (BLKK). Based on previous research that differentiates this study, including the research of Ahu Sumbas and Berrin Koyuncu (2018), who found that gender-sensitive policies, such as gender budgeting and women's support centers, are effective in empowering women in Turkey (Turkish Studies). Marijke Sniekers and Marieke van den Brink (2018) showed that social norms and institutional structures prevent young mothers in the Netherlands from achieving economic independence (Journal of Youth Studies). Karen Leppel et al. found that job training increases the satisfaction and well-being of senior workers in the United States (Job Characteristics Model). Aas Nurasyiah et al. (2023) revealed that Islamic-based wealth management helps increase the economic independence of women micro-entrepreneurs in Indonesia (Review of Islamic Economics and Finance).

In Indonesia, Bahri and Widodo Prasetyo (2021) emphasized the importance of digital entrepreneurship training to increase economic independence. Mastarina Barus (2019) integrated vocational and non-vocational life skills for the empowerment of women. Ragil Atmaja et al. (2020) studied the role of non-formal education in the empowerment of public socio-economic status. Syamsul Bakhri Gaffar (2021) shows the importance of cooperation across sectors in training skills life, especially sewing. Ivan Lilin Suryono et al. (2022) evaluated the effectiveness of BLKK in increasing the quality of power work, and Yeni Nuraeni et al. (2023) highlighted the importance of soft skills in the preparation of power Work facing Industry 4.0 and 5.0.

Meanwhile, this dissertation research presents a deliberative approach through five key stages (outreach, retreat, partnership, dissemination, and monitoring) involving deliberation, active participation, and cross-sector collaboration. In addition, this research provides a new dimension by highlighting the synergy of human, social, and organizational capital that is applied contextually while strengthening soft skills such as Motivation and Self-confidence as the main supporters of hard skills, with Islamic Principles and Characteristics of Civil Society at the Community Work Training Center (BLKK). Based on the findings above, the researcher displays model in the form of a diagram.

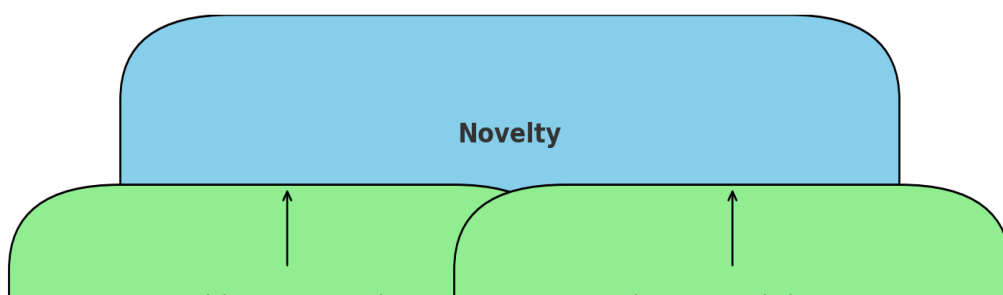


Figure 1.1 Diagram of Novelty Findings of the Empowerment Model Based on Deliberative Synergy

Based on all the novelty findings above, researchers can conclude that the words have the following meanings: DEL SYN (Deliberative Synergy). D: Deliberative (Deliberation, in-depth discussion, and joint decision-making; E: Engagement (Involvement) active various stakeholders' interests, L: Leadership (Leadership) in build collaboration cross-sector), S: Synergy (Collaboration and integration) between human, social, and organizational capital elements). Y: Yield (Result or impact sustainable empowerment). N: Networking (Network development) social and economical for support program).

Implementation of the Principles of Women's Rights at the Community Work Training Center (BLKK) of Lampung Province

The book *Sittin al-'Adliyah* by Kiai Faqihuddin Abdul Kodir discusses various aspects of women's rights in Islam, with an emphasis on justice and women's rights in the family and society. The three main hadiths reviewed, namely Hadith 6, Hadith 9, and Hadith 15, emphasize the role and rights of women in various social and economic fields. In the context of empowerment at BLKK Fatayat NU and Muslimat NU, the implementation of Islamic values that honor women is very visible. Based on the findings of empowerment, participants who come from various social and economic backgrounds are given equal opportunities to learn and develop. This is very relevant to Islamic teachings that emphasize justice and equal rights between men and women, as reflected in the book *Sittin al-'Adliyah* by Kiai Faqihuddin Abdul Kadir.

Islam Eroding Discriminatory Traditions against Women, Women's Rights to Education and Social Security, Women's Rights to Work in Public Spaces from Islam Eroding Discriminatory Traditions against Women explains that Islam eliminates the jahiliyyah tradition that discriminates against women and replaces it with high respect for women's rights. At BLKK, this is realized through inclusive policies that ensure that all participants, regardless of background, are treated fairly. Women are given full rights to acquire skills, participate in decision-making, and are allowed to be economically independent. Women's rights to education and social security are also the basis for implementing training programs at BLKK.

Participants are encouraged to develop skills that enable them to become independent and dignified individuals so that they can contribute to their families and communities. Training at BLKK not only provides technical education but also instills spiritual values, where participants understand the importance of education as a means to achieve social and economic well-being. Women's rights to work in public spaces. Training at BLKK Fatayat NU and Muslimat NU directly implements this by opening up opportunities for women to be actively involved in economic activities, namely sewing. The entire training program at BLKK reflects Islamic teachings that glorify women, affirming that women have the same rights as men in obtaining education, social security, and public roles. With an approach that combines technical skills and spiritual values, this training has succeeded in shaping participants into individuals who are socially, economically, and spiritually empowered.

Changes in Participants' Life Skills in the Women's Empowerment Program at the Community BLK to Economic Independence

Life skills, or skills life, are divided into two main categories, namely hard skills and soft skills. Illah Sailah (2024) emphasized that soft skills are skills related to interpersonal and intrapersonal abilities, such as communication skills, leadership, critical thinking, and self-management. Soft skills are considered drivers of technical skills (hard skills), which means that someone who has good technical skills will be more effective if equipped with soft skills.

Hard skills refer to technical skills related to mastery of science and technology relevant to a particular job or field. Robert Katz, in his theory of managerial skills, divides these technical skills into three categories: technical skills, humanistic skills, and conceptual skills. These technical skills (hard skills) include operational abilities in carrying out specific tasks, such as using tools or technology and completing technical procedures effectively. At the Community Work Training Center (BLKK) in Pesawaran and East Lampung, the development of hard skills or technical skills is the main focus of training participants. The hard skills taught at BLKK include technical skills relevant to the field of clothing manufacturing, which requires mastery of technology and tools used in the textile and fashion industry. The application of hard skills here is not only limited to teaching theory but more to developing practical abilities to improve participant competence. In BLKK Pesawaran and East Lampung, the application of technical skills is visible in the training process given to participants. Instructors at BLKK play an active role in ensuring that each participant not only understands the theory but is also able to use and apply technical knowledge to complete practical tasks. 1) Understanding Patterns and Design, namely, Participants are taught to read and understand clothing patterns, which are the basis of every clothing-making process. Understanding this pattern is a technical skill that requires analytical skills, where participants must measure accurately, cut the fabric, and arrange the pieces according to the desired pattern. 2) Sewing Machine Usage As part of the technical skills, participants are trained to use various types of sewing machines properly and correctly. They learn sewing techniques that involve needle setting, machine speed control, and thread setting. The use of this sewing machine includes the application of procedures that must be carried out correctly so that the resulting product has good quality. 3) Specific Sewing Technique Application Participants are also trained to master various sewing techniques, such as straight stitches, zigzags, overlocks, and good finishing techniques. Each of these techniques has its procedures and methods, which must be mastered by participants so that the final results are by the established standards. This training is not only theory-based but involves direct practice where participants are taught to apply technical methods according to the design needs and materials used.

Overall, the application of technical skills at BLKK Pesawaran and East Lampung, supported by training modules from the Ministry of Manpower, shows that participants gain not only applicable technical skills but also a deep understanding of occupational safety, standard procedures, and complete theory and curriculum. This combination of theory, practice, and occupational safety should have become a strong basic capital, especially in the field of fashion design and clothing manufacturing. The implementation of training modules at BLKK Pesawaran and East Lampung, although designed comprehensively and structured by the Ministry of Manpower, faces several challenges related to the flexibility of time between theory and practice. One of the problems that arose from the implementation of this module is the theory material that is too rigid, and the schedule is tight, thus reducing the time allocated for participants' practical activities. This is an important concern because, in the context of vocational training, such as fashion design, direct practice is a key element in developing participants' skills.

Soft skill components such as communication, leadership, critical thinking, and self-management in BLKK are mostly developed informally because these soft skill components are not explicitly regulated in the training module. The training module focuses more on technical skills (hard skills). The instructors provide a lot of motivation related to self-confidence, especially for those who are new to learning sewing skills. The instructors not only teach technical skills but also encourage participants to be more confident in facing learning challenges. This motivation is given in various ways, such as giving awards for each participant's achievement, opening discussion sessions, and creating a supportive learning environment. On the other hand, the self-management aspect still needs improvement because the instructors and modules have not fully directed participants to manage time, set priorities, or plan independently. The addition of soft skill elements to the training module can be a significant step in improvement.

Integration of Human Capital Management into Empowerment based on life skills development to increase economic independence at the Community Job Training Center (BLKK) of Lampung Province

The integration of Human Capital Management (HCM) into empowerment based on life skills development at the Community Job Training Center (BLKK) of Lampung Province has proven to be a strategic approach in enhancing economic independence among women. HCM, as defined by Armstrong, Michael, and Baron, positions human capital as a critical organizational asset that encompasses knowledge, skills, experience, and learning capacity. This concept aligns with Al-Ghazali's economic philosophy, which emphasizes that economic activity serves not only as a means of individual survival but also as a mechanism to create prosperity and contribute to societal well-being. The fusion of these perspectives underscores the necessity of investing in human potential to drive sustainable economic empowerment.

Empirical findings from BLKK Lampung Timur and Pesawaran indicate that the structured integration of human, social, and organizational capital forms a strong foundation for participant empowerment. Human capital development is evident in the enhancement of sewing and fashion skills, where participants undergo 200–260 hours of training covering theoretical knowledge and hands-on practice in garment production, including pattern-making, cutting, sewing, and finishing techniques. Statistical data shows that 95% of participants demonstrated improved technical abilities, with over 70% successfully completing practical assessments with high scores. Furthermore, 68% of graduates expressed confidence in starting their own businesses, and 47% have already engaged in home-based enterprises, generating an average monthly income of IDR 1.5 million to IDR 3 million, directly contributing to their economic independence. In addition to technical training, soft skills development, such as occupational safety (K3), motivation, and business planning, further strengthens participants' readiness for entrepreneurship. Reports indicate that 89% of participants experienced increased self-confidence and decision-making abilities due to the program's structured training environment.

to industry standards, allows technical knowledge to be institutionalized effectively and passed on to each generation of participants. The training assessment and documentation procedures also ensure that there is valuable historical data for future program evaluation and improvement. In addition, the integration of Islamic values strengthened by the Fatayat and Muslimat NU communities adds an ethical dimension to encouraging women to be economically and socially empowered.

CONCLUSION

The main novelty of this study is the development of a Life Skills-Based Deliberative Empowerment Model that integrates Human Capital Management (HCM) principles with Islamic values in industry-standard skills training at the Community Job Training Center (BLKK). This model emphasizes deliberation, cooperation, and active participation in the Pesawaran BLKK, involving the head of the center, instructors, community leaders, and village government to ensure the training meets community needs. Participants actively engage in discussions and hands-on practice, improving not only technical skills but also self-confidence and teamwork. Although partnerships with the Ministry of Manpower, village apparatus, and local communities have been established, collaborations with cooperatives and textile businesses remain in the planning stage. Additionally, academic institutions have not been involved in module and curriculum design, leaving room for further development in scientific and contextual aspects. The integration of women's rights in Islam at BLKK Fatayat NU and Muslimat NU reinforces gender equality by providing training that respects and empowers women. Participants are not only taught technical skills but also educated on their rights to respect, education, and public participation. The training incorporates Islamic values of equality and justice, enabling women to grow in social, economic, and spiritual aspects. BLKK promotes inclusive education and social security to support women's welfare, emphasizing that Islam encourages their active role in society. These values are reinforced through training sessions and book studies, providing participants with a deeper understanding of their contributions beyond the domestic sphere. Participants develop hard skills in fashion design and clothing making, including pattern making, sewing machine operation, and specific garment production techniques. The competency-based training module from the Ministry of Manpower ensures mastery of technical procedures and work safety, although balancing theory and practice remains a challenge. Soft skills such as communication, self-confidence, and leadership are developed through instructor guidance and peer support. However, self-management skills have not been explicitly integrated into the training module, requiring further improvement. The integration of Human Capital in BLKK is evident through the enhancement of technical and theoretical skills, work safety practices (K3), and participant motivation. Social capital is fostered through collaboration between participants, instructor mentorship, and support from the Fatayat NU and Muslimat NU communities, which strengthen social networks and business opportunities. Organizational capital is reflected in the industry-standard curriculum, structured training procedures, and comprehensive documentation, ensuring sustainability and program relevance. The integration of Islamic values and local wisdom enriches the training, making it not only technically effective but also ethically, spiritually, and socially impactful, ultimately improving participants' well-being in both worldly and religious aspects.

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