

Tackling Inequality: Asymmetric Vocational Education and Training for Women's Empowerment

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Abstract

This study aims to analyze and reveal the success of the Juriya village program through Asymmetric Vocational Education and Training on community empowerment, especially for women. The study focuses on gender mainstreaming in development through strengthening local planning and budgeting institutions responsive to gender and the environment. This study uses a descriptive qualitative approach, with study subjects including the Juriya vocational village development team, the Wire-G women's community, the village head, village officials, and the Juriya village women's community. Data collection used interviews, observation, and documentation. Data analysis techniques were done through data condensation, data display, and conclusion. The results showed that asymmetric vocational education and training significantly impacted women's empowerment, especially in improving the economic and social status of the women's community and making them more dexterous and skilled in managing local resources in Juriya village. The conclusion of this study confirms that an education and training approach responsive to gender and the demands of modern industry can effectively empower women at the local level.

Keywords: Asymmetric Education Program, Community Empowerment, Juriya village women

Abstrak

Penelitian ini bertujuan untuk menganalisis dan mengungkap keberhasilan program Desa Juriya melalui Pendidikan dan Pelatihan Kejuruan Asimetris dalam pemberdayaan masyarakat, khususnya bagi perempuan. Penelitian ini berfokus pada pengarusutamaan gender dalam pembangunan melalui penguatan lembaga perencanaan dan penganggaran lokal yang responsif terhadap gender dan lingkungan. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan subjek penelitian meliputi tim pengembangan desa kejuruan Juriya, komunitas perempuan Wire-G, kepala desa, pejabat desa, dan komunitas perempuan Desa Juriya. Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Teknik analisis data dilakukan melalui reduksi data, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pendidikan dan pelatihan kejuruan asimetris berdampak signifikan terhadap pemberdayaan perempuan, terutama dalam meningkatkan status ekonomi dan sosial komunitas perempuan serta membuat mereka lebih terampil dan mahir dalam mengelola sumber daya lokal di Desa Juriya. Kesimpulan dari penelitian ini menegaskan bahwa pendekatan pendidikan dan pelatihan yang responsif terhadap gender dan tuntutan industri modern dapat secara efektif memberdayakan perempuan di tingkat lokal.

Kata kunci: Pemberdayaan Masyarakat, Perempuan Desa Juriya, Program Pendidikan Asimetris

BACKGROUND

Worldwide, women still face barriers in access to education, job training, and decision-making (UN Women, 2023). These barriers are multidimensional as they encompass various factors such as economic, cultural, social, and structural factors, and persist despite progress in recent decades. Poverty, parental discrimination, early marriage, and cultural norms that limit women's roles are still major barriers for women to access and complete education, especially in developing countries (Otieno et al., 2024; Bangura & Mambo, 2023; Dewi et al., 2025).

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Stereotypes that place women in the domestic sphere and keep them out of science and technology fields have limited their access to strategic employment opportunities, including engagement in vocational training and upskilling programs needed to enter new and value-added sectors of the economy (Tabassum, 2019).

In Indonesia, gender disparities are evident in women's low participation in the formal sector and decision-making (Badan Pusat Statistik, 2023; Kementerian Pemberdayaan Perempuan dan Perlindungan Anak (KPPPA), 2023). Indonesian women tend to have lower formal labor participation rates and involvement in decision-making positions than men, due to structural, cultural, and policy barriers. Whereas women's labor force participation rate is only around 50-53%, far below men, who reach 83-84% (Cameron, 2023; Hayati et al., 2024). Patriarchal culture, domestic burden, lack of work flexibility, gender stereotypes, traditional norms, and lack of training are the main barriers for women to work in Indonesia (Ardiansya et al., 2022; Rohmatilah, 2023; Viratama et al., 2025).

In Juriya Village, the majority of women work as farm laborers with low education, with around 26.5% having only graduated from primary school (Profil Desa Juriya, 2021). Education has a strategic role in increasing women's capacity to fully participate in development. Wahyudi & Elanda (2023) emphasize the importance of gender mainstreaming in regional development planning to overcome this inequality.

One approach that is considered effective in addressing this challenge is gender-responsive vocational education and training. This approach aims to improve women's technical skills and empower them to contribute more to economic and social development. Vocational education that integrates local wisdom and local economic potential (e.g., processing agricultural products, crafts, or local products) can improve the skills, motivation, and economic independence of rural women (Sumardi & Djohar, 2016; Tohani et al., 2019).

Village women do need vocational education that is not uniform, but rather tailored to their local potential, literacy level, and social structure. Asymmetric or contextual approaches are more effective in empowering rural women and increasing the impact of vocational education (Sumardi & Djohar, 2016). The asymmetric vocational education and training (AVET) approach allows for vocational education interventions that are specific and relevant to women's local needs, different from standardized, uniform training models. AVET emphasizes the importance of women's participation in planning, adaptation to the socio-cultural context, and empowerment based on local potential. AVET tailors training to local economic, cultural, and social potential, making it more relevant and effective for women in specific communities, such as rural women or minority groups (Dagar, 2022; Le, 2023; Na, 2020; Sheshadri et al., 2023)

AVET is very suitable for Juriya Village, which has a lot of local potential, so that the implementation of the vocational education program can increase women's capacity to utilize local resources productively. Previous research shows that community-based vocational training can have positive impacts, such as increasing women's skills and income (Suparman et al., 2022). In addition, AVET helps overcome barriers such as cultural norms, limited access, and lack of information by involving communities and local leaders in the training process (Benshak et al., 2024; Le, 2023). Women's empowerment through asymmetric vocational education becomes relevant to improve individual skills and contribute to creating more inclusive, gender-responsive, and competitive village communities.

This study aims to analyze the success of the Juriya village program in empowering women through gender-responsive and environmentally responsive asymmetric vocational education and explore how the approach can serve as a model for other villages facing similar challenges. The main focus of this study is gender mainstreaming in village development through strengthening local institutions in gender-responsive and environmentally-oriented planning and budgeting.

RESEARCH METHOD

This study employs a qualitative case study approach to explore the role of Asymmetric Vocational Education and Training in women's empowerment in Juriya Village, Bilato, Gorontalo. A total of 25 participants were involved, including members of women's groups, Wire-G facilitators, village officials, the village head, and the vocational development team.

Data were collected over 11 months through semi-structured interviews, participant observation, and document analysis. Interviews focused on participants' experiences, perceived benefits, and challenges related to the vocational training program. Observations were conducted during training sessions, mentoring activities, and village development meetings, while documents, including activity reports, village policies, training modules, and program reports) were reviewed to provide contextual information.

The data were analyzed using the interactive model proposed by Miles et al. (2014), which consists of data condensation, data display, and concluding. Thematic coding was applied to identify key themes related to women's empowerment, gender-responsive development, economic participation, and digital literacy. To ensure the reliability of the findings, methodological and source triangulation was conducted by comparing information obtained from various data sources and participant groups. Ethical considerations were addressed through informed consent, voluntary participation, and the protection of participant confidentiality throughout the research process.

RESULT AND DISCUSSION

Vocational Education Program

A gender-responsive vocational education and training program in Juriya Village has made a significant impact in empowering women in the area. The program is implemented by the Women Institute Research and Empowerment of Gorontalo (Wire-G) and is designed to increase rural women's access to resources and skills relevant to the demands of a modern economy. Juriya Village, located in Bilato Sub-district, Gorontalo, has a population of 701, with the majority of the population, approximately 371 people, being women (Profil Desa Juriya, 2021). Most of the population works as farm laborers due to limited education and skills, with 26.5% of them only having a primary school education. This situation has made many women in Juriya Village dependent on jobs that rely solely on their physical abilities, without any special skills.

Through the vocational training program, several positive changes have occurred, including: (1) Increased Access to Productive Resources. This vocational training has given women wider access to productive resources such as land, capital, and technology. This access is obtained through training programs and cooperation with other parties, so that village women can optimize their local economic potential. (2) Skills and Knowledge Development. This program succeeded in improving women's skills and knowledge in the field of creative economic businesses. Training is

provided in various fields such as processing agricultural products, making local products, and technology-based business development. This enables village women to run businesses more effectively and sustainably. (3) the establishment of productive business units. With the vocational training, several new productive business units have been established, managed by village women's groups. These business units include local food production, handicrafts, and other small and medium enterprises that can provide additional income for the family. (4) Increasing Women's Participation in Village Development. This program encourages women's active participation in the village development process, including in decision-making and management of local resources. This participation not only enhances women's role in society but also helps to create a more inclusive and gender-balanced environment. (5) New Job Creation. With the emergence of new entrepreneurs from among village women, new jobs are created, thereby reducing unemployment and dependence on informal sector employment.

These findings were consistently supported by interview data. Mrs. A, as a participant, explained:

"Before joining the training, I only worked as a farm laborer whenever work was available. Now I can produce corn sticks and coconut oil with my group, and our products are sold through social media. The additional income helps cover my children's school expenses."

Similarly, Mrs. N stated:

"Previously, we rarely attended village meetings because we felt we had nothing to contribute. After participating in the training, we became more confident and were invited to participate in discussions on village development planning."

These testimonies indicate that the program not only improved participants' technical competencies but also strengthened their confidence, agency, and participation in community governance.

This vocational training emerged in response to some of the major problems faced by villages, such as limited community access to productive resources, limited infrastructure, low institutional capacity, and economic disparities between urban and rural areas. These problems cause rural communities, especially women, to be trapped in a cycle of poverty and powerlessness. Lack of access to productive resources, such as land and capital, as well as inadequate infrastructure, hinders village women from developing their economic potential. Vocational training seeks to address these issues by providing women with access and appropriate training. Low education is a barrier for rural women to get decent jobs and participate in economic activities. Vocational training aims to improve skills and provide the necessary knowledge for village women to compete in the job market. Governance and socio-economic institutions in villages need to be strengthened to support sustainable development. Vocational training involves women in strengthening local institutions, so they can play an active role in planning and decision-making processes.

The positive impact of this program is the increase in skills and knowledge of village women, the establishment of new productive business units, and increased women's participation in village development. In addition, the program is also able to create new jobs and improve the overall welfare of the community. However, challenges still exist in the implementation of this program, such as limited resources, cultural resistance, and limited support from the local government.

Nevertheless, through cooperation with various parties and appropriate adaptation, these challenges can be overcome to achieve long-term success. Therefore, the vocational education program in Juriya Village proves that with the right approach and responsive to gender needs, village women can be empowered to play an active role in local economic development. The program not only provides technical skills but also empowers women in social and economic aspects. The convergence of interview findings, field observations, and documentary evidence strengthens the conclusion that asymmetric vocational education contributes to reducing structural gender inequalities by enhancing women's capabilities, participation, and economic resilience. The success of this program can be used as a model to be applied in other villages facing similar challenges.

Community Empowerment Approach through Gender Responsive Vocational Education

The community empowerment program in Juriya Village through gender-responsive vocational education was designed according to the 5P empowerment model proposed by Suharto, as cited in Anwas (2013). This model consists of five main elements: (1) enabling, (2) empowering, (3) protecting, (4) supporting, and (5) sustaining. This approach has been systematically applied to improve the welfare and skills of village women in optimizing local potential;

1. **Enabling.** The enabling approach aims to open up opportunities and an enabling environment for women's participation in economic activities. In the context of Juriya Village, the first step taken was to discuss and interview participants to identify potential that could be optimized. This process involves the utilization of local resources that have not been fully exploited by the community due to limited skills in the design of more attractive and innovative food products. According to Suharto (2013), a conducive environment and good communication between the facilitator and participants are the main keys in the enabling process.
2. **Empowering.** Strengthening is an important step taken by Wire-G facilitators to increase women's knowledge and skills in utilizing local potential. The program includes providing relevant training materials as well as strengthening participants' rights to develop and use locally available raw materials. This approach is in line with Nussbaum's (2011) View, which emphasizes the importance of providing individuals with access and the ability to develop their potential.
3. **Protecting.** In the protection element, facilitators play an active role in preventing misunderstandings between participants and facilitators. This is done through regular discussions to solve problems that may arise during program implementation. This approach is in line with Zimmerman's (2000) view that highlights the importance of a supportive and safe environment in the empowerment process.
4. **Supporting.** Support is provided to participants through continuous support and guidance. One of the challenges often faced is resistance from the family, especially husbands who may not support their wives' participation in the program. In such cases, facilitators hold direct discussions with husbands to explain the benefits of the program and the importance of their support. This is in line with Bandura's (1997) Findings on the role of social support in increasing the success of empowerment programs.

5. **Sustaining.** The final approach, maintenance, emphasizes the importance of maintaining conditions conducive to program sustainability. Facilitators play a role in ensuring that relationships between participants and families remain harmonious. Husbands are also involved in this process to provide ongoing support to their wives involved in the program. According to Kabeer (1999) The maintenance of good social relations is a key factor in the success of sustainable empowerment programs.

Asymmetry of Vocational Education and Training

Vocational education and training in Juriya Village have unique characteristics that include several important aspects in women's empowerment efforts. (1) Participant Group. The program is specifically designed for groups of women with various social and economic backgrounds. The focus on women enables their increased participation in village economic and social activities (Anwas, 2013). (2) Age Range of Participants. The age range of participants varies, from adolescents to adults, thus encompassing different generations that can learn from and support each other in the empowerment process. This age diversity allows for valuable cross-generational knowledge transfer (Nussbaum, 2011). (3) Locus. The program is implemented on a hamlet scale, which allows for a more specific approach and according to local needs. Appropriate site selection supports the effective implementation of empowerment activities (Zimmerman, 2000). (4) Substance/Material. Training materials include technical and non-technical skills development relevant to local economic and industrial needs. These materials include food product processing, creative product design, and the utilization of digital technology for marketing (Bandura, 1997). (5) Time Duration. The training is designed for a flexible time duration, allowing participants to fit their participation around other family and work commitments.

This time flexibility increases accessibility and participant engagement. (Kabeer, 1999). This includes three important points. (1) Objectives. The main objective of the program is to empower village women by providing them with the skills and knowledge needed to actively participate in local economic activities and decision-making (Suharto, 2013). (2) Benefits. The benefits gained by participants include increased skills, knowledge, and confidence, as well as new economic opportunities that can improve the welfare of families and village communities as a whole (Anwas, 2013). (3) Impact felt. The impact of this program is felt not only by the participants but also by the village community as a whole. Increased women's participation in economic and social activities brings positive changes in community dynamics and encourages more inclusive and sustainable development (Nussbaum, 2011).

The Juriya Village community empowerment program through gender-responsive vocational education demonstrates how the 5Ps approach can be effectively applied to improve women's welfare and participation in local development. By considering specific aspects such as participant groups, materials, and social impact, the program succeeded in creating sustainable positive change. This approach can serve as a model for other villages facing similar challenges in community empowerment efforts.

Table 1. Asymmetric Vocational Training for Women's Empowerment in Juriya Village

Uniqueness and Specifications				
Participant Group/Age	Dusun	Vocational Education Materials	Purpose	Benefit
Women Group aged 19-49 years	<i>Dusun I, Dusun II, Dusun III</i>	Basic Gender Training. Participatory village planning training for the Juriya Village women's group	Women's groups can know & understand the basic concepts of gender and the roles that must be carried out.	Women's groups master the basic concepts of gender and can distinguish between gender, what is fixed, and what is only constructed by humans. Women are increasingly able to define and exemplify gender.
Women Group aged 19-49 years	<i>Dusun I, Dusun II, Dusun III</i>	PPRG Document Preparation Training	Women's groups understand and know the stages of participatory village planning.	The women's group masters the stages and flow of village planning and can actively participate in all planning activities in Juriya Village.
Women Group aged 19-49 years	<i>Dusun I, Dusun II, Dusun III</i>	Assistance with Village Planning and Budgeting Documents	A group of Women know and understand the Document Type village and identify documents village, Gender-responsive	Women's groups know and understand the types of village documents and can identify gender-responsive village documents
Women Group aged 19-49 years	<i>Dusun I, Dusun II, Dusun III</i>	Business Analysis and Value Chain Training for Juriya Village women's group	Women's groups know and understand Business Analysis and Value Chain	The women's group can examine, identify the substance of the village planning and budgeting document, so that its integration can be seen with sustainable gender and environmental issues.
Women Group aged 19-49 years	<i>Dusun I, Dusun II, Dusun III</i>	Results-based confectionery processing training local agricultural production (corn sticks and banana chips, <i>kelapa kampung</i> oil)	Women's groups know how to process local food into corn chips, banana chips, and typical <i>kelapa kampung</i> oil.	The female group can identify and decipher the value chain of commodities that will be produced in local food processing in Juriya Village.

Source: Observation Results. Processed Data.

Based on the table above, the strategic efforts made by Wire-G in conducting gender-responsive vocational education and training focus on three empowerment programs, namely (1) Gender mainstreaming in development through strengthening local institutions in gender-responsive planning and budgeting. (2) Improving the quality of the environment and natural resources through sustainable agriculture. (3) Community empowerment (especially women) based on local agricultural production. In relation to this study, Wire-G in vocational education and training for women in Juriya Village conducted several Socialization, Training, FGD, and Motivation

activities. Wire-G's assistance is also focused on the development of gender-responsive vocational education and training programs. Below, the author will show the model of gender-responsive vocational education and training for the Juriya Village Women's Group.

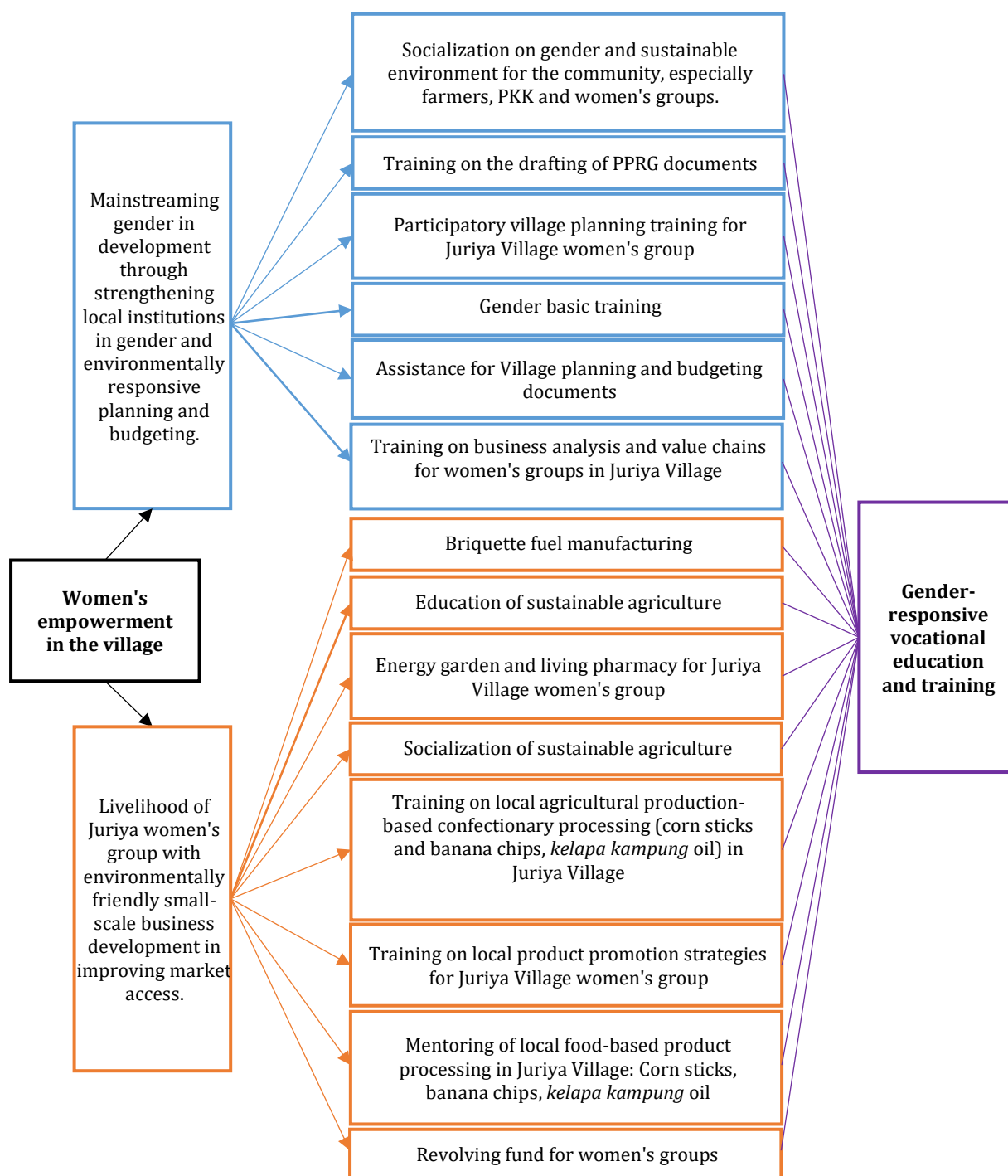


Figure 1. Gender Responsive Vocational Education and Training Model for Juriya Village Women's Group

Gender Mainstreaming in Development

In the context of sustainable development, the role of women in the agricultural system cannot be ignored. Data shows that the number of female farmers is often greater than male farmers, indicating significant potential in their contribution to sustainable agriculture (Lestari et al., 2020). Therefore, education and empowerment of women in the implementation of sustainable agricultural systems are crucial, especially in rural areas such as Juriya Village. There are several ways in which the role of women can be maximized, such as:

First, Role in Sustainable Development. Increasing the role of women in sustainable environmental issues is an important focus, given their strategic potential (Rahmawati & Salimi, 2022). The Wire-G organization started the first step with the socialization of the role of gender in a sustainable environment. At the Gender and Sustainable Environment training, participants were introduced to the basic concepts of a sustainable environment, its impacts, and how humans should play a role.

Second, Education: Shaping Gender Understanding. This training began with the introduction of participants and continued with an interactive discussion on the differences between women and men (Mulyani et al., 2021). Participants were asked to write differences on a metaplan, which included physical aspects, work, roles, and responsibilities (Kusuma, 2022). The facilitator then guides participants to identify the difference between nature and social construction or gender. Participants then explored the concept of gender as a social construction that affects the roles, functions, and responsibilities of men and women. This understanding enabled participants, all of whom were women, to differentiate between gender and sex, and to identify natural and social roles (Mulyani et al., 2021).

Third, Women's Participation in Village Planning. Participatory village planning training activities for women's groups in Juriya Village involved local village officials and aimed to motivate participants to be active in every stage of planning (Santoso et al., 2023). In this case, the training materials covered the flow and stages of village planning and the importance of active participation from all elements of the community. Participants were invited to understand participatory and gender-responsive village planning. They engaged in an interactive discussion on civil society voting rights, so that they can actively participate in planning in Juriya Village. The training strengthened participants' understanding of inclusive planning, where women and other vulnerable groups can contribute significantly (Rahmawati & Salimi, 2022).

Fourth, Gender and Environment Responsive Budgeting. The training focused on the preparation of gender-responsive budgeting planning documents (PPRG), emphasizing the integration of gender issues in village planning documents (Kusuma, 2022). Participants were invited to identify gender issues in the village and include them in planning documents. Through this approach, participants were able to see the differences between traditional village documents and gender-responsive documents, enabling them to better understand the types of village documents and identify aspects that can be integrated with gender and environmental sustainability issues.

Fifth, implementation of Rencana Pemerintah Jangka Menengah Desa (RPJMDes). Women's groups in Juriya Village received vocational training related to assistance in preparing gender-responsive planning and budgeting documents (Santoso et al., 2023). In preparing the RPJMDes, the Wire-G facilitator team and women's groups ensured the involvement of the entire community, including women, the elderly, children, and people with disabilities. This effort aimed to

accommodate gender and environmental issues in village planning, which was well received by the Head of Juriya Village. This commitment is expected to be realized in Rencana Kerja Pemerintah Desa (RKPDDes) and Anggaran Pendapatan dan Belanja Desa (APBDDes).

Through a gender and environmentally responsive approach, Juriya Village can serve as an example of integrating the role of women in sustainable development. Strengthening women's capacity and participation not only strengthens the social fabric of the village but also makes a real contribution to sustainable agriculture and environmental management.

Livelihood of Juriya Village Women's Group by Developing Environmentally Friendly Small-Scale Businesses to Improve Market Access

Vocational education and training carried out in this activity began with the presentation of material on the value chain to provide an understanding to members of the Juriya Village women's group about simple mapping of the type of business being run starting from choosing the type of commodity to be analyzed, supply and demand, process and product costs to its market share. After receiving the value chain analysis material, the participants tried to make a simple mapping related to the commodities that will be processed into food that will be produced by each woman's group. They began to identify opportunities and challenges as well as possibilities that would occur when marketing the processed food products they produced. The output of this training is that participants can identify and analyze the value chain of commodities that will be processed into processed local food in Juriya Village.

Field observations indicated that, prior to the training, most participants had limited understanding of market segmentation, production costs, and value chain management. During the practical sessions, however, participants were able to independently map production inputs, estimate production costs, identify potential buyers, and discuss marketing strategies for their products. Mrs. W, as participant, explained:

"Previously, we only knew how to produce food products, but we never thought about production costs or market demand. Through this training, we learned how to calculate costs and determine selling prices that generate profit."

This finding suggests that the training enhanced not only participants' technical knowledge but also their entrepreneurial decision-making capacity.

The wire-g facilitator team, before conducting training for women's groups, initially identified what products women's groups would manage based on local resources. One of the identified women's groups that will manage local snacks is the forest yam (Bitule) processing group. Before conducting training on processing bitule as a local snack, the women's group first conducted search activities to transport bitule which is located in the mountains/forests, recognizing the special characteristics of bitule, from starting to distinguish which ones can be consumed and which ones cannot be consumed, the implementation of the process of removing water/poison content by using coconut fronds or salt that is squeezed by hand after going through the cutting process, it can take more or less 1 or 2 hours because of the water/poison content that must be completely lost. Bitule that has not been de-toxified is solid yellow in color and bitule that has been de-toxified is soft white for approximately 2/3 days the drying process which aims to remove the water content/poison that is dried in the hot sun to clean the bitule from the fronds or salt sprinkled to remove the poison using river water. Next, the bitule is sliced into round or stick shapes according to taste, mixed with spices, and fried until cooked. These bitule sticks have

become a daily snack for the local community and are usually ordered by the village and sub-district governments as a snack when picking up guests at the local office.

Observation during the production process showed that participants were able to apply standardized processing techniques learned during the training, particularly in detoxification, hygiene practices, and packaging. Compared with conditions before the intervention, where Bitule was consumed mainly for household needs, the processed products are now packaged for commercial purposes and marketed during village events and local exhibitions. Mrs. I stated:

"Before the training, Bitule was only cooked traditionally for family consumption. Now we know how to process, package, and sell it as a product that has economic value."

Juriya women's group assistance is trained to utilize the yard as a demplot, which is an energy garden and a living pharmacy for the women's group of Juriya village. The location of the demplot is in Hamlet 3 of Juriya Village with a demplot plot area of 8 x 6 meters, which is planted with plants in the form of ginger, ginger, turmeric, thick leaves of basil, cayenne pepper, purple eggplant tomatoes, and local corn around the fence area. Work on the Demplot was carried out in stages, starting from land cultivation, cleaning, shade making, to plant maintenance. All planting and maintenance activities are the active participation of members of the Juriya Village women's group. In addition to the demplot, women's group activities are also carried out by replanting annual plants that have been planted and cared for by them. The 8x6 meter Energy Garden demplot is a model for the community to care for the environment by planting, and the benefits can be obtained directly.

To maximize the work of the Juriya women's group, Wire-g not only provides education and training but also supports the activities of women's groups by providing revolving funds for women's groups. This activity is a follow-up to the training activities conducted for the Juriya women's group. From the results of the training conducted, as a follow-up to the development of the group's business, a certain amount of budget was given as a revolving fund for the development and sustainability of the business of processing corn sticks, coconut oil, and other processed products of the women's group. Interview findings revealed that access to revolving funds reduced one of the main constraints experienced by women entrepreneurs, namely limited business capital. Several participants reported that they were able to increase production capacity because raw materials could be purchased in larger quantities without relying on informal loans. Mrs. T stated:

"Previously we produced only when we had enough money to buy materials. After receiving revolving funds, production became more regular because we already had working capital."

These findings demonstrate that financial support complemented the vocational training by enabling participants to translate acquired skills into sustainable economic activities.

This revolving fund is given to 3 groups that have been assisted and increased their capacity. For operations and management, it is left to the group. The handover of revolving funds is carried out in front of all group members and represented by the group coordinator, with the program coordinator as the party that hands over the revolving funds, as evidenced by the minutes of the submission of the memorandum of mutual agreement. The vocational program continued with women's community assistance and local food-based product processing in Juriya Village. On the first day, according to the routine monthly meeting, the facilitator began to ask questions related to

the development of the women's group business or products that have been produced so far, as well as activities during the last month. This meeting took place at the home of one of the heads of the Corn Sticks group, as well as several representatives from the village coconut oil group.

The facilitator began to hand out the production progress sheet to all the group women who had attended the monthly meeting. After all the sheets were divided and then the results of the sheets filled in by the two groups, the facilitator found that there were some developments related to production as well as some problems from the two groups. (1) about the development of production from each group, which has so far been quite significant because in the last few months, the products produced by Alhamdulillah can be sold, and in the process of obtaining PIRT licenses from both groups. (2) In addition to the PIRT license, the attention of the village government to the groups that have received support and support from the Juriya community, which in this case also helped in marketing the products of each group. (3) Regarding the obstacles, the facilitators found almost the same obstacles as those in the previous months, namely the issue of materials, machines, and perhaps a production house that was the hope of each group. Because the question sheets filled in are almost all the same, the facilitator concludes the discussion of what has become a routine every month and immediately closes the meeting or discussion.

WEB-based Marketing of Juriya Village Food Products (Digital Village)

Wire-G through vocational education provides training/assistance in the form of Financial Management and Digital Marketing training to increase sales turnover for women's groups in the online market, both social media, Instagram, and other digital platforms. Skills training is held for 3 days. Based on the results of interviews with the trainers, the trainees are skilled and have great potential, which is supported by all participants having their smartphones. So that it is not too difficult to explain and do simulations. Even though in Juriya village, the network is still not good.

Training on the use of digital media, social media, and blogs to promote products sold by women's groups both individually and in groups. The training was quite smooth for digital media literacy and the creation of Facebook social media addresses, but it was difficult with blogs because the knowledge was more complex, for women's groups. In addition, the training participants were given working capital stimulants to the target women's groups assisted by the community to make the target group more in producing merchandise. This stimulant is very beneficial for business actors because their business capital has been eroded by the pandemic.

This training applies information technology to create social media accounts as a marketing medium for the products of the Juriya village women's group. Based on the results of social media Stats Indonesia research, it shows that the dominance of social media access in Indonesia is very high, reaching 70% for Facebook and 30% for Youtube as of July 2021 to June 2022. A condition that continues to increase during the pandemic and post-endemic period, namely from September 2020 at 40% for Facebook and 35% for Youtube.

Therefore, it is very natural that social media is the main choice for business people in Juriya Village in carrying out the digital marketing process. This media is widely used by business people because of the convenience it offers consumers in following the flow of digitalization. Several large companies are gradually starting to abandon conventional marketing models and switch to more modern approaches. Through digital marketing, communications, and transactions can be carried out at any time in real-time and can be accessed from all corners of the world. Consumers can also easily explore various products via the internet, where almost all product-related information is

widely available. Apart from that, the ease of placing orders and the ability to compare one product with another make digital marketing an effective and efficient solution in meeting increasingly dynamic market needs.

Several small business actors from women's groups in Juriya Village revealed that they had used digital media to promote their culinary businesses, and as a result, their sales showed a significant increase. This is influenced by the convenience provided to consumers in accessing information related to their business and practically ordering products. Digitalization allows small businesses to reach a wider market, provide a more convenient shopping experience for customers, and increase the visibility of their products amidst increasing competition. This is also supported by research from (Febrianto et al., 2023). The use of digital marketing can increase sales, even in very remote locations. Some of the Juriya village informants agree that digital marketing makes their sales increase, ranging from 30% to 100%, because digital marketing expands the reach of consumers and makes it easier for consumers to access information that has been provided on social media, websites, and other platforms.

This is in line with the statement of one perpetrator of the women's group in Juriya village, Mrs. M:

"That we feel helped by sales through social media; this is thanks to the assistance carried out by the Wire-G group who has been accompanying us so far in assisting the women's empowerment program in Juriya village, not only in processing local products into crafts and culinary, but they have also trained us to switch from an offline to online model sales. Where our products can be accessed by people from all over the world, even though we are in a remote village."

Based on the explanation above, it shows that currently the people of Juriya village, especially small business actors, have been able to access social media in marketing their products, and by switching to the digital platform, their products can be sold easily; they are also facilitated in payment flexibility, which can also be done through internet banking.

CONCLUSION

The study found that asymmetric vocational training is more gender-responsive, especially when applied specifically to groups of women in rural areas. The results of the study show a significant change, where women in rural areas have become more agile and skilled in managing local resources. This shows the increasing capacity of women in rural areas, as well as empowerment that enables them to meet the demands of the market. In this context, the asymmetric vocational training model plays an important role in supporting women to manage local resources based on local wisdom, as well as on the characteristics of each region.

This research makes a significant contribution by proposing an asymmetric vocational training model as a policy innovation for women's empowerment in rural areas. The recommendation for the government is to formulate an asymmetric vocational training policy that can create human capital adaptive to technological advances, as well as be proficient in managing the potential of local resources and global capacity. The implementation of this policy is expected to improve women's well-being and strengthen their position in an increasingly dynamic labor market.

This research has limitations, namely, its scope is limited to one village. Nevertheless, it is believed that the asymmetric vocational training model can empower women more broadly and

increase their dignity. To get a more comprehensive picture, further studies are needed to evaluate the extent of women's acceptability after following the asymmetric vocational training model, especially in the context of the readiness of Indonesia's female workforce in the global labor market.

The Regional Government of Gorontalo Regency is advised to formulate an asymmetric vocational education and training policy as a breakthrough in women's empowerment in rural areas, especially in remote and remote villages. Through this policy, it is hoped that human resources can adapt to technological advances, be proficient in managing the potential of local resources, and have global capacity, so that women's lives are more prosperous.

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