

CHAPTER III

ANALYSIS AND DATA INTERPRETATION

A. Implementation of Women's Leadership School in Gunungkidul

The first Women's Leadership School implemented in 2013 by Badan Pemberdayaan Masyarakat, Perempuan dan Keluarga Berencana (BPMPKB), which in January 2017 transformed into Dinas Pemberdayaan Perempuan, Perlindungan Anak, Dan Keluarga Berencana, Pemberdayaan Masyarakat Dan Desa (DP3AKBPM & D) Gunungkidul Regency in collaboration with Yayasan Satu Karya Karsa (YSKK) which focuses in the areas of women's empowerment especially women for leadership. Women's Leadership school has done as much as 4 batches since by 2013 with the method and the approach continues to grow each year. Women's Leadership School held its own with the aim of improving knowledge, skills and attitudes of female cadres village associated with leadership, democracy village, village politics and Government.

As for this research examines the deeper material on Yayasan Satu Karya Karsa (YSKK) and Dinas Pemberdayaan Perempuan, Perlindungan Anak, Dan Keluarga Berencana, Pemberdayaan Masyarakat Dan Desa (DP3AKBPM & D) Gunungkidul Regency. The following data and the address of both of interviewees are:

Table 3.1

Lists and Address of Interviewees

No	Corresponds	Established	Address
1.	Dinas Pemberdayaan Perempuan, Perlindungan Anak, Dan Keluarga Berencana, Pemberdayaan Masyarakat Dan Desa (DP3AKBPM&D)	-	Kompleks Bangsal Sewoko Projo, Wonosari, Gunungkidul 55813
2.	Yayasan Satu Karsa Karya (YSKK)	2001	Singopuran, RT 02/V, No 103, Kartasura, Surakarta 57164

Source: Primary and Secondary Data from Each Interviewee

1. Implementation of Women's Leadership School First Batch in 2013

In 2013 the women-based school founded by YSKK and the Office of women's empowerment, child protection, family planning and the empowerment of Communities and villages (DP3AKBPM & D) named women's Leadership School, this school stands because of the many factors such as the level of the gender development index (GDI) in gunungkidul is low and the problem of women's participation numbers are still in the process of making a little in Government whether it is at the village level or a higher level. This is confirmed by the results of an interview the head of women's empowerment of YSKK.

"The school was standing over the idea of YSKK, seeing that women's potential to deliver an opinion is still low in many areas of Government whereas local Government already gives the opportunities for women's participation, in the ACT already exist that women are given a 40% participation, then most of the women in the Challenging feel minder" (interview with Mrs. Lusiningtias as head of women's empowerment field in YSKK, on March 2, 2017 at 11.30 a. m)

By 2013 Women's Leadership School this becomes the first implemented in 19 Villages scattered in several subdistricts in Gunungkidul, according to data from YSKK the region include:

Table 3.2

Data of Village in Women's Leadership Schools by YSKK 2013

NO	Subdistrict	Village
1.	Ngawen	1. Watusigar 2. Sambirejo 3. Kampong 4. Beji
2.	Semin	1. Sumberejo 2. Candirejo 3. Karang Sari 4. Rejosari 5. Kemejing 6. Kalitekuk 7. Semin
3.	Karangmojo	1. Jatiayu 2. Ngawis 3. Bendung
4.	Tepus	1. Sidoharjo 2. Tepus
5.	Tanjungsari	1. Kemiri 2. Kemadang
6.	Nglipar	1. Natah
TOTAL: 6 Subdistricts		19 Villages

Sources: Module of Women's Leadership School in 2013

In the implementation of women's Leadership School in 19 villages still have obstacles; explained in module of Women's Leadership School 2013 viewed the condition of women in the area of women's capacity limitations that have become an obstacle in the growing leadership in the region. Another condition is the limited opportunities given to women because it is still the strength of the values of patriaki, it is reflected in a village outside the institution construction of family welfare (PKK) the members is dominated by men than women, YSKK do need assessment and the result is in ten village in Gunungkidul Regency not to reach the figure of 10%.

The necessity of strengthening the capacity of women to become the first step in preparing women to be able to have a superior leadership capacity, in addition to strengthening the capacity of women then need also to build a network to support women's leadership as well as providing the opportunity for women to be able to sit in a strategic position in the community through a shared advocacy movement.

In the module on Women Leadership School created by YSKK mentions that in the Women's Leadership School Program aims to do the learning for women in the field of leadership and improve capacity of women leadership to participants of the women's Leadership School. The learning method is performed using the method of the

approach to adult education (POD) or andragogy with two main key, namely:

- a. Participatory or based on the knowledge and experience of the trainees
- b. Training Facilitator plays the equivalent of trainees, meaning that the facilitator does not patronize participants; facilitators only stimulate and facilitate the training process.

In addition to the two keys, the method of adult education should also pay attention to the following things: first, the actual conditions, this training seeks to associate training activities with the condition that the encountered real by participants, making it relevant to the needs of everyday work. Second, common sense or reason and not dogmatic; Member space for critical thinking and open in the exchange of knowledge. Thirdly, respect for diversity; including dissent. Fourth, consensus was building together; about the materials and substances are discussed. Then in addition with the approach of adult education (POD), Women's Leadership School it also uses the method of Appreciative education Inquiry, with some modifications and combinations with other methods in the implementation of the facilitation.

In addition to exist from the first step to strengthening the capacity of women is to do construction or delivery of material

provided by Yayasan Satu Karsa Karya (YSKK) to the participants of the women's Leadership School. In this case the material is given by YSKK is as follows, in 2013 is composed of nine subjects namely;

- a. Subject I: opening; introductions, and learning orientation
- b. Subject matter II: dealing with democracy and human rights.
The activities are form of learning the history of democracy and human rights; the conception of the nation-State, the shape of the State and system of Government; democracy and human rights in the context of organizers of the government of the village.
- c. Subject III: leadership, its activities in the form of learning about theory, form, principles, models, and the leadership style of then the traits of a good leader, and ways of influencing others.
- d. Subject IV: Learning about analisis gender.
- e. Subject V: organizational management: learning about its activities in the form of definitions, principles, and the importance of organization management, then financial management, HR, and administration of the organization. Get to know the method of SWOT analysis and organization management in POAC; analysis and strategy of building a network.
- f. Subject VI; conflict management

- g. Subject VII: communication and negotiation
- h. Subject VIII: advocacy
- i. Subject XI; discussions and contemplation of the leadership of women; the activities include drawing up the application and follow-up in their respective organizations; reflection on evaluation of learning and training.

On the women's Leadership School program by 2013, all among women may register the program by way of filling out a form that is already provided by the Organizer, no terms and conditions that apply and then Women's leadership School is also not charging any following data presented and participants involved in the activities of Women's Leadership School 2013 the first forces:

Table 3.3

The Number of Participants Women Leadership School in 2013

No	Village	Total of Participants
1	Desa Sambirejo, Kec.Ngawen	3
2	Desa Kampung, Kec.Ngawen	4
3	Desa Beji, Kec.Ngawen	14
4	Desa Watusigar, Kec.Ngawen	6
5	Desa Natah, Kec.Nglipar	10
6	Desa Sumberejo, Kec.Semin	9
7	Desa Semin, Kec.Semin	3
8	Desa Candirejo, Kec.Semin	21
9	Desa Karang Sari, Kec.Semin	5
10	Desa Rejosari, Kec.Semin	3

11	Desa Kalitekuk, Kec.Semin	5
12	Desa Kemejing, Kec.Semin	3
13	Desa Jatiayu, Kec.karangmojo	3
14	Desa Ngawis, Kec.Karangmojo	15
15	Desa Bendung, Kec.Karangmojo	7
16	Desa Sidoharjo, Kec.Tepus	7
17	Desa Tepus, Kec.Tepus	3
18	Desa Kemiri, Kec.Tanjungsari	20
19	Desa kemadang, Kec.Tanjungsari	8
Total Parcipants of SKP batch 1		149 Participants

Source: Data Processed

The number of participants who sign up is around 220 people, but then to base it on the list of attendance during the meeting about 149 people who can receive the certificates, the first force was conducted Women's Leadership School every 2 weeks since may 2013 – September 2013, a total of 10 meetings. 149 this is a participant of Women's Leadership School routine follow SKP since the first to finish.

2. Implementation of Women Leadership School Program Batch 2 in 2014

Held in March 2014, divided in 3 phases, stage1 supply class (implemented for 3 successive days partake), stage 2 classroom study (carried out by as much as 2 x 2 meeting) and stage 3 consultative class (implemented as much as 2 x meeting). Followed by approximately 45 participants. This second Force Women's

Leadership School has requirements in participants, namely: Women's Leadership School Class Supply it will be attended by about 45 participants who came from 20 villages in Gunungkidul Regency YSKK assisted, with provisions (terms) as follows:

- 1) Women who have the motivation and the plan to go forward in the selection of the head of the village, the village and the formation of the BPD in 2015 and 2016, with an age limit of a maximum of 45 years.
- 2) Women who are currently serving as village chief, councilor and member of the BPD.

In contrast to women's Leadership School Years 2013, 2014 applicants more specialized again to them who occupied the order within an organization or institution of Government.

"Learning from the implementation of the women's Leadership School in 2013, YSKK innovate in 2014 regarding participants more devoted again, for those who occupy the order organization, active in party politics in the village, shape or model in contrast to the previous year, we select every force of around 40 people who are active in the Organization, 2014 done 3 classes i.e. stages, public lectures that is all the force made one for training supply class, with the granting of material during the 4 days are full, and consultation" (interview with Mrs. Lusiningtias as the head of women's empowerment field in YSKK on March 2nd, 2017 at 4 a. m)

According to the results of the interview then it can be inferred that the activities conducted in 2014 rising grade means that in terms of the participants becomes more dispesifikan and for material supply

further improved, with regard to data about participants and activities of the second force Women's Leadership School is as follows:

Table 3.4
The Number of Participants of the Second Batch Women Leadership School in 2014

No	Village	Number of Participants
1	Desa Sambirejo Kec.Ngawen	3
2	Desa Tepus, Kec.Tepus	3
3	Desa Natah, Kec.Nglipar	3
4	Desa Ngawis, Kec.Karangmojo	6
5	Desa Karangmojo, Kec.Karangmojo	3
6	Desa Kemadang, Kec. Tanjungsari	2
7	Desa Kemiri, Kec.Tanjungsari	5
8	Desa Watusigar, Kec.Ngawen	4
9	Desa Rejosari, Kec.Semin	3
10	Desa Semin, Kec.Semin	4
11	Desa Kalitekuk, Kec.Semin	2
12	Desa Sumberejo, Kec.Semin	2
13	Desa Tepus, Kec.Tepus	2
14	Desa Sidoharjo, Kec.Tepus	2
	Total:	45 Participants

Source: Data Processed

On the implementation of the women's Leadership School second batch by 2014, diberikan learning methods implementation of Women's Leadership School Program using approach of adult education (andragogy) and Appreciative Inquiry approach combined. This approach allows the full participation of the participants with the principles of appreciative. Of both of these methods, participants will be invited to dig (issuing) their experiences during this time because

basically the participants already have a lot of experience and stock varies. This experience further excavation of the participants are invited to discuss, assess and analysing it. The results of this analysis to try to develop a model or the new principles based on their own experience. Technically some of the methods that are used to maximize the learning process are as follows: lectures, q&a, brainstorming, the game is structured, surgical films, discussion groups, and the plenary discussion.

Then to subject matter that is applied is that of the Government of the village as well as a discussion of the program's participants will be Women's Leadership School. According to the head of women's empowerment field in YSKK explains that the subject in the set by the participants of the women's Leadership School, implemented by doing a frequently asked questions with the intention of YSKK regarding various problems occurred in the reign of the village.

"The development of a module for Women's Leadership School forces second grade supply as usual, the participant is given the material publicly then class a deepening and consultative, usually class after class Consultative Parties shall formulate what they would do, for example the participants got the advocacy material then the participants would be given directives to require some data development in the village later studied" (interview with Mrs. Lusiningtias as head of women's empowerment field in YSKK on March 2 , 2017 at 11:47 a. m)

3. Implementation of Women's Leadership School Program Batch 3 in 2014

Implemented in November 2014, forms and models of its activities is almost the same with the batch 2, Women's Leadership School only differ in terms of the requirements of membership. The targets of the women's Leadership School of Gunungkidul Regency Third Force are women who served as the organizer of the reign of the village, both women as the head of the village, the village, and Leadership/members of BPD; A number of 47 people (divided in 2 Batches) of 144 village in Gunungkidul Regency. And here are the details of the membership of the batch 3:

Table 3.5

The Number of Participants of the Batch 3 in Women Leadership School 2014

No	Village	Participants	Position in the Village Governments
1.	Kemiri, Kec. Tanjungsari	4	- Head of Village (2) - Village staff (2)
2.	Karangrejek, Kec.Wonosari	2	- Village Staff (1) - head of village (1)
3.	Bleberan, Kec.Playen	1	- Member of BPD (1)
4.	Plembutan, Kec.Playen	4	- Head of Village (2) - Member of BPD (2)
5.	Pilangrejo, Kec.Nglipar	3	- Member of BPD (1) - Head of Village (1) - Government staff in the Village (1)
6.	Duwet, Kec.Wonosari	4	- Head of Village (2) - Government staff in village (1) - member BPD (1)
7.	Sumbergiri, Kec.Ponjong	4	- member of BPD (2) - Head of Village (1)

			- Governmet staff in village (1)
8.	Kemadang, Tanjungsari	1	- Head of Village (1)
9.	Karangmojo, Kec. Karangmojo	1	- head of village (1)
10.	Natah, Kec.Nglipar	2	- Member of BPD (1) - Gov's staff in village (1)
11.	Sambirejo, Kec.Ngawen	1	- Member of BPD (1)
12.	Kedungkeris, Kec.Nglipar	4	- Gov's staaf in village (2) - Head of Village (2)
13.	Tancep, Kec.Ngawen	1	- Member of BPD (1)
14.	Kedungpoh, Kec.Nglipar	1	- gov's staff in village (1)
15.	Mulo, Kec.Wonosari	2	- Member of BPD (2)
16.	Kepek, Kec. Wonosari	4	- gov's staff in village(4)
17.	Semin, Kec. Semin	1	- gov's staff in Village (1)
18.	Kalitekuk, Kec. Semin	2	- Member of BPD (1) - gov's staff in village (1)
19.	Watusigar, Kec.Ngawen	2	- member of BPD (1) - gov's staff in village (1)
20.	Kampung, Kec.Ngawen	2	- head of village (1) - government's staff in village (1)
Total participation in batch III		47 people	

Source: Data Processed

Learning methods in Women's Leadership School batch 3 by 2014 is not very different from the previous batch, learning methods implementation of Women's Leadership School using approach of adult education (andragogy) and Appreciative Inquiry approach combined. This approach allows the full participation of the participants with the principles of appreciative. As well as the subject matter on this generation is a continuation of the discussion held on the

second force, namely regarding the implementation of the Government of the village and things that concern about the problems experienced by women who served in the order of the Government as the head of the village or the village in Gunungkidul.

4. Implementation of Women's Leadership School Program Batch 4 in 2015

In 2015 or force this fourth grade from coaching women's Leadership School changes, implemented in June 2015, forms and models of its activities is almost the same with the second force third of Women's Leadership School, only different in terms of the requirements of membership. Women's Leadership School in 4 batch is divided into 2 classes. The first class is the participant who had behind the woman councilor of the 144 existing village in Gunungkidul Regency, while the second class is a cadre of village women who came from 8 villages which is the region program YSKK (Watusigar, Semin, Sambirejo, Kalitekuk, Ngawis, Karangmojo, Natah, and Kemiri). Here are the details of the participants of the Women's Leadership School batch 4:

- 1) Participants of the Women of the village Government Organizers (P3D). In scope here is P3D Gunungkidul (144 Villages)

Table 3.6
The Women of the Village Government Organizer Data
Of Women's Leadership School in 2015

No	Village	Participant
1	Ds. Banyusoco, Kec. Playen	2
2	Ds. Pengkol, Kec. Nglipar	2
3	Ds. Mulusan, Kec. Paliyan	1
4	Ds.Krambilsawit Kec. Saptosari	2
5	Ds. Ngleri Kec. Playen	1
6	Ds. Ngestirejo Kec.Tanjungsari	1
7	Ds.Bunder Kec. Patuk	1
8	Ds.Pringgombo Kec. Rongkop	1
9	Ds. Putat Kec. Patuk	1
10	Ds.Ngawis Kec.Karangmojo	2
11	Ds.Kemiri Kec.Tanjungsari	4
12	Ds.Kedungkeris Kec.Nglipar	2
13	Ds.Duwet Kec. Wonosari	3
14	Ds.Kanigoro Kec.Saptosari	1
15	Ds.Plembutan Kec.Playen	3
16	Ds.Mulo Kec.Wonosari	2
17	Ds.Natah Kec.Nglipar	1
18	Ds.Pucanganom Kec.Rongkop	1
19	Ds.Bunder Kec.Patuk	2
20	Ds. Sambirejo Kec.Ngawen	1
21	Ds.Dengok Kec.Playen	1
22	Ds.Duwet Kec.Wonosari	1
23	Ds Sumbergiri Kec.Ponjong	1
24	Ds.Katongan Kec.Nglipar	3
25	Ds.Tepus Kec.Tepus	1
Total Participants		41 People

2) Participants of the Cadres of the women of the village. The female cadres here are the women who are actively involved in activities in the village, such as the activities of the PKK, the

activities of the village Cadres, group activities, etc. As for the number of villages involved are a number of 8 villages, namely in accordance with the program YSKK in the year 2015 in cooperation/partnership with 8 Villages (the villages of Kalitekuk, Semin, Watusigar, Sambirejo, Karangmojo, Ngawis, Natah and Kemiri)

Table 3.7
Data Women in Cadre Women’s Leadership School In 2015

No	Village	Total
1	Ds.Karangmojo Kec. Karangmojo	2
2	Ds.Plembutan Kec.Playen	2
3	Ds.Kampung Kec.Ngawen	2
4	Ds.Ngawis Kec.Karangmojo	6
5	Ds.Semin Kec.Semin	3
6	Ds.Mulo Kec.Wonosari	2
7	Ds.Watusigar Kec.Ngawen	2
8	Ds.Kemiri Kec. Tanjungsari	4
9	Ds.Kalitekuk Kec.Semin	2
10	Ds.Natah. Kec.Karangmojo	2
11	Ds. Sambirejo, Kec. Ngawen	3
Total Participants		30 People

The background of the learning provided by 2015 is referring to the accompaniment of women who want to play an active role in a Government, some factor that inhibits women became Councilor is capital that is not few in number, YSKK never done research on the Organization of the PILKADES (Head of the village Election) 2014 results showed women difficult to enter in the order of the Government

or the head of the village is the factor of political money is very high the knowledge factor, still minimal from the women, the cultural factors inherent in the environment of the village, and the latter is about a factor of policy favoring less women.

"The material given to be different because for women who have been sitting in the Government order the village more to how a good village governance, administration of the village, the village institutions such as a financial institution of the village. Then for the women who submit themselves into new Councilor material that is given more how they prepare to become leader, stages and process anything that must be traversed" (interview with Mrs. Lusiningtias as the Women's Empowerment field in YSKK on March 2nd, 2017 at 11.50 a. m)

In the learning process that is implemented by the YSKK method of learning by 2015 Women's Leadership School using approach of adult education (andragogy) and Appreciative Inquiry approach combined. For material presented are as follows:

- a. Village Governance.
- b. The administration of Village
- c. Discussion of Village institutions

After the school implemented in batch 4 in 2015, resulting Forum Srikandi Desa (FSD) is a forum that included alumni from the Women's Leadership School from a variety of forces, in Statutes/Bylaws FSD CHAPTER III article 9 explains that the purpose of the FSD is to be a container of coordination and facilitate all efforts

and strengthening the capacity of the network of women Government organizers of the village. As for the objectives of the FSD is to realize the actions being taken to achieve the Organization's objectives (measurable targets, the target time period can be annual, semiannual, quarterly or monthly).

"FSD aims to give discussion space to women to discuss problems encountered in the environment of the Government or organization to find a way out of discussion and exchange of information" (interview with Mrs. Lusiningtias as the chairman of women's empowerment field in YSKK on March 2nd, 2017 at 11 a. m)

According to the Chairman of women's empowerment field in YSKK in his interview also explains that the Forum Srikandi Desa (FSD) has become a legal forum which is expected to be a facilitator for the women in Gunungkidul.

5. The Objective of the Program

The objective for the implementation of Women's Leadership School program is divided into 3 sections, as explained by YSKK that:

"In the implementation of this program each batch differs, the objective in the first batch indeed all women can participate, but on the batch 2 and 3 focusing on who will occupy important position in the government and those who have become village heads or village apparatuses, for batch 4 are more mature participants ie those who have occupied strategic positions in government or certain organizations. (Interview with Mrs. Lusiningtias as the chairman of women's empowerment field in YSKK on March 2nd, 2017 at 10 a. m)

The means that the main target of the implementation of this Women's Leadership School program is the women who are at the age of the productive but each year the target of this program is different considering that the subject of learning continues to increase, the following presented table difference of objective implementation of Women's Leadership School are:

Table 3.8
The Different of Objective on the Implementation of Women's Leadership School 2013-2015

NO	Year	Objective of the Program
1.	2013	All of women's in the age of productivity and have curiosity about politics and government
2.	2014	<ul style="list-style-type: none"> a. Women who have the motivation and the plan to go forward in the selection of the head of the village, the village and the formation of the BPD in 2015 and 2016, with an age limit of a maximum of 45 years. b. Women who are currently serving as village chief, councilor and member of the BPD.
3.	2015	<ul style="list-style-type: none"> a. The participant who had behind the woman councilor of the 144 existing village in Gunungkidul Regency b. Cadre of village women who came from 8 villages which is include on the region program of YSKK

Source: Data Processed

This difference illustrates that each year of grade of learning or subject in batch is different, causing the target for the program to be different or increasing.

B. Analysis of the factors affecting the implementation of the Women's Leadership School

1. The standards and Policy Goals related Women Leadership School

Policies related to Women's Leadership School is a series of concepts and basic guidelines and principles into plans in the implementation of Women's Leadership School. In this case the duty Office of Dinas Pemberdayaan Perempuan, Perlindungan Anak, Dan Keluarga Berencana, Pemberdayaan Masyarakat dan Desa (DP3AKBPM & D) it refers to the 2000 Presidential Instruction on gender mainstreaming. In its work is focused in four things:

- a. Field of women empowerment and child protection
- b. Field of Population Control and family planning
- c. Areas of community empowerment
- d. Areas of the village Government

From the field of women empowerment and child protection service of Dinas Pemberdayaan Perempuan, Perlindungan Anak, Dan Keluarga Berencana, Pemberdayaan Masyarakat dan Desa (DP3AKBPM & D) which was then cooperating with YSKK through a women's Leadership School program in Gunungkidul. Women's

Leadership School is an Innovation program that is proposed or caring Foundation NGO's YSKK to realize a accommodate program for women to be able to participate when the sound or play an active role in the communities of Gunungkidul Regency.

Policy Goals Related Women's Leadership School Programs

Women's Leadership School program is realized due to the condition of the women who experienced some of the things, which were due to the condition of victims of violence is higher, then the health conditions of women in Gunungkidul, low Education and low Female participation in Government or organization.

"Many factors are primarily social, economic conditions, health as well as the active role of women are still low, so with the existence of women's Leadership School Program is expected to be reinstated or female ranks in Government so that what is expected of the women or the interests of the women could be heard by the Government and all walks of life" (interview with Mrs. Rumiayati Hastuti as head of women empowerment and child protection BPMPKB, on March 1, 2017 at 1.30 p. m)

So for the targets of the women's Leadership School program in General is all women especially women in young age/productive who wants to participate in the Government. The purpose of the women's Leadership School is to increase the knowledge, skills and attitudes of female cadres village associated with leadership, democracy village, village politics and Government.

2. Related Resources for Women's Leadership School Program

In this study will be discussed about some of the resources that may affect the implementation of women's Leadership School to run properly, these resources include:

a. Material Resources

In this material resource in question is the infrastructure in the implementation of Women's Leadership School. Infrastructure is the basic physical needs of organizing the structure of the system is required as the services and facilities so that the implementation of the women's Leadership program went well, but in the implementation of women's Leadership School no building official for this Women's school, which was then YSKK in cooperation with the Government utilizing of Village Hall to carry out the program.

"If for the building does not exist, this school is not raw, meaning the school implemented such as coaching and more through the process approach with society or women itself, if there is a training need time for days then we (YSKK) are renting places for activities" (interview with Mrs. Lusiningtias as Head of women's empowerment fieldin YSKK on March 2nd, 2017 at 11.45 a. m)

Women's Leadership School program it's not like the school prefigured, i.e. do not have buildings that remain, it is due to the utilization of this school runs with conditional and not stiff. But the absence of these fixed building facilities according

to head of women's empowerment in YSKK not to be a problem.

"We have no permanent building for Women's leadership School, but it is not a problem, we can use the facilities of the buildings of the village for this activity" (interview with Mrs. Lusiningtias as the head of women's empowerment field in YSKK on March 2nd, 2017 at 7 a. m)

Other infrastructure such as learning modules facilitated by the NGO's of YSKK, the review concerning infrastructure, in an interview with the YSKK mentioned that there are still some things that support still felt quite yet IE problems in source readings or book about Leadership or topic in question.

b. Human Resources

Human resources to be important given that these human resources are the key of a successful a program, in the women's Leadership School, Resources requires a qualified and competent which will provide learning materials to its previous condition of women not too understand science or the science of government leadership. YSKK intention of empowering women has 4 people expert to run the women's Leadership School, later 4th expert called a facilitator. The facilitator here is people who are competent in matters concerned with the material science of leadership or the science of Government, before giving the material to the women in the village then the

facilitator is required to understand what is to be delivered, so the science that will be given to women can be optimally absorbed.

In addition, the Office of Dinas Pemberdayaan Perempuan, Perlindungan Anak, Dan Keluarga Berencana, Pemberdayaan Masyarakat dan Desa (DP3AKBPM & D) also facilitate resource to deliver material for women who follow women's Leadership School Program.

"Right, in running the program resources that there is a competent brazing in the leadership or the science of Government, from YSKK and from DP3AKBPM there are also provides the facilitator" (interview with Mrs. Rumiwati Hastuti as head of women empowerment and child protection DP3AKBPM & D, on March 1, 2017 at 1.35 p. m)

Generally, the existing human resources in women's Leadership School show adequate already, views of various parties to facilitate the speaker related with leadership and government.

c. Financial Resources

The process of the implementation of the women's Leadership School which takes place in 2013-2015 between in collaboration with the NGO's this work is indeed fully implemented by YSKK, because the school is free of charge, then for the problem of the economic resources are not so

influential on the implementation of the women's Leadership program. In 2013 when the women Leadership School Program was first implemented, the entire budget is borne by YSKK, then in 2014 women's Leadership School program received help from several institutions or NGOs from within the country and abroad, among others:

Table 3.9
Donors in Implementation of Women's Leadership School Program In 2014

No	Institutions/NGO's	Country
1.	Global Fund For Women (GFW)	California, USA
2.	Yayasan TIFA Jakarta	Indonesia
3.	Embassy Of Japan	Japan

Source: Primary and Secondary Data

From the beginning of the formation of YSKK actually already has a partnership with the third parties listed above, this form of cooperation with several institutions the Fund certainly begins with YSKK sending program proposals when there are activities that are usually named call of proposals for the NGO program, the proposal submitted is usually for a period of 1 to 3 years or a gradual.

If a program proposal submitted to the Fund some agencies are approved, and then the funds will let us give/Grants funding

program (on the proposal) asked. While the Women's Leadership School Program is part of all the proposed women's empowerment program/cooperated with local funds.

"However it is the implementation of Women's Leadership School program didn't all get grant funds from the institution's funds. Of all the activities of the Women's Leadership School, Women's Leadership School batch 1 in 2013 pure using funding from YSKK independently "(interview with Mrs. Lusiningtias as women's empowerment field in YSKK on March 2nd, 2017 at 11 a. m)

Although the funds provided from the let is in the form of grants, but the YSKK is obliged to submit a report on the development of the programs regularly at least every 3 months.

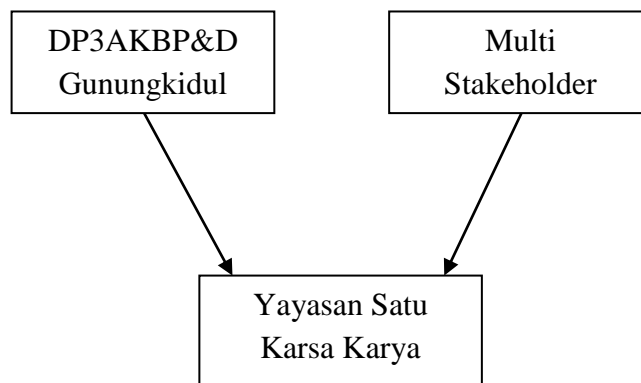
3. Communication between Organizations in Women's Leadership School

Communication between the Organization and strengthening of the activity required coordination and cooperation between institutions for the success of a program, in this case related to the Independent supervisor who is the supervisor of the women's Leadership School, in a program then surveillance becomes important because without such oversight is good then the objective is expected to be less satisfactory, according to Dale Winardi (2000) that the surveillance is not only looking at things carefully and report the results of the activities of the supervising, but it also has the meaning of fix and align them so as to achieve the objectives corresponding to what was planned. The later

supervision against the program is conducted by DP3AKBPM & D and some multi stakeholders in cooperation with YSKK, because the model program of Dinas Pemberdayaan Perempuan, Perlindungan Anak, Dan Keluarga Berencana, Pemberdayaan Masyarakat dan Desa (DP3AKBPM & D) grant a 100% implementation of the women's Leadership School to the YSKK and there is no operational costs of local government, then the multi stakeholder in question is a third party as donors. For more details can be found in the following chart:

Structure 3.1

Independent Supervisor Women’s Leadership School Program



Source: Primary and Secondary Data

DP3AKBPM & D here as the first party that controls the School Leadership Program women by YSKK, then a Multi Stakeholder as third parties due to serve as donors, several stakeholders this includes of Global Fund For Women (GFW), Yayasan TIFA Jakarta, and Embassy Of Japan (EOJ) which then the multi stakeholder reserves

the right to report the results of school activities in Women's Leadership School.

"We are indeed as implementing the program, the DP3AKBPM&D always be informed on the activities of the women's Leadership School, usually DP3AKBPM&D following meetings with YSKK, if for third party because we need our donors in collaboration with several institutions/NGOS in the country and abroad, so they also control the activities" (interview with Mrs. Lusiningtias as women's empowerment field in YSKK on March 2, 2017 at 11.45 a. m)

The process of the implementation of supervision or coordinator on Women Leadership School Program was held 6 times a year by the DP3AKBPM & D, then supervision is carried out by way of notice any changes to the conditions of the women after the implementation of the women's Leadership School. Whereas the supervision carried out by the Multi stakeholders i.e. by submitting a progress report of the program on a regular basis at least once every 3 months. In addition every semester there will be representatives from the parties let who will do monitoring is directly linked to the programs that are being or have been implemented.

4. Characteristics of the Implementing Agencies

The characteristics of the implementing Agents in question here is the character of Yayasan Satu Karsa Karya (YSKK) as the implementor of the women's Leadership Program. In an implementation of the policy in order to achieve maximum success must be identified and the known characteristics of the implementing

agency that includes bureaucratic structure, norms, patterns and relationships that occur in the bureaucracy, all of that will affect the implementation of a program of policy has been determined.

Yayasan Satu Karsa Karya (YSKK) is an independent organization that is not affiliated with the Government, political parties, tribes, religions or any party. YSKK born and declare themselves as organizations that work "for" and "together" communities marginalized-especially the helpless women and children so that they become more empowered and fulfilled rights essentially like the right about economic, social, political and cultural. In the implementation of its programmes, guided YSKK to empower communities especially women and children, some of which is contained in YSKK: The empowerment of Children, The empowerment of women and the management of data and information. All the programs that they had a targeted and well structured.

As women's Leadership School Program implemented in Gunungkidul, this Program is a form of The women's empowerment in YSKK, in its implementation shows a positive thing for women in Gunungkidul, it can be seen with the formation of the Forum Srikandi Desa (FSD) that are pioneer by the alumni Women's Leadership School, which the Forum Srikandi Desa (FSD) ripen themselves as women's organizations who play an active role to discuss the matters concerned with the issues of governance and politics.

Besides the Standard Operational Procedure (SOP) to be important are discussed for the implementation of women's Leadership School of this, it is because by knowing the SOP is applied then it will find out how the character of the implementation of the Women's Leadership school programs are implemented by YSKK. To run the women's Leadership program is the implementing party i.e. YSKK refers to the standard operational Procedure that is assigned by YSKK. That is because the school is his thing like a routine construction activities and there is no manufacture of Standard Operational Procedure (SOP) specifically for Women's Leadership School Program.

"There's no SOP that are specific to this school, since the school was indeed not just as a school official, though officially due to the cooperation with the local authorities but the school is only an innovation activity, to implementing this program our using SOP Office (YSKK)" (interview with Mrs. Lusiningtias as the head of women's empowerment field in YSKK on March 2nd, 2017 at 12 a. m)

This women's school program implementation related to standard operational procedures tailored to the situation and conditions in each village, views from the community especially the women and the Government of the village.

5. Disposition of the Implementor

In the implementation of the policy stance or disposition of the implementor is differentiated into three things, namely; (a) the implementor's response against policy, related to the willingness of the implementor to implement public policy; (b) a condition, namely the

understanding of the policies that have been set; and (c) the disposition of intense implementor, i.e. preference values that belong to it.

The program was named the women's Leadership School; this is a program that was initiated by the NGO named YSKK, which then perform their collaboration with the Government of Gunungkidul. Bring the Program or activity that relates to the empowerment of women then the Government agreed to give Gunungkidul Regency support. Cooperation through DP3AKBPM&D Serves. The cooperation established among others; YSKK is implementing the programme of activities field and DP3AKBPM & D served to be a speaker or speakers in the activities of the construction; in the activities of this Women Leadership School YSKK provide the certificate to the intention of the participants of the female leadership of school activities and the certificate created by DP3AKBPM & D officially.

"To be honest DP3AKBPM & D here only served to give the speaker in coaching programs done, 100% program implemented by the YSKK" (interview with Mrs. Sri Mulat Widianingsih as Kasi of women empowerment and child protection DP3AKBPM&D, on February 28, 2017 at 3 p. m)

The relationship of cooperation between DP3AKBPM&D and YSKK is indeed only limited recognition of the existence of women's Leadership School program, because of the cooperation there is no memorandum of understanding or agreement that is signed by both parties, in addition, the entire administration or capital resources paid by the YSKK.

6. Conditions of Social, Economic and Political Related Women's Leadership School Program

In the discussion about the condition of social, economic and political, economic resources include Variable environments that can support the successful implementation of the policy regarding women's Leadership School Program in Gunungkidul by YSKK, the extent to which interest groups provide support for program implementation of Women's Leadership School Program; the characteristics of the participants namely support or reject; how the nature of public opinion that there is in the environment and whether the political elite supports the implementation of the women's Leadership Program. The following description of the condition of the social, economic and political Women's Leadership School Program in Gunungkidul:

a. Social conditions Related Women Leadership School Program

In the Implementation of women's Leadership School this analysis of social conditions becomes important, because according to Donald s. Van Meter and Carl e. Van Horn in Subarsono (2011) explained that knowing the social conditions of the area that is applied to a program being one variable that affects the performance of the implementation, then some of the factors that we can see in order to know the conditions of the social in the implementation of women's Leadership School include :

1) Characteristics Participants

Since the first women's Leadership School Program implemented in some village in Gunungkidul, participation of the females showed a positive thing, it is apparent from the number of women who followed the program.

"By 2013 we hold Women's Leadership School and participants reached approximately 200 people, we conduct 1 semester or 6 months for the first class, this is the thing that showed interest in learning leadership is high enough" (interview with Mrs. Lusiningtias as head of women's empowerment field in YSKK on March 2nd, 2017 at 11 a. m)

According to data obtained by the number of participants women's Leadership School is as follows:

Table 3.10
Participants of the Women's Leadership School in 2013-2015

No	Year	Total Participants
1.	2013	149 Participants
2.	2014	92 Participants
3.	2015	71 Participants

Source: Primary and Secondary Data

From the above data show that in 2013 reaches 149 Participants who follow women's Leadership School Program. Participants of the various villages in Gunungkidul, in implementation of the Women's

Leadership School in 2013, participants who followed reached 149 participants or participants with the most. In 2014-2015 indicates the number of participants that is less because of a few changes to the recruitment of members of women's Leadership School.

Then the moment passes program participant numbers decline, it is affected because of a few things, *First*, factor of yourself, the women in Gunungkidul living in Wonosari city characteristics bolder or more actively to follow a program of empowerment, while women are far from Wonosari city had a character more difficult to participate in the program of empowerment, and average working as farm laborers or factory laborers, so to follow the program of School Leadership is still considered less attractive. This was confirmed with an explanation of YSKK.

"In this Challenging the average woman still in productive age or young worked as a factory laborer in the city, the number of migration still high, so they are difficult to study together. The level of partrarchy also high, it makes to find a new cadre is difficult" (interview with Mrs. Lusiningtias head of women's empowerment field in YSKKon March 2nd, 2017 at 11:47 a. m)

Second, environmental factors, namely rural areas in Gunungkidul still high value of patriarchy, so the family or

their husband forbade the women to follow the empowerment activities related to leadership.

So, the participation of women in challenging to follow women's Leadership School Program shows a positive thing in the beginning of the implementation of women's Leadership School but several factors above affected with implementation of Women's Leadership School program.

2) Public Opinion Related Women's Leadership School

Women's Leadership School program is closely related to equalization of gender, meaning that the Program would indeed be implemented in difficult areas or areas has high of Patriarchy levels. Serves as an area that is still growing, not long ago known the modernization.

Then the level of understanding of the low gender can make a debate that could give rise to a difference perceptions between men and women, the women in Leadership program implemented by YSKK in collaboration with DP3AKBPM & D Gunungkidul intends to strengthen the position of women in order to play an active role in society and also the Government. But in the process of the implementation of this program regarding popping up, in an interview with YSKK explain:

There are still communities that assume that this school led the women in the village became more boldly against the husband, there's a thought that women are more "ngeyel" or a lot against her husband because of a lot of learning about gender equality, or some times YSKK gets reprimand that we give a negative impact for women" (interview with Mrs. Lusiningtias as head of women's empowerment field in YSKK on March 2, 2017 at 11:47 a. m)

But the opinion does not make YSKK stop the process of the construction of women's Leadership School Program, because in fact that this school has made some women became more active in the Government or could form organizations, one of which was the formation of the Forum Srikandi Desa (FSD) in 2015 which is an organization that has possess legal entities and this forum was formed on the initiative of the alumni of women's program women's Leadership School. In this case, assumptions about women are Leadership School according to the Chairman of the Forum Srikandi explain:

"Women's Leadership School is very influential for the women in the village of Plembutan, district Playen, and especially for me, I'm being as teachers before but after following women's Leadership School I became more active in the community, I have now served as the village head to Plembutan and became the Chairman of the Forum Srikandi" (interview with the head of the Plembutan Village, subdistrict of Gunungkidul Playen and The Head of

Forum Srikandi Mrs. Dra. Edi Suprianti on March 3, 2017 at 10 a. m)

In the implementation a program or activity of the pros and cons, but it is clear that women's Leadership School was quite influential for the empowerment of women especially in the areas of political governance, the programme has been able to give new cadres to the Government and cadres make up the Forum Srikandi Desa (FSD) into accomodate for women in Gunungkidul to exchange knowledge and information, after that expected to be increase of quality in the government office and increase the quantity of women's to joined the political field.

b. The Economic Condition of the Community Related Women Leadership School

An economic condition here is an analysis of the economic conditions of the participants of the women's Leadership School. Gunungkidul is the extensive area in the province of the privileged area of Yogyakarta, Gunungkidul varied potential of the perekonimian starting from the agriculture, fisheries and livestock, forest, flora and fauna, mining industry and tourism potential. Although it has a lot of economic potential, but in fact the rate of establishment of Gunungkidul region economy according to the regional development planning Board (BAPPEDA) Special Region

of Yogyakarta still lags behind when compared to other District/city in the province of Special Region of Yogyakarta. It can be seen from the table of economic growth District/city in Special Region of Yogyakarta:

Table 3.11

The Economic Growth of the District/City in Special Region of Yogyakarta in 2009-2012

District/City	Year			
	2009	2010	2011	2012
Kulonprogo	3,97	3,06	4,95	5,01
Bantul	4,47	4,97	5,27	5,34
Gunungkidul	4,20	4,15	4,33	4,84
Sleman	4,48	4,49	5,19	5,45
Yogyakarta	4,46	4,98	5,64	5,32
DIY	4,38	4,88	5,17	5,32

Source: BPS 2012

For Gunungkidul Regency economic growth in 2012 shows the lowest number 4.84 or compared to other regions. Then, analyze the State of the economy Community of Women's Leadership School especially for the women who are prolific in Gunungkidul, average women in Challenging profession as housewives, farm laborers or factory workers, it is reinforced by the results of the interview here.

"The wandering Figures in Gunungkidul is quite high, for women who are usually productive work as factory laborers in urban areas, more usually the farmer or housewife" (interview with Mrs. Lusiningtias as head of women's empowerment field in YSK, on March 2nd, 2017 at 10 a. m)

With the level of an economy that is growing, then the number of women who now plays the family economy makes the cadre recruitment for the women's Leadership Program in Gunungkidul region a little difficulty. According to the results of the interviews with YSKK, Issues that are usually faced by the women to follow this Women's School include: first, the constraints on the Division of time among housework, factory or farm with time to follow women's Leadership School. Secondly, the low level of interest in the constraints of politics, because the economic problems of women in Challenging yet stable made of women not too interested to just be governmental device village.

"Women in the village are usually difficult to follow activities related to politics, in addition to feeling unprepared, in economics, the idea that women don't deserve to be a leader too much, it makes the women feel inadequate in rural Gunungkidul before following political activities" (interview with Mrs. Lusiningtias as head of women's empowerment field in YSKK, on March 2nd, 2017 at 10:58 a. m)

State of the economy particularly the women in Gunungkidul make problems towards the implementation of the women's Leadership School in Gunungkidul, such as the low number of productive cadre.

c. Political conditions Related Women's Leadership School Program

Women's Leadership School is an activity that was initiated by the YSKK, and then in collaboration with local government agencies, it is clear that the implementation of this school completely done from YSKK. The support of DP3AKBPM& D Gunungkidul Regency is legalization programs, presenters in coachingwomen Leadership School and the granting of Certificates to the participants of the women's Leadership school.

"If the local government with presenters and endorsement Certificate signed by Regent Gunungkidul, we (YSKK) just wanted to give an appreciation for women who want to get ahead in Gunungkidul, so there might just give the coaching or training, so we (YSKK) provide a certificate" (interview with Mrs. Lusiningtias as head of women's empowerment in YSKK, on March 2nd, 2017 at 11.55 a. m)

However, in the Implementation of Women's Leadership School several parties also helps YSKK, Stakeholders in the women's Leadership School program include:

1. The secretariat of Gunungkidul Regency Area, in this case the Administrative Part of the village
2. Bappeda Gunungkidul, in this field of Social Culture
3. Caucus of women Parliamentarians (KPP) DPRD Gunungkidul Regency

4. The Government of the village, since 2009 – 2017, YSKK

been collaborating with:

NO	Subdistrict	Village
1.	Ngawen	1. Watusigar 2. Sambirejo 3. Kampong 4. Beji
2.	Semin	1. Sumberejo 2. Candirejo 3. Karang Sari 4. Rejosari 5. Kemejing 6. Kalitekuk 7. Semin
3.	Karangmojo	1. Jatiayu 2. Ngawis 3. Bendung 4. Karangmojo
4.	Tepus	1. Sidoharjo 2. Tepus
5.	Tanjungsari	1. Kemiri 2. Kemandang
6.	Nglipar	1. Natah
TOTAL: 6 Subdistricts		20 Villages

Some of these stakeholders have a berbada contribution to implementation of the women's leadership program, while the cooperation built with some of the stakeholders, among others, such as:

1. Become one of the interviewees in the Women's Leadership School

2. Provide some reference material, data and information required.
3. Provides execution of Women's Leadership School (sekda meeting room/Village Hall, etc.)
4. Join the signed certificate of Women's Leadership School (Regent Gunungkidul)
5. Help provide information to the general public, when there are activities of socialization.
6. Some stakeholders District also helps facilitate communication YSKK with several government in the village.

Related political conditions of women Leadership School Program include interest groups provide support for program implementation of Women's Leadership School, as far as the implementation of the women's leadership School Program in 2013-2015 some stakeholders contribute to support the program, meaning that local governments or the political elite still has concern for the empowerment of women through women's Leadership School program in Gunungkidul.

Some of the discussion above is factors that affect the implementation of the women's Leadership Program in Gunungkidul; implemented first in 2013 women's Leadership School has been sufficiently demonstrated success to achieve a

goal that is as a facilitator of educational leadership funded by YSKK. It can be seen from factor women's participation are quite enthusiastic to follow the activities of the women's Leadership School in various villages scattered in Gunungkidul, then success in applying the method as well as topics in any activity women Leadership School by YSKK support the women with knowledge of leadership and some women managed to participate in the political activities of Government in the village. Then from Women's Leadership School Program comes the Forum Srikandi Desa (FSD) who plays an active role to support the women in challenging to be able to play a role in the Government or the activities of other organizations.

In the Implementation of women's Leadership School, there are several factors that support the success of the implementation of the programme, of which: Standard policies and objectives appropriate to the Women's Leadership School program human resources Factors, in this case from the YSKK had been memfasilitasi competent teachers, financial factors in Women's Leadership School is donors from several parties who assist the implementation of the Women's Leadership School, characteristics of agents executing YSKK characteristics that contribute to building a program relating to the empowerment of women through women's Leadership School in Gunungkidul, disposition

of implementor is the role of YSKK in the carrying out of programs well and support SKP elite politics Gunungkidul.

Then there are the factors that inhibit the implementation of women's Leadership School, has material resources factors: namely, the absence of some supporting facilities such as book readings on leadership and governance. analysis on the Social Conditions of the related Community of Women's Leadership School, namely the pastisipasi factors are still experiencing barriers because it is difficult to get a productive old kader, as well as opinions from several communities mainly families of participants of the Women's Leadership School, they still assume that the Women Leadership School related to learning the Gender affects the mindset of rural women. The other thing is the economic condition of the community-related Women's Leadership School, Gunungkidul especially women of productive age are more likely to repair their economies with a wander into town for work so that the level of interest in the political activity still tend to be low.