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Title : The Implementation of Women's Leadership School Program by Dinas Pemberdayaan Perempuan, Perlindungan Anak, dan Keluarga Berencana, Pemberdayaan Masyarakat dan Desa (DP3AKBPM&D) in Collaboration with Yayasan Satu Karsa Karya (YSKK) in Gunungkidul 2013-2015

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ABSTRACT

This thesis deals with the implementation of the Women's Leadership School Program by Dinas Pemberdayaan Perempuan, Perlindungan Anak, dan Keluarga Berencana, Pemberdayaan Masyarakat dan Desa (DP3AKBPM&D) and Yayasan Satu Karsa Karya (YSKK) in Gunungkidul. The beginning of organized women's leadership school program because the numbers women's participation in politics is still low. This research aims to know the implementation of Women's Leadership School program from 2013-2015 and then find out what factors can affect the implementation of programs of Women's Leadership School Program. From data obtained that the implementation of the Women's Leadership School successfully steal the attention of women, especially women who are interested in politics, the number of women's participation in the leadership of the school shows a good thing, then one of the participants managed to become head of a village in one of area in Gunungkidul.

A. INTRODUCTION

Indonesia is a democratic country which fully respects the rights of each of its citizens, it is clearly stated in the Constitution of the Republic of Indonesia No. 39 of 1999 on human rights further discuss human rights and basic human freedoms, the basic human duty, obligation and responsibility of the Government, as well as the national human rights Commission, which was created to clarify the position of every citizen of Indonesia has a right for itself without any other intervening parties. In reality the lofty ideals of the laws to ensure the entire citizens get equal rights still encountered obstacles, such as the problem of human trafficking, rights suggested to gender issues. One of the problems that are not equally important is gender Issues faced today, gender inequality is not just a problem that occurred in Indonesia, but far more global issues has become a handy world.

The position of women in the life is still consider such a second gender by many circles, not belies that women are still regarded as being weak, women with identical which have the nature of feminism, which is identical to the feminine, resignation, submission, loyalty, comforting, childlike, sympathetic, tenderness, warmth, hospitality, and poor enforcement, making it easy to distinguish its position or oppressed by men.(Siti Musdah Mulia dan Anik Farida , 2005)

As for the Map's treatment of women, according to George Ritzer (2004), divided in four forms: *First* is Gender differences, in this position the woman as well as her experience in a variety of different situations with men. This distinction is often drawn on the 3 thing i.e. biological, institutional social wholeness to run different social roles, and the necessity of existence. *Second*, Gender inequality and women's position in many situations not only different but also lost or not equal to men. *Third*, gender Oppression, on the position of women is not only different or unequal, but also experience the restraints, subordination, in framework and used and abused by men. *Fourth*, women Experience structural Oppression in the form of difference, inequality, and oppression is different according to their social position in capitalism, patriarchy and racism.

According to Ritzer's easy women get treatment suppression due to lack of experience. However, gender equality has been recognized and developed various forms of existing reality. In Indonesia, an effort to gain equality seems already embodied in various fields such as culture, education, employment, and social politics although many still encounter barriers structurally. One of the tangible forms that feminism and gender equality becomes an important issue for many was appointed the emergence of institutions which is coterminous with the women to be more able to move forward. This institution then brings the program to the empowerment of women toward gender equality. To build gender equality, must first be built equivalence relation between men and women. Then the required empowerment is conducted for females.

One of the areas in Yogyakarta that is in Gunungkidul, issues of gender similarities make the Government program that creates a Challenging fight for women's rights, the program "Women Leadership School" is a program that is dedicated to women in Gunungkidul Regency that aims to deceive the women in Gunungkidul by providing coaching on leadership for women, government and also give knowledge about the matters concerned with politics. This program comes with the background that participation of women in Challenging an accompaniment to play an active role in society or Government is still has small scope, so that the Government and private parties such as

non-governmental organizations striving to improve women's participation in decision making and effort to eliminate all forms of violence women and children.

The reason why it is necessary to hold the community empowerment especially for women empowerment in Gunungkidul Regency can be viewed from two factors, namely; a. human development index (HDI), a comparative measurements of life expectancy, literacy, and standard of living; b. Gender development index (GDI) that according to the understanding of the book of the Central Bureau of statistics (2014) is the attainment of basic capabilities index of human development as the HDI with attention to gender inequality.

In the data obtained from the Badan Pemberdayaan Perempuan dan Masyarakat (BPPM) Yogyakarta explain that figures HDI and GDI in Gunungkidul still lags behind with other areas in Special Region of Yogyakarta province. The background with the existence of this program is the condition of women in a still a little challenging to occupy the position in local government or community organizations in the area of the holding of Gunungkidul. To enhance the role of women in order not to become the second gender, other goals are to add insight and advancement of women of the village. Other things that affect the holding of Women Leadership School Programs are some of the following problems;

1. The condition of Education in Gunungkidul

According to the overall data in Gunungkidul Regency is Regency with the lowest letter brands, based on gender, the rate of literacy of women lower than men, described in the Book Sort of Gender by BPPM (2013) this is because society still assumes that the male population is better educated than for women.

2. The role of women who served in the Government of the village

The data is the number of members of Badan Perwakilan Desa (BPD) of 144 Sub/village in Gunungkidul, existing from the above data show that in 2011 and 2012 the number of members of Badan Perwakilan Desa (BPD) in Gunungkidul totaled the same i.e. 1538 members comprising 1494 members male and 44 female members, then 2013 decline into 1535 men's members number i.e. being male members of 1415 but for females rising 76 additional members so that members of the BPD for women be 120 members. But if further examination in the membership of Badan Perwakilan Desa (BPD) Serves a high experience the difference between men and women, from the number of 1535 members by 2013 only 120 members only from females, so that this becomes an idea that gender

equality politics or Government at the village level in particular in the area of Gunungkidul still need to be improved. In addition, we can also notice regarding the public office in the territory of Gunungkidul, a post as the head of the village could be the first step for women to dedicate themselves to the community. from 144 villages in Gunungkidul, of according to data the number of head village in 2011-2013 the majority of the village head is held by men, women only occupy a small figure, seen that in the region of Gunungkidul, participation of women to occupy a strategic position in the Government is still low. As for the number of councilor women according to data Yayasan Satu Karsa Karya (YSKK) in 2014 the number of councilor in Gunungkidul Regency men reaching 2492 people and women just 272 people. (Lusiningtias, 2016)

It is this circumstance which makes the researchers wants to examine when about it because researchers assume that it is not easy to bring together traditional and modern perceptions to the contrary in the community who know the modernization. It is important to be examined as it will be known how far empowering women by supporting gender equality affects the mindset of conventional and traditional communities become more advanced mindsets. Researchers interested in tracing the explicitly mention how the implementation of women's empowerment programmers implemented by Dinas Pemberdayaan Perempuan, Perlindungan Anak, Dan Keluarga Berencana, Pemberdayaan Masyarakat Dan Desa(DP3KBPM&D) in collaboration with the Yayasan Satu Karsa Karya (YSKK) they call Women Leadership School Program, things anything that affects the success of the program and factor inhibitor program, as well as the influence of the women's empowerment for the mindset of the community village in Gunungkidul.

B. RESEARCH QUESTION

1. How does the implementation of women's Leadership School program in Gunungkidul years 2013-2015?
2. What are the factors that affect the implementation of the women's Leadership School program in Gunungkidul years 2013-2015?

C. THEORITICAL FRAMEWORK

The framework of the theory of an overview of theories were closely connected with the problems that were examined so that the activities became clear, systematic and scientific. A theory was a set of the assumptions, the concepts, the abstract definitions and the prepositions to describe a social phenomenon and a natural

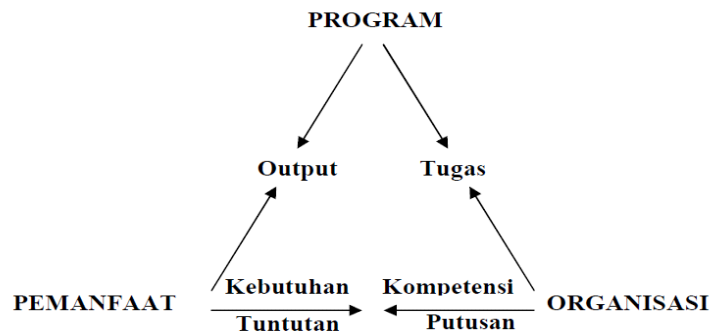
phenomenon that became the center of attention. Therefore, in the research, there were the theories that would be displayed as follows:

1. Implementation of Program

According to Nurdin Usman (2002) in his book entitled Curriculum-based Implementation Context renders his opinion regarding the following implementation, implementation is boils down to activity, action, action, or the existence of a mechanism of a system. The implementation is not just an event, but something planned and to achieve the purpose of the activity. Means that the implementation is not just activities but activities planned and undertaken in earnest based on certain norms of reference to reach the goal. Therefore the implementation does not stand alone but is influenced by the next object.

One model program implementation i.e. model expressed by David c. Korten. These models wear process of learning approach and better known as a model of compliance program implementation. Model compliance program implementation Korten is described as follows:

Figure 1.1
Model Compliance Program Implementation



Source: (Haedar Akib dan Antonius Tarigan, 2008)

From the picture above, it could be explained that according to David c. Korten there are three main elements, namely programs, implementing programs and objectives of the program. Korten explained also that the implementation of the program will be carried out if there are 3 elements of program implementation, namely, the first alignment of programs with utilization, both the suitability of the program by implementing organizations, and the third is the compliance with the implementing organization utilization

group. When one of the three elements of the compliance program implementation there is no then according to Korten will not run the program implementation with the aim of beginning. The occurrence of the third element of the mismatch can occur if the program's output does not correspond to the needs of the target group, clear the output could not be exploited if the terms of the implementing organization-defined program cannot be met by the target group, then the target group not getting the output program.(Haedar Akib dan Antonius Tarigan, 2008)

Meanwhile, according to Donald S. Van Meter dan Carl E. Van Horn in Subarsono (2011)there are six variables that affect the performance of the implementation, namely:

1. The Standard and target policy, within a policy must meet the standard and clear policy objectives and measurable goals forms, meaning that the program or policy that is clear and can be realized.
2. In implementation of policy resources, need for support resources, either human or material resources resource or the resource methods. Of the three the most important resource is its human resources because as the subject of the implementation of the policy and public policy objects at once.
3. Communication between the Organization and the strengthening of activities, required coordination and cooperation between institutions for the success of a program.
4. Characteristics of the implementing agency, 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.
5. Disposition of the implementer, in implementation of the policy attitude or disposition of the implementer is differentiated into three things, namely; (a) the implementer's response against policy, related to the willingness of the implementer to implement public policy; (b) a condition, namely the understanding of the policies that have been set;

and (c) the disposition of intense implementer, i.e. preference values that belong to it.

6. Conditions of social, economic and political, economic resources include Variable environments that can support the successful implementation of the policy, the extent to which interest groups provide support for the implementation of the policy; 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 policy.

2. Women's Empowerment

The definition of women's empowerment is the ability of a woman to make strategic life choices in a context where the ability was not recognized before. (Kabeer, 2001)

According to Aritonang in Heriana Bangun, women's empowerment was an effort to improve the quality, develop the capacity and skills to gain access and control towards decision making positions, sources, and the structure of a line or support.

Here women are trying to realize what their wishes in accordance with the abilities they have. Therefore, the empowerment of women would be very meaningful for women to develop themselves. Women's empowerment women's departure from concern to improve the welfare of women while not closing the possibility that not only the party of women who care but can also be of concern to men.(Narayan, 2002)

According to Kabeer (2001) in Mayoux (2005) States that there are five main elements in the process of empowerment of women, namely the following:

a) Welfare

This welfare is an important effort to improve the welfare of women; empowerments are divided into three elements (Claros and Zahidi, 2005). Educational attainment is the main thing or fundamental to the achievement of women's empowerment, with no education will be difficult for women to get a decent job or formal sector so that the salary earned can fulfill a need, could participate in the Government and entered into the realm of politics. After getting a decent education

then participation in the economy also can be a prefix that women can also improve family economies and pushing the country's economy as a whole. Health and well-being are the elements of a third which is a concept associated with the substantial differences between women and men in accessing sufficient nutrition, health, reproduction, and to state the fundamental safety and integrity of the person.

b) Access

In the language of Longwe, access is defined as the ability of women to have rights or access to productive resources such as land, credit, training, on-site marketing, labor, and all public services which are equivalent to the female. Access to information is an aspect that is not less important, through information technology; women can enhance their social and economic productivity. In the absence of access to information it will be difficult to get an understanding of the various things that can make the poor women will be more marginalization of communities, even countries of the world.

c) Consientation

Understanding of the role of gender difference and gender roles.

d) Participations

The equality of women's participation in decision making processes, policy, planning, and administration, participation leads to an equivalent representation of women in decision making both formal and informal, and their votes could affect their communities.

e) Equality in Power

Equality in power in question is equality in power over the factors of production and distribution of profits so that both women as well as men are in a dominant position.

As for the empowerment of women is one way to improve the strategic potential of women and the role of women in the sphere of domestic and public. Women's empowerment could be declared successful if the elements of the empowerment of women above can be applied.

3. Gender

The definition of gender in Ann Oakley is a symbolic or social difference which rises on the difference of sex but not always identical with it.

Gender differences are the result of a process symbolizing that then socialized into the system of culture or in the social structure of any society. While in the women's Studies Encyclopedia explained that gender is a cultural concept which attempts to make a distinction in terms of roles, behavior, mentality, and emotional characteristics between men and women that develop within the community.

To understand the concept of gender must be distinguished from the word gender to the word sex. The notion of gender is the nature or the Division of the two sexes biologically determined human being attached to a particular sex as an example is men are human beings who have a penis and produce sperm. While women have a reproductive tool such as womb and channels to give birth. The tools are not interchangeable biologically.

While the concept of gender is all the things that can be exchanged between the nature of women and men, which can change over time and differ from place to place the other, nor different from one class to another class, as an example of a trait that is attached to the men and women who are in social or cultural male, for example, it is known for its gentle emotional, or motherhood. While men are considered: strong, rational, manly, and mighty. The hallmark of the nature itself is the properties that can be exchanged. This means that there is an emotional man, gentle, motherly, while there are also women who are strong, rational, and mighty.

D. OPERATIONAL DEFINITION

In this study there are several operational definitions in the implementation of the program of the Women's Leadership School, namely:

1. Implementation
 - a. Program
 - b. Realization of Program
 - c. Objectives of The Program
2. Factors affecting Implementation
 - a. Standards and Policy targets
 - b. Resources
 - c. Communication between the Organization and the strengthening of activities
 - d. Implementing agency Characteristics

- e. Disposition implementer
- f. Conditions of social, economic and political

E. DISCUSSION

The part of this research would explain in details about how the Implementation of Women's Leadership School Program in Gunungkidul 2013-2015 and also What are the factors that affect the implementation of the women's Leadership School program in Gunungkidul years 2013-2015, Based on the writer's method, it had been conducted using the techniques of data collection through the interviews and a documentation.

In the collection of the data of this research, this was related to the process of implementation of Women's Leadership School Program in Gunungkidul that used the interview techniques. The writer involved 1 members of Yayasan Satu Karya and 2 members Dinas Pemberdayaan Perempuan, Perlindungan Anak, dan Keluarga Berencana, Pemberdayaan Masyarakat dan Desa (DP3AKBPM&D) and 1 member of Women's Leadership School Program. By involving several interviewees such the competent in this regard, the resulting data would be relevant to the examined indicators from a Women's Leadership School Program.

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 Regencyin collaboration withYayasan 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.

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.

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. 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.

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.

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) or total participation is 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 around 30 participants, 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)

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 means 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 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

		<p>the 144 existing village in Gunungkidul Regency</p> <p>b. Cadre of village women who came from 8 villages which is include on the region program of YSKK</p>
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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

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. 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. 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.

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 Donors in The 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.

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.

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.

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.

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.

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.

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:

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.

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. *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 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.

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 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. 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.

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.

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.

Political conditions Related Women's Leadership School Program

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 local government. Some of these stakeholders have a different 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 facilitated 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 implementer 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, have 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 participation factors are still experiencing barriers because it is difficult to get a productive old cadre, 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.