

## Leadership Training for Inclusive Village Women

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### Abstract

*Inclusive Village Women's Leadership Training aims to increase women's leadership capacity at the village level with an approach based on gender equality and inclusive development. This training involved 40 female participants from various villages in diverse areas, with a focus on empowering women through strengthening knowledge and skills in leadership, decision making and managing village resources. The methods used in this training include theoretical lectures, participatory discussions, simulations and role playing, case studies, and field experiences, all of which are designed to hone participants' practical skills in facing leadership challenges in their villages. The results of the training implementation showed a significant increase in participants' understanding of the concepts of inclusive leadership, gender equality and women's empowerment. Post-training evaluations also showed that most participants felt more confident in taking on leadership roles and playing an active role in decision making in their villages. However, challenges in implementing this training include knowledge gaps between participants, limited access to technology in some villages, and the need to strengthen more specific material according to the local context. Overall, this training was successful in providing a strong foundation for women to lead inclusively, but requires ongoing monitoring to ensure effective implementation at the village level.*

**Keywords:** *Women's Leadership Training, Inclusive Villages, Gender Equality, Women's Empowerment, Decision Making.*

### INTRODUCTION

Women's leadership at the village level is a key element in strengthening inclusive and sustainable development in Indonesia. Although the role of women in various sectors has experienced significant development, the representation of women in leadership positions, especially at the village level, is still limited. This is a major challenge for efforts to achieve gender equality, equitable development and full community participation in decision-making processes at the local level. In this context, inclusive village women's leadership training is presented as a solution to increase women's capacity to lead, design policies, and play an active role in the development of their villages.

Leadership training for inclusive village women aims to prepare village women to face the social, economic and political challenges that exist in public. This training focuses not only on improving technical capabilities in village management, but also on developing the social and emotional skills needed to lead in an inclusive context. The concept of inclusion in this training prioritizes diversity and pays

attention to the needs and aspirations of all groups in society, including women, children, people with disabilities and other marginalized groups (UN Women, 2019).

According to a study conducted by *World Bank* (2020), empowering women through leadership training at the village level can increase women's participation in the decision-making process and have a direct impact on improving the quality of life of the community. This research also shows that women's involvement in village leadership is correlated with more efficient management of village resources and improved public services. This is in line with the findings *Narayan* (2020) which states that the success of village development is very dependent on inclusive leadership, where women have a strategic role in designing policies that are more responsive to community needs.

This training is also expected to strengthen women's capacity to utilize village resources optimally, as well as increase their ability to develop and implement programs that support

sustainable economic and social development. In addition, this training will provide a broader understanding of the importance of gender equality in every aspect of development, as well as giving women the skills to build networks, collaborate with various parties, and negotiate in the context of public policy (Pramesti, 2021).

Thus, inclusive village women's leadership training not only aims to improve individual women's abilities, but also to create a more inclusive and competitive village ecosystem, where women have equal opportunities to be involved in decision making that has a direct impact on community welfare.

## IMPLEMENTATION METHOD

Inclusive Village Women's Leadership Training is a strategic effort to strengthen the capacity of women in leadership positions at the village level, which is expected to create significant changes in inclusive, fair and sustainable development. To achieve this goal, this training is implemented using various learning methods designed holistically, combining theory, practice and direct experience in the field. The following are the training implementation methods that will be used:

### 1. Participatory Learning Approach

This training uses a participatory learning approach that emphasizes the active involvement of participants in each session. In this approach, participants not only become passive listeners, but also engage in discussions, share experiences, and participate in activities that encourage critical and creative thinking. This approach has proven effective in increasing participants' understanding of inclusive leadership concepts, as well as creating space for them to express their views and aspirations regarding village development (Mulyana, 2019).

This participatory approach involves small group discussions, presentations by participants, and question and answer sessions, which facilitate open

communication between participants and facilitators and resource persons. According to *Grandma* (2020), learning based on active participation can increase the sense of ownership of the program, so that participants feel more motivated to implement the knowledge gained after training.

### 2. Lectures and Theoretical Counseling

The lecture method is used to provide a basic understanding of the concepts of leadership, village management, and the principles of inclusiveness in development. In this session, the facilitator will present material related to theories of women's leadership, gender equality, and sustainable village development. This lecture will discuss topics such as the challenges faced by women in village leadership, women's empowerment strategies, and inclusive decision-making techniques (Pramesti, 2021).

This theoretical counseling aims to provide participants with a strong basic understanding so that they can carry out leadership functions effectively and pay attention to the needs of all groups in village society, including women, children and other marginalized groups. For example, the material presented will cover the principles of equality in managing village natural resources, the importance of gender-based policies, and gender mainstreaming in planning and implementing village programs.

### 3. Simulation and Role Playing

Simulations and role playing are practical methods used to develop participants' leadership skills. In this method, participants will be given a scenario that describes a real situation in the field, where they are asked to act as village leaders who must make decisions regarding problems faced by village communities. This activity is designed to test participants' abilities to solve problems, communicate with related parties, and make decisions that are inclusive and based on common interests (Saputra & Rahman, 2020).

This simulation and role playing also aims to build participants' self-confidence and courage in taking on leadership roles. According to Kabeer (2018), direct experience through simulation can increase women's capacity to lead, because they will be better prepared to face the dynamics in the field after gaining this practical experience.

#### 4. Case study

The case study method will be used to analyze various real examples of women's experiences in leadership at the village level, both in Indonesia and in other countries. Participants will be given case studies regarding challenges faced by women in leadership positions, such as access to resources, gender discrimination, or resistance from society towards women leading. By analyzing this case study, participants are expected to be able to explore practical solutions and strategies that can be applied in their local context (Narayan, 2020).

These case studies provide insight into how policies or practices that have been implemented in other villages have succeeded or failed, as well as lessons that can be learned for women's leadership development in their own villages.

#### 5. Field Experience Based Training

One of the important methods in this training is strengthening theory with field experience. Participants will be involved in activities directly related to village management, such as village meetings, meetings with village government, or ongoing women's empowerment programs. This field activity allows participants to directly observe the dynamics of leadership and decision making at the village level, as well as giving them the opportunity to practice the skills they have learned during the training.

This field experience aims to hone participants' practical skills in interacting with various stakeholders, preparing policy

proposals, and dealing with social and economic problems that exist in village communities. This also helps them to see first-hand the challenges women face in village leadership and how they can overcome these obstacles.

#### 6. Empowerment Through Mentoring and Post-Training Coaching

After the training is complete, participants will receive a mentoring and coaching program to support the implementation of what they have learned. This program involves facilitators who will continue to provide guidance, as well as being a resource that participants can contact for consultation regarding problems, they face in carrying out leadership in the village. This mentoring process aims to strengthen the continuity of learning and help participants to remain motivated in carrying out their leadership roles (UN Women, 2019).

#### 7. Evaluation and Feedback

After the training is complete, an evaluation will be carried out to assess the achievement of the training objectives and to determine the extent to which participants can apply the knowledge and skills they have learned. Evaluation is carried out through interviews, surveys and group discussions involving participants to provide feedback regarding the training and teaching materials received. Based on this evaluation, improvements and adjustments to the training program can be made for future programs (Taufik, 2020).

### DISCUSSION

Inclusive Village Women's Leadership Training is a strategic step to increase women's capacity to take on leadership roles at the village level that are more inclusive and based on gender equality. The implementation of this training adopts a holistic approach that combines theory and practice, and emphasizes the importance of active involvement of participants to equip them with relevant skills and knowledge in facing

social, economic and political challenges at the village level. The following discussion will describe in depth the implementation of training methods, successes, challenges faced, and expected impacts.

### 1. Participatory Learning Approach and Active Engagement

One of the main methods in implementing this training is the use of a participatory learning approach. This approach allows participants to be actively involved in the learning process, not only as recipients of information, but also as contributors in discussions and solutions to problems faced in their villages. Group discussions, presentations and experience sharing sessions are important means of strengthening participants' understanding of the leadership challenges they face (Mulyana, 2019).

The success of this participatory approach was proven by the high level of involvement of the participants, who were active in various discussion sessions and case discussions. This also allows participants to identify problems that are relevant to the conditions of their respective villages, as well as develop practical solutions that can be implemented immediately. As stated by *Grandma* (2020), women's involvement in the learning process increases their sense of ownership of the program and encourages them to be more confident in making decisions related to village leadership.

However, the challenge in this approach is that there are differences in background knowledge and experience between participants. Some participants may come from villages with low literacy levels or limited access to information, which could affect the quality of their discussions and participation. Therefore, it is important for facilitators to adapt learning methods to the level of understanding of participants, as well as creating an inclusive environment so that every voice is heard.

### 2. Lectures and Theoretical Counseling

This training also utilizes lectures and theoretical counseling to provide a solid knowledge base about inclusive leadership, gender equality and women's empowerment. The material presented includes the importance of women's involvement in decision making, effective leadership techniques, and gender mainstreaming in village development. This training emphasizes the importance of knowledge about regulations governing the role of women in development, as well as gender-based policies that can be implemented at the village level (Pramesti, 2021).

The training carried out can be seen in the following picture:



Theoretical counseling also functions to equip participants with broader insight into the social and cultural challenges that hinder women's progress in leadership, such as patriarchal domination and gender stereotypes. A deeper understanding of leadership theory and gender equality provides a strong foundation for participants to design policies and programs that focus on empowering women and other marginalized groups. However, the challenge of this method is keeping the material relevant and easy to understand for participants who have diverse educational backgrounds. Therefore, the material must be presented in a simple, easy to accept manner, and illustrated with real and applicable case examples.

### 3. Simulation and Role Playing: Sharpening Practical Skills

Simulation and role playing are very important practical methods in this training to hone participants' skills in dealing with real

situations in the field. In this session, participants are given scenarios that describe problems faced in village management, such as how to resolve conflicts between residents or deal with unequal access to resources in the village. This simulation provides direct experience on how to become an inclusive leader, able to respond to the needs of all levels of society, and make decisions that are in favor of the common good.

The results of this simulation show that participants feel more prepared to lead after participating in the role-playing session. They can identify potential problems that arise in the social context of their village and practice the leadership techniques taught in previous lecture sessions. *Saputra and Rahman (2020)* noted that direct experience gained through role playing can improve participants' practical skills, because they not only learn theory but also practice direct action in a controlled atmosphere.

However, simulation and role playing also face several challenges, especially related to the gap between the knowledge taught and real experience in the field. Participants may feel unprepared to face much more complex and dynamic problems in their villages, such as cultural or political pressures that are difficult to overcome through simulation.

#### 4. Case Study: Learning from Real Experience

The case study method is used to provide a real picture of how women in other villages can successfully overcome obstacles and challenges in their leadership. The selected case studies cover the experiences of women leaders in dealing with problems such as unequal access to education, lack of women's participation in village decision making, and economic problems in marginalized villages.

Through this case study, participants can learn from real experience and formulate strategies that are relevant to their respective conditions. This also teaches participants that

female leadership is not impossible, even though the challenges faced are enormous. However, in implementing this method, there are challenges related to limited data or access to truly representative case studies from similar villages, so further research is needed to find more relevant cases.

#### 5. Field Experience Based Training: Integration of Theory with Practice

Field experience is an important part of this training, where participants are invited to observe and be directly involved in village management activities that involve important decisions, such as village meetings, budget planning, or natural resource management. By going directly into the field, participants can see firsthand the challenges faced by women in leadership positions and experience the social and political dynamics that influence decision making at the village level.

This field experience provides an opportunity for participants to practice the skills they have learned, such as communication, negotiation and decision-making skills based on inclusiveness. Evaluation of this field experience showed that participants felt more confident in taking on leadership roles after being directly involved in the decision-making process.

#### 6. Evaluation and Feedback: Measuring the Impact of Training

Evaluation and feedback are very important stages in measuring the extent to which training has succeeded in achieving its objectives. Evaluation is carried out using quantitative methods through pre-test and post-test, as well as qualitative methods through interviews and group discussions. Evaluation results showed significant improvements in participants' leadership skills and understanding of the concepts of inclusivity and gender equality.

However, the main challenge in evaluation is ensuring that the feedback provided by participants covers all aspects of

the training, and reflects the reality on the ground after they return to their villages. Therefore, there is a need for a follow-up monitoring mechanism after training to ensure that the skills acquired can be applied effectively in their villages (Taufik, 2022)

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