

Implementation Of The Girls School Training Program to Achieve Dreams and Aspirations (SEKOPER CINTA) In The Manpower and Transmigration Service of West Java Province

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Submitted : 10-03-2025, Accepted : 10-04-2025, Published : 10-05-2025

Abstract

This study aims to examine the implementation of the vocational training program Sekoper Cinta (School for Women to Achieve Dreams and Aspirations), organized by the Department of Manpower and Transmigration of West Java Province. The program represents an effort to empower women through capacity building and skills development. This research employs a qualitative approach using a case study method, focusing on six implementation variables based on the theory of Van Meter and Van Horn: policy standards and objectives, resources, inter-organizational communication, characteristics of the implementers, socio-economic conditions of the participants, and the attitudes of the implementers. The findings show that the program implementation has been relatively effective, although several obstacles remain, such as limited resources and challenges in cross-sector communication. The program has positively contributed to improving participants' skills and self-confidence; however, sustainability and post-training support are aspects that need strengthening. This study recommends enhancing coordination among stakeholders and developing a monitoring and evaluation system to ensure the program's effectiveness and sustainability.

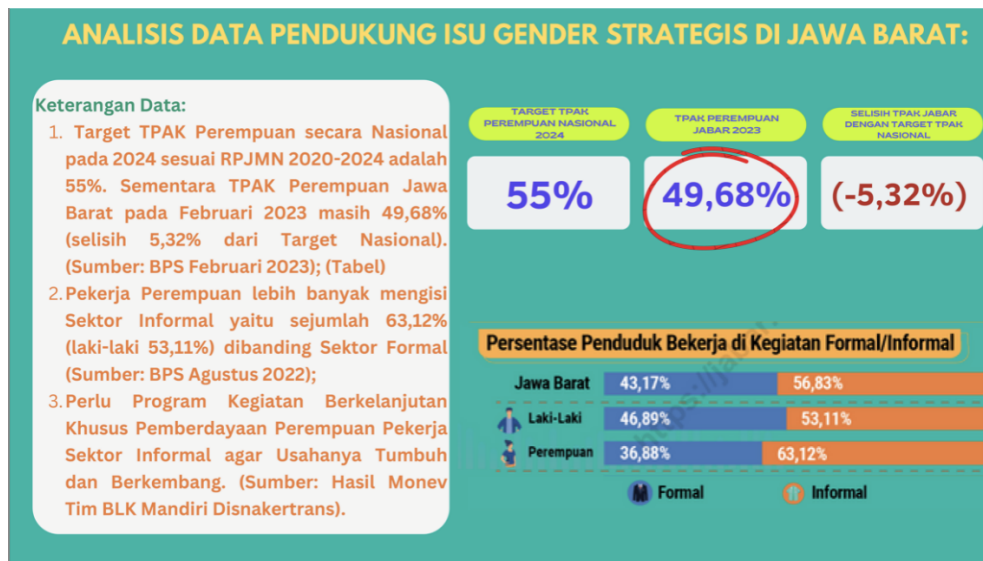
Keywords: Policy implementation, vocational training, women's empowerment, Sekoper Cinta

Introduction

Women are an important part of national development that has great potential to contribute to various sectors of life, both economic, social, and political. However, social reality still shows that women in Indonesia, especially in West Java, still face various structural challenges that limit their access and role in development. One of the main challenges is gender inequality caused by patriarchal culture, low levels of education, limited skills, and minimal access to training and decent employment.

Many women, especially those who are married, experience obstacles in pursuing their dreams and aspirations due to economic limitations, limited information, and high domestic social burdens. This causes women to become economically dependent on their partners, which in some cases even leads to injustice and domestic violence.

Data from the Central Statistics Agency (BPS) shows that the Labor Force Participation Rate (TPAK) of women in West Java is still below the national target. In February 2023, the TPAK of women in West Java only reached 49.68%, while the national target in the 2020–2024 RPJMN is 55%. In addition, the majority of women who work are in the informal sector (63.12%), which is vulnerable to income uncertainty and minimal labor protection.



Source : BPS Februari 2023

Seeing these conditions, the West Java Provincial Government through the Women's Empowerment, Child Protection and Family Planning Service (DP3AKB) together with the Manpower and Transmigration Service (Disnakertrans) launched the Women's School for Achieving Dreams and Aspirations (SEKOPER CINTA) program. This program is a form of regional government intervention to address the problem of low participation and empowerment of women, as well as being a forum for West Java women to obtain life skills, vocational skills, and strengthening character and national insight.

The SEKOPER CINTA program aims to:

1. Provide a learning space for women to be able to improve their quality of life, welfare, and economic independence.
2. Foster critical awareness of women towards their roles and potential in the family, society, and development.

3. Increase women's capacity in the fields of entrepreneurship, technical skills, and character education.
4. Encourage the formation of women's communities that support each other to create social change in their environment

Basis for the Program This program is based on the need to address gender gaps in development as well as concrete efforts to achieve national and regional development targets that are inclusive and gender-equitable. The skills gap and low economic participation of women are strong reasons for the importance of vocational training such as SEKOPER CINTA.

Legal Basis for the SEKOPER CINTA Program Several legal bases underlying the implementation of the SEKOPER CINTA program include:

- Law Number 39 of 1999 concerning Human Rights, especially Article 45 which guarantees equal rights between men and women.
- Law Number 23 of 2014 concerning Regional Government, which gives authority to regional governments to organize government affairs, including the field of women's empowerment.
- Presidential Regulation Number 59 of 2017 concerning the Implementation of the Achievement of Sustainable Development Goals (SDGs), especially Goal 5: Gender Equality.
- RPJMD of West Java Province 2018–2023, which emphasizes gender mainstreaming in all aspects of development.

Based on observations conducted by researchers, the Women's School Program for Achieving Dreams and Aspirations (Sekoper Cinta) has not been running optimally, as indicated by:

1. Limited Resources

Limited resources in terms of human resources, funds, and facilities and infrastructure, which hinder the effectiveness of program implementation.

2. Low Commitment of Implementers and Lack of Coordination between Agencies

Low commitment and lack of coordination have an impact on the lack of active participation from implementers and synergy between related OPDs.

3. Low Access to Education and Skills Training Many women, especially housewives, do not have adequate access to education, vocational training, or information that can increase their economic independence.

4. Influence of Social, Economic, and Political Conditions of Society These influences can be obstacles in program implementation if not carefully considered in the planning stage.

5. The Need for Targeted and Sustainable Government Intervention Although there have been efforts from the government such as the SEKOPER CINTA Program, the effectiveness of the implementation of this program in responding to the needs and increasing women's empowerment at the local level still needs to be studied in depth.

Literature Review

Scope of Public Policy

The success or failure of public policy can be measured by whether the formulated objectives have been achieved or not. If the objectives that have been set have not been achieved, then the public policy is said to have not been successful. This is related to the process of public policy itself, including the process of policy formulation, policy implementation and policy evaluation. The creation of a policy by a government agency in its efforts to resolve a problem faced, both concerning the interests of the organizational institution and the public interest, cannot be separated from the process first, starting from the problem analysis activity to the policy-making process itself. The stages of the policy must be implemented properly and through careful planning so that the intent and objectives of the policy can be conveyed properly.

The policy-making process is a complex process because it involves many processes and variables that must be studied. Therefore, several political experts who are interested in studying public policy divide the processes of formulating public policy into several stages. Michael

Howlet and M. Ramesh as quoted by Cania Grenada, (2020) state that the public policy process consists of the following five stages:

Public Policy in Indonesia is formed in a Law, Government Regulation, Government Regulation in Lieu of Law, Presidential Decree, Ministerial Decree, Regional Head Decree, Mayoral Regulation Decree and so on. So it can be concluded that public policy is a legal product obtained through a process of activities or actions that are administrative, scientific, and political in nature made by policy makers and related policy makers. A public policy aims to regulate, manage, and solve a particular public problem for the common interest. A public policy is not only a process of formulating and legitimizing policies, but is related to its implementation and evaluation. No matter how good the substance of a public policy is that is made or formulated, it will be useless if it is not implemented properly.

Understanding Public Policy Implementation

Nugroho in his book entitled Public Policy Formulation, Implementation, and Evaluation (2003:158) said that in implementing a policy there are two options, namely by directly implementing it in the form of programs and through policy formulation. So implementation is an action taken by the government in order to achieve the goals that have been set with the hope that the implemented policy can be accepted by the community so that it can improve existing policies or become new policies, therefore the policies made must be considered carefully and seriously so as not to conflict with the wishes of the community affected by the policy.

Policy implementation is the most important key in the public policy process. Policy implementation is in principle a way for a policy to achieve its goals, no more and no less. This method is transformed through policy programs. Implementation is related to the process, results, activities and actions to make a major contribution to better conditions and situations..

Policy Implementation Approach

For the purpose of analyzing the implementation of the women's school training program to achieve dreams and ideals (*sekoper cinta*) at the Manpower and Transmigration Office of West Java Province which has been formulated in the form of regional regulations, it is necessary to link it to political, economic, and social issues. In this study, considering that the policy implementation process involves various government agencies, private organizations, group actors and individuals, it is not enough to use a single approach in analyzing it. The interaction and behavior of the actors, in this case the implementing officials in the field and individual actors (target groups) are analyzed using the institutional approach and the group approach..

Van Meter and Van Horn Models

Supporting factors in policy implementation include government support, adequate infrastructure, effective socialization, and the involvement of the community and vendors. On the other hand, inhibiting factors include vendor resistance, limited government resources, and inconsistent policy changes.

The Van Meter and Van Horn model has 6 (six) factors that influence the performance of policy implementation. The six factors that influence the performance of policy implementation are policy standards and targets, resources, communication between organizations, characteristics of implementing agencies, disposition of implementers and economic, social and political conditions

1. Policy standards and targets
2. Resources
3. Communication between organizations
4. Characteristics of implementing agencies
5. Understanding the general intent of a standard and policy objectives
6. Economic, social and political conditions

Model Edward III

The Bandung City Government has implemented various strategies for managing street vendors, such as providing designated spaces, offering training and development programs, and enforcing strict supervision. Despite challenges in implementation, these policies have brought benefits, including improved public space order and more stable economic conditions for vendors. This model suggests that policy implementation is the stage of policy makers between policy formation and the consequences of the policy for the affected community. The public policy implementation model was put forward by Edward, in Dwiyanto Indiahono (2009: 31) indicating four variables that play an important role in achieving successful implementation.

Model Merilee S. Grindle (1980)

Merile S. Grindle's approach is known as implementation as A Political and Administrative Process. The success of implementing a public policy can be measured from the process of achieving the final results (Outcomes), namely whether or not the desired goals are achieved. According to Grindle (in Kusnandar, 2012: 110) the success of policy implementation is influenced by two variables, namely the content of the policy and the policy implementation environment.

1. The policy content variables include:

- a. The extent to which the interests of the target group are contained in the content of the policy.
- b. The types of benefits received by the target group.
- c. The extent of the desired changes from a policy.
- d. Is the location of a program appropriate.
- e. Has a policy mentioned its implementers in detail.
- f. Is a program supported by adequate resources.

2. Policy environment variables include:

- a. How much power, interests, and strategies are owned by the actors involved in policy implementation.
- b. Characteristics of institutions and rulers in power.
- c. The level of compliance and responsiveness of the target group

Legal Basis for Non-Formal Education

The legal basis for non-formal education according to Indrawan and Wijoyo (2020) is:

- 1) Law Number 20 of 2003 concerning the National Education System.
- 2) Government Regulation Number 73 of 1991 concerning Non-Formal Education.
- 3) Government Regulation Number 19 of 2005 concerning National Education Standards.
- 4) Government Regulation Number 47 of 2008 concerning Compulsory Basic Education.
- 5) Government Regulation Number 17 of 2010 concerning Management and Implementation of Education.
- 6) Regulation of the Minister of National Education Number 31 of 2007 concerning the Organizational Structure and Work Procedures of the Directorate General of Early Childhood, Non-formal and Informal Education.

Girls School Program Achieve Dreams and Aspirations (Sekoper Cinta)

The Sekoperl Cintel Program is one of the activities in non-formal education aimed at women in West Java Province. Sekoperl Cintel is one model of women's empowerment by developing leadership in fighting for gender equality and inclusiveness (Gerfiantil S, 2019a).

Mehods

The research method used in this research is a qualitative approach of the descriptive type where the researcher describes, elaborates, illustrates and obtains data which will then be used as complete information in the research on the Implementation of the Women's School Program to Achieve Dreams and Goals of the Study on the Women's Group in West Java..

Results and Discussion

Executive Summary of the SEKOPER CINTA Program

SEKOPER CINTA (School for Women to Achieve Dreams and Aspirations) is an innovative initiative by the Provincial Government of West Java, Indonesia, aimed at empowering women—especially those from vulnerable groups—through non-formal education, vocational training, and capacity building. Launched in 2019, this flagship program provides women with the opportunity to acquire essential life skills, develop economic independence, and enhance their social and family roles.

The program targets productive-age women, particularly those without stable income, housewives, survivors of violence, women with disabilities, and those living in marginalized environments. Activities include thematic learning (on gender, health, parenting, etc.), hands-on skills training (such as sewing, culinary arts, digital marketing), motivational sessions, and community exhibitions of participants' work.

Using Van Meter and Van Horn's implementation theory, this study evaluates the success and challenges of the vocational training component of SEKOPER CINTA. It identifies strong commitment among implementers, positive participant outcomes, but also logistical, communication, and resource distribution issues that need to be addressed for better sustainability and reach.

Objectives and Target Groups

The core objective of SEKOPER CINTA is to empower women through accessible learning spaces that enhance their knowledge, practical skills, self-confidence, and economic participation. The program aligns with regional development goals, particularly gender equality and poverty reduction. Target groups include underprivileged women, housewives, female heads of households, and aspiring entrepreneurs.

Scope of Activities

Program activities span both cognitive and practical development. Thematic sessions focus on gender roles, health, and family well-being, while vocational training equips women with marketable skills. Motivational talks and success stories are included to inspire confidence. Final showcases and business networking events help participants transition from training to enterprise.

Implementation and Learning Methods

Training is delivered both face-to-face and online, adapted to local infrastructure and needs. Interactive methods such as group discussions, simulations, hands-on practice, and case studies ensure the learning process is engaging and applicable. Facilitators are encouraged to create inclusive, participatory environments to accommodate diverse educational backgrounds.

Policy Standards and Alignment

SEKOPER CINTA was developed in line with West Java's strategic development plans. The program sets clear objectives such as increasing women's vocational competencies in sewing, catering, beauty, and home-based enterprises. However, standards vary across regions due to local capacity gaps. A key challenge is ensuring training standards are consistently implemented while remaining responsive to participants' readiness and local needs.

Resources: Human, Financial, and Infrastructure

The program is funded through regional budgets (APBD) and private sector CSR. Qualified instructors from training centers and government agencies are involved, though shortages exist in remote areas. Equipment and facilities often fall short—many participants

share limited tools, and delayed procurement due to bureaucracy impedes learning efficiency. Regular investment in training infrastructure is crucial.

Inter-Organizational Communication

While coordination at the provincial level is relatively strong, communication gaps remain at the operational level. Changes in training schedules or resources are sometimes not relayed promptly, causing confusion. Not all stakeholders are equally familiar with digital communication tools, leading to uneven information flow. Enhancing communication capacity and protocols is essential for smooth implementation.

Implementer Characteristics and Attitudes

Program implementers—comprising government officials, community facilitators, and instructors—show high commitment to women's empowerment. Many go beyond administrative duties to provide emotional and motivational support. However, pedagogical skills and gender sensitivity training remain uneven, particularly at the local level. Continued capacity building is needed to professionalize facilitation standards.

Socioeconomic Challenges of Participants

Most participants face structural barriers such as low income, minimal formal education, and cultural norms that discourage women's public engagement. The dual burden of domestic responsibilities further limits their training participation. Despite this, the program has helped build self-worth and aspirations among participants, many of whom now view themselves as contributors to their household economy.

Evaluation of Sustainability and Impact

Short-term outcomes include improved skills, greater self-confidence, and in some cases, new microbusinesses. However, long-term sustainability depends on post-training support such as access to capital, markets, and ongoing mentorship. Without this, participants risk losing momentum. Integrating the program into broader economic empowerment strategies is vital for systemic change.

SEKOPER CINTA demonstrates a promising model for inclusive women's empowerment through practical, community-based learning. While the program's impact is evident at the grassroots level, enhancing its effectiveness requires addressing inconsistencies in implementation, resource gaps, and inter-agency coordination. Strengthening post-training support will ensure that participants continue to grow economically and socially beyond the program's duration

Conclusion

Based on the results of the study on the implementation of the SEKOPER CINTA Program by the Manpower and Transmigration Office of West Java Province, several conclusions can be drawn as follows:

1. The implementation of the SEKOPER CINTA Program has generally gone quite well, marked by the implementation of vocational training for women in various regions of West Java, increasing enthusiasm of participants, and the emergence of positive impacts such as increased skills, economic independence, and self-confidence of women. However, in its implementation, this program still faces various obstacles, such as limited facilities and infrastructure, inflexible training schedules, lack of post-training assistance, and disparities in training quality between regions. The socialization of the program is also not evenly distributed and still relies on informal networks.
2. Based on the analysis using the theories of Van Meterl and Van Horn, it was found that policy standards, resources, communication, characteristics of implementers, socio-political conditions, and implementer dispositions have a significant influence on the success of program implementation. Weaknesses in one of these aspects can affect the effectiveness of program implementation as a whole.

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