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Analysis of Women's Learning Needs Based on Local Wisdom in Darussalam Village

Jubaidah Hasibuan[1*], Mukarramah[2] ,Silvia Mariah Handayani[3],
Khodijah Tussolihin Dalimunthe[4], Mahfuji Irwan[5]
[1,2,3,4,5] Universitas Negeri Medan
* e-mail: jubaidahhasibuan02@gmail.com

Abstract

Women in Darussalam Village play a crucial role in achieving food security by processing their harvests in simple ways. With their skills and creativity, they are able to create products with economic value and based on local wisdom. Through a strong spirit of mutual cooperation, local potential is collectively preserved, and the results are used for the common good. Based on field studies, women require innovation through knowledge and skills to cultivate local potential. Therefore, a learning needs analysis is necessary to identify the learning needs of productive-age women based on local wisdom. This study used a descriptive method with a qualitative approach. The results indicate that women in Darussalam Village have traditionally cultivated local potential and require learning related to hobbies and recreation, namely developing skills in making handicrafts for sustainable agricultural and fishery products, increasing productivity, and mentoring in product development for small businesses.

Keywords: *Learning needs,Women, Local wisdom*

How to cite : Hasibuan, J., Mukarramah, M., Handayani, S. M., Dalimunthe, K. T., & Irwan, M. (2025). Analysis of Women's Learning Needs Based on Local Wisdom in Darussalam Village. *Pedagogi: Jurnal Ilmu Pendidikan*, *25*(2). https://doi.org/10.24036/pedagogi.v25i2.2647

INTRODUCTION

The targets that community education must serve are those related to learning needs for lifelong learning, from early childhood to old age. Wherever a person or group of people's learning needs arise, community education should be present. Therefore, in this capacity, community education is said to be multi-audience because it is not only reviewed based on age factors but also based on individual and social characteristics such as sex and gender, demographics, occupation, formal educational background, and so on. Based on this, it is evident that human learning needs are numerous and diverse, while formal schools provide very limited learning. As a complement to formal education, community education's position as a substitute, supplement, and/or complement to formal education contributes to addressing deficiencies and complementing formal education (Hasibuan, 2022). One way to achieve this is through women's empowerment programs that equip women with the knowledge and skills to empower them in various aspects of life, including health, education, economics, and participation in decision-making. Sari & Sulastri (2024) state that women's empowerment is a central issue in sustainable development, which aims to improve the welfare and quality of life of the community.

Statistics Indonesia (BPS) data for 2023 recorded an open unemployment rate of 5.32%, with the percentage of the poor declining to 9.03%. However, the gender gap in labor force participation remains significant, with women's labor force participation at only 53.87%, compared to men's at 83.39%. Women's empowerment is considered to have a positive impact on economic and social development. Women's empowerment in rural Indonesia can increase household income by up to 30% and reduce poverty rates by 15% (Astuti et al., 2020). Furthermore, the Statistics Indonesia (BPS) noted that women-managed micro, small, and medium enterprises (MSMEs) grew by 8.2% in 2023, demonstrating women's significant entrepreneurial potential. Through appropriate training and support, women can become independent entrepreneurs, improve their well-being, and drive rural economic growth. However, women face several challenges in achieving this, such as limited access to resources, particularly land and technology, compared to men, and a lack of formal recognition of women's contributions to food security (Harmayani, 2024).

Despite limitations in the process of actualization, women still strive to contribute to improving the welfare of their families and the welfare of the communities in which they live, especially in various aspects of food security. For example, a field study conducted in Darussalam Village, Langkat Regency, over a five-day intensive period through observation, showed that Darussalam Village has local potential that they cultivate based on knowledge they gained from their parents and from the results of deliberations. One of the local wisdoms of the Darussalam Village community is preserving local potential together or gotong royong, processing local potential together, and the results are for the common good. Based on the results of interviews with several women of productive age, they played a significant role in realizing food security by processing their own crops in simple ways for daily needs such as vegetables, side dishes, and fruits. They also stated that as technology and knowledge advance, they need knowledge and skills to be able to cultivate existing local potential. This proves that the needs obtained from the empirical data are the impact of existing problems in life that must be resolved immediately (Sujarwo & Kusumawardani, E, 2020). Meanwhile, humans have varying knowledge and potential in understanding the concept of problems and needs.

Based on the empirical data described above, several efforts can be made, namely providing support for the resources and potential they currently possess. In addition, it can also be done through providing education and training to women in order to increase their contribution. In carrying out empowerment through education and training, it is necessary to record the learning needs required. Such as; 1) learning needs related to services; 2) learning needs related to household; 3) learning needs related to work tasks; 4) learning needs related to language mastery and general knowledge; 5) learning needs related to hobbies and recreation; 6) learning needs related to personal abilities or self-appearance; 7) learning needs related to religion; 8) learning needs related to knowledge of new events; 9) learning needs related to agricultural businesses (Johnstone and Rivera in Hayati, 2017). The levels of human needs according to Maslow in Danishwara (2023) consist of physiological needs, security needs, social needs, esteem needs, and self-actualization. In this case, educational needs are at the basic or physiological level.

In a previous study on the analysis of community learning needs, the results of the study showed that village communities have learning needs to foster work motivation, learning needs to repair televisions, the need to learn soccer techniques, the need to learn good morals, the need to learn Arabic, the need to learn agricultural science, the need to learn healthy and nutritious eating patterns, the need to learn how to speak well, the need to learn how to be a good citizen, and the need to learn about catering and workshop services (Mutakim, 2019). The results of this study show the diversity of community learning needs. For example, the community of Suka Mulya Village needs a functional literacy program because the majority of the productive age population is unemployed (Kasim K, 2020).

Relevant research conducted by Yusuf (2014) stated that based on a needs analysis conducted in the community, they need assistance in managing smart home libraries and functional literacy learning. Similarly, in indigenous communities, however, their learning needs

are regulated in accordance with the law (Maulida S, 2022). The problem in this policy is how educational needs can be met, such as access to education, facilities and infrastructure, and the local wisdom of the indigenous community. Essentially, educating the community needs to begin with proper planning, where at the planning stage there is a process of analyzing the community's priority learning needs so that the community has equal access to resources, services, and opportunities to participate in community life (Jim Ife in Hardiansyah, 2023). For example, in the Wanci Babagi program, research results on the program show the principle of learning participant needs based on self-concept, previous learning experiences, learning participant readiness, learning orientation, and learning motivation (Alfriandi, 2023).

Based on the previous studies described above and several relevant studies, no learning needs analysis process has been included to classify community learning needs based on local potential, particularly for women, which serves as the basis for designing women's empowerment programs based on local potential. Furthermore, it is known that women play a crucial role in developing local potential. Furthermore, women's role as housewives, in addition to helping earn additional income, also plays a role in managing the family's economy. Therefore, it can be said that women play a crucial role in efforts to improve family food security (Yunirianti, 2019). This also embodies women's role in achieving the Sustainable Development Goals (SDGs), specifically point 5, gender equality. This encourages women to develop themselves so they can face challenges (Astuti, 2022).

Darussalam Village has significant potential for creative industry development due to its abundant natural resources and the local wisdom still cultivated by the community. However, despite these numerous opportunities, there has been no systematic effort by the government, village officials, or community to analyze and utilize the potential of women in this village. Women in Darussalam Village possess skills and creativity that can be utilized to create products that not only have economic value but also reflect local culture and wisdom. With the right support, such as through education, they can contribute significantly to the economic growth of their families and communities. Therefore, it is necessary to analyze the learning needs of women in Darussalam Village to determine the learning needs and requirements of productive-age women based on local wisdom.

METHODS

This study uses a qualitative approach with a descriptive method that will describe the learning needs of women in Darussalam Village. This study used all 188 women aged 19-45 years in Darussalam Village. The determination of participants used a purposive sampling technique based on certain criteria. Creswell (2023) states that the purposive sampling technique is the determination of participants consisting of a group of individuals selected based on criteria that are in accordance with the phenomenon to be studied. The researcher determined 11 women as participants with the provision that these people are considered to be the most knowledgeable about local wisdom in Darussalam Village and they are part of the stakeholders, so they are considered to be able to contribute to the analysis that will be conducted by the researcher. The data used in this study consists of primary data obtained from questionnaires using Google Forms, in-depth interviews, and documents obtained from the village as supporting research data. Meanwhile, secondary data was obtained from previous research, reference books, scientific articles, and other sources deemed relevant to the research theme. The data obtained was then analyzed by reducing data, displaying data, and drawing conclusions. The data validity test used in this study is a data credibility test with triangulation.

FINDING AND DISCUSSIONS

A need is a desire that a person tends to have and impacts the drive to obtain something, thus resulting in a sense of satisfaction. Maslow, as quoted in Bari & Randy Hidayat (2022), explains that human needs range from low to high, known as the hierarchy of human needs theory:

basic needs, safety needs, love needs, esteem needs, and self-actualization needs. Every human being has needs, including the need to find or discover their true self (self-actualization needs). Analysis of community learning needs is a systematic step to identify gaps between the current situation and the desired state. This process is necessary to design learning programs to meet community needs. Analysis helps direct learning focus on the most important topics and creates effective and efficient learning. It can also assist in developing participatory learning strategies (Hoadley & Kliner, 2020).

The analysis conducted in Darussalam Village used the PRA (Participatory Rural Appraisal) technique, involving the community, especially women, in determining learning needs through in-depth interviews. In addition, the author also participated in several activities, including deliberations at the surau (prayer mosque), processing soybeans into tofu, and producing tempeh chips. From the researcher's involvement, information was obtained on several women's learning needs based on local wisdom. Learning needs vary, so each person tends to have different learning needs. In a group of ten members, there may be more than ten different learning needs per member. The learning needs experienced by someone in a rural area may differ from those experienced by someone living in an urban area. Once a learning need has been met, another learning need will emerge that must be met through learning activities.

Women play a crucial role in family development, particularly in housewives. As housewives, women educate their children, teaching them the values and norms that apply within the family. Furthermore, women play a role in the domestic sector within the family. Women can also contribute to improving the family economy. Women can work to support the family economy. While women have traditionally been primarily responsible for domestic or household matters, some women also play dual roles in the public sector or the workplace (Dewi et al., 2021). Therefore, women are a key factor in the success of national development. In this regard, the Sustainable Development Goals (SDGs), initiated by various countries, including Indonesia, support women's full participation and leadership opportunities at all levels of decision-making in politics, the economy, and the public sphere (Abdurrahman & Tusianti, 2021).

The need for local wisdom-based learning refers to students' need to acquire knowledge, skills, and attitudes through a learning process connected to the cultural values, traditions, environment, and daily life of the local community. This need arises from the importance of education that is relevant to students' real lives, respects local cultural and environmental identity, strengthens national character and identity, and addresses global challenges without losing local roots. The need for local wisdom-based learning is crucial in an education system that aims to shape community character, build cultural identity, and develop local potential. Fulfilling this need requires curriculum support, the involvement of religious and traditional leaders, and policies that regulate cultural diversity. The need for learning based on local wisdom is the need to: "Learn from, through, and for the social environment. This means that women learn from the experiences, values, norms, customs, and traditions that exist in their own communities. For example, learning from the practice of mutual cooperation, learning from the wisdom of local farmers in maintaining the balance of nature, learning from the wisdom of local farmers in processing crops, and so on. Then women are considered to have a strategic role in preserving and transforming traditions, so that learning programs must integrate elements of local wisdom to be more relevant and accepted.

The main objectives of learning needs analysis according to Morrison, Ross, & Kemp in Muzdalifah Rohami et al., (2025) are to: (1) Identify gaps in skills and knowledge. (2) Design more effective and relevant training or education programs. (3) Determine priorities in the development of educational resources. (4) Ensure appropriate budget and time allocation for learning activities. Learning needs analysis also helps educational and training institutions to design curricula that are appropriate to the needs of the world of work, technological developments, and global market demands.

Table 1. Analysis of Women's Learning Needs in Darussalam Village

No	Learning Need Indicators	Statement Item	Percentage	Results
1	Related to services.	Learn about services such as how to serve customers, how to interact with customers, sales procedures and financial management, etc.	91,7 % (11 orang)	Agree
2	Related to household	Learn to build a healthy family and learn things that can help increase family income.	91,7 % (11 orang)	Agree
3	Related to job duties	Learning related to my work assignments	91,7 %	Agree
4	Relating to language and general knowledge	Learn foreign languages such as English, Japanese, and others.	83,3 %	Agree
5	Relating to hobbies and recreation	Learning to develop my hobby in sports	75%	Agree
		Learning to develop my hobby in art	83,3%	Agree
		Learning to develop my hobby in craft making skills	91,7%	Agree
6	Relating to personal abilities or personal appearance	Learn to develop personal potential, such as thinking, communication, or leadership skills.	91,7%	Agree
7	Related to religion	Learn to understand and improve understanding of religion such as tahsin studies (learning to read the Koran correctly), learning monotheism, etc.	100%	Agree
8	Relating to new knowledge and events	Learn to utilize resources in my environment to be preserved and processed to increase family income.	91,7%	Agree
9	Agricultural sector	Learn about traditional plant cultivation methods.	83,3%	Agree
		Learn about sustainable agricultural processing and product marketing	66,7%	Agree
		Need to learn how to sustainably preserve natural resources	91,7%	Agree

Based on the data presented, several indicators have the same value. These are learning needs related to services, household chores, work duties, hobbies, personal skills, new knowledge and events, and sustainable natural resource conservation. Each of these indicators scored 91%, with 11 people responding in agreement. The indicator for learning needs related to religion or learning to read the Quran scored 100%. However, it is necessary to prioritize community learning needs. This can be done using the USG (Urgency, Seriousness, Growth) table. The Urgency, Seriousness, Growth (USG) method is a scoring method for prioritizing issues that need to be resolved (Juli et al. 2025). Analysis using the urgency, seriousness, and growth (USG) stages is a scoring method for determining the priority order of issues that need to be resolved (Shekina, 2024). The scoring steps in USG analysis include listing the root causes, creating a problem priority matrix with a score scale of 1-5, with the highest score being the priority problem or issue

to be addressed (Nindi, 2022). This table will help prioritize the most pressing, serious, and potentially growing learning needs issues in the community.

In developing local potential in Darussalam Village, several strategic issues are currently emerging, namely:

1. Women in Darussalam Village participate in developing local potential.
2. Management of local potential is based on local wisdom and is environmentally friendly.
3. In addition to their role in the domestic sphere, women in Darussalam Village are also active in economic activities such as agriculture, fisheries, and handicrafts.
4. Management of local potential still follows traditional methods, such as in agriculture and handicrafts.

The priority of community learning needs is then determined using the USG (Urgency, Seriousness, Growth) table. Urgency is assessed based on the availability of time and the urgency of resolving the problem. Seriousness is the level of seriousness of the problem, assessing its impact on community food self-sufficiency. Growth is whether the problem has developed to such an extent that it is difficult to prevent. Each scale is 1-5, with 1 = not urgent, 5 = very urgent.

Table 2. Determination of Priority Strategic Issues to be Handled

Strategic Issues	Criteria			Total	Ranking
	Urgent	Seriousness	Growth		
Women participate in processing local potential.	3	4	4	11	IV
Local potential management is based on local wisdom and is environmentally friendly.	4	4	5	13	II
Women are active in economic roles such as agriculture, fisheries, and handicrafts.	5	5	5	15	I
Local potential management is still carried out following traditional methods.	4	4	4	12	III

Based on identification using the USG method, the strategic issue identified at priority level I, namely "Women active in economic roles such as agriculture, fisheries, and handicrafts," is a priority to address. If this issue is not addressed immediately, it is feared that it will have a broad impact on individuals, families, and society.

After identifying the strategic issue, a cause-and-effect analysis using a Fishbone diagram is conducted on the selected issue. A Fishbone diagram is generally a graphical representation that displays data regarding the causal factors of failure or nonconformity, analyzing the underlying causes down to the deepest sub-factors. Fishbone diagram analysis is based on data collected predominantly subjectively through observation and analysis, which can be derived from objective or subjective factors, using quantitative or qualitative data. The impact of the failure is written on the right side of the fish's head, while the causal factors can be written on the body (Aristriyana and Ahmad Fauzi, 2023). Analysis using this diagram is conducted to identify the factors contributing to the emergence of the selected issue and to determine the causal relationships between these factors. The following is an analysis of the problem/issue in the Fishbone diagram as follows:
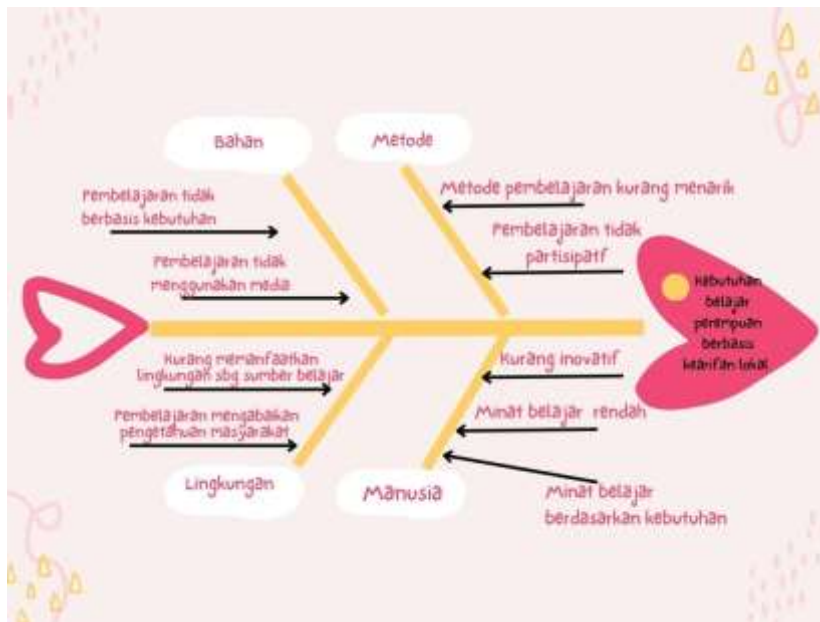
Figure 1. Analysis Technique Using Fishbone Diagram.

Based on the instrument given to the research subjects with nine indicators, the highest value was obtained for religious learning needs, namely 100%, successively followed by learning needs related to services, households, work tasks, developing hobbies for making handicrafts, related to personal abilities, new knowledge and events, and the agricultural sector. Based on these data, a test was then carried out on the priority scale of needs based on the local wisdom of women in Kampung Darussalam, namely participating in processing local potential based on the abilities and skills possessed by each so that it can be used as capital to manage existing sectors (Sandika, 2024). Which will ultimately help improve community welfare. Research by Murdianto and Al-Faaruuq (2024) states that there is a relationship between women's participation and community welfare, which is shown by the higher participation of women in tourism management, the higher the household income will be, which will affect community welfare.

Women in Darussalam Village manage local potential based on local wisdom and environmentally friendly practices, focusing on economic independence. These activities include sustainable agricultural methods, agricultural product processing, local food crop development, and nutrition education (Irwan, 2023). Women's involvement in managing local potential plays a crucial role, positively impacting the well-being of families and communities. These include providing academic support that contributes to the future, participating in the agricultural and fisheries sectors, making traditional foods using agricultural products, and creating small businesses using soybeans. Women's participation in managing local potential will ultimately contribute to accelerating the development of Darussalam Village. This aligns with research by Tormudi (2023), which shows that village potential has been utilized to accelerate village development by prioritizing local wisdom.

Women are active in economic roles such as agriculture, fisheries, and handicrafts. In the agricultural sector, women participate in growing vegetables and fruit and processing the harvest in a communal kitchen for communal consumption. Women in Kampung Darussalam also participate in fish farming. In addition to being used as side dishes, harvested fish are also distributed to nearby markets. Meanwhile, in the handicraft sector, women participate in developing small industries such as snack production, brick making, tofu processing, and managing existing sectors based on their abilities and skills.

Based on strategic issue determination using the USG (urgent, seriousness, growth) method, women's participation in economic roles is the first priority, with a score of 15. This means that women in Kampung Darussalam need learning to develop hobbies and skills in handicrafts, a sub-indicator of learning needs related to hobbies and recreation, according to

Johnstone and Rivera in Hayati (2017). This needs to be followed up, given that local wisdom-based approaches contribute significantly to maintaining ecosystem balance and increasing community resilience (Anton & Sarjan, 2024). Providing education to women to cultivate local potential based on local wisdom not only saves the environment sustainably but also improves community welfare.

The subak system in Bali has successfully maintained sustainable agriculture and water management for centuries (Nur et al., 2025). Similarly, the practice of sasi in Maluku helps conserve marine resources by limiting harvest times, significantly reducing pressure on coastal ecosystems (Lubis, 2022). These studies demonstrate that local wisdom is not only ecologically relevant, but also socially and culturally. Furthermore, local wisdom can be an alternative solution that not only protects the environment but also empowers local communities as key actors in natural resource management.

Women's learning needs related to hobbies and recreation can be met through training and empowerment activities. In the Corkro Village community, women are empowered through bead craft training (Fitriana, 2025). Developing hobbies and skills based on local wisdom can be done through skill development through empowerment, training, and workshops. Skill development carried out by women through training, empowerment, and workshops is crucial for preserving culture and sustainable development that strengthens their roles in the family and community. Skill development that can be carried out by women in Darussalam Village includes processing agricultural and fishery products in an innovative and sustainable manner, increasing productivity through innovative flavor variants and packaging, and distributing products offline and online. Furthermore, efforts that can be made include providing assistance to small and medium enterprises in developing sustainable products. Thus, the empowerment and training carried out in later learning for women can increase their role in playing their roles in the family and community. Research by Rahmafitri (2025) states that empowering women through handicraft activities enables members of the Gist Flower Women's Farmers Group to acquire skills and become creative and innovative individuals.

The management of local potential still follows traditional methods, as it is considered an ancestral culture that needs to be preserved from generation to generation. This issue, according to the USG table, scored 12. Essentially, women in Darussalam Village have begun to innovate in cultivating local potential. They remain true to the teachings of their ancestors, but strive to adapt to advances in science and technology.

CONCLUSION

Based on the research conducted, the following conclusions were reached:
1. Women in Darussalam Village need learning related to services, household management, work duties, hobbies, personal skills, new knowledge and events, and sustainable natural resource conservation. Each of these indicators scored 91%, with 11 respondents agreeing. The learning needs indicator related to religion or learning to read the Quran scored 100%.
2. Determining priorities using the USG (Urgent, Seriousness, Growth) method revealed that women in Darussalam Village need learning to develop their hobby skills in handicrafts, a sub-indicator of learning needs related to hobbies and recreation.
3. The process of analyzing women's learning needs in Darussalam Village involved identifying local potential, analyzing learning needs, determining priorities, and analyzing cause and effect. The conclusion was that women in Darussalam Village need learning to develop their hobby skills in handicrafts. Namely developing skills to make handicrafts in the form of agricultural and fishery products in a sustainable manner, increasing productivity, and requiring product development assistance for small businesses.

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