

**EVALUATION OF THE EMPOWERMENT PROGRAM FOR WOMEN
HEADED OF FAMILIES IN THE FAMILY PLANNING POPULATION
CONTROL AGENCY. AND WOMEN'S EMPOWERMENT, CHILD
PROTECTION (DP2KBP3A) SUKABUMI CITY**

Neng Reni Pebriyanti

Public Administration Science Study Program,
Faculty of Administrative Sciences and Humanities,
Muhammadiyah University Sukabumi,
renipebriyantining@gmail.com;

Dian Purwanti

Public Administration Science Study Program,
Faculty of Administrative Sciences and Humanities,
Muhammadiyah University Sukabumi,
dianpurwanti042@ummi.ac.id;

Tuah Nur

Public Administration Science Study Program,
Faculty of Administrative Sciences and Humanities,
Muhammadiyah University Sukabumi,
tuahnur@ummi.ac.id;

ABSTRACT

This research aims to evaluate the effectiveness of the Women-Headed Family Empowerment Program implemented by the Population Control Service, Family Planning and Women's Empowerment, Child Protection (DP2KBP3A). This research uses an evaluation approach based on the Stufflebeam model, which includes context, input, process and product as the main dimensions of evaluation. The research method used is qualitative. Data was collected through surveys, interviews and documentation studies to gain a holistic understanding of program implementation. The research results show that the Female Head of Family Empowerment Program has had a positive impact on participants. There has been a significant increase in the skills and knowledge of female heads of families in managing economic resources and overcoming the challenges of daily life. In addition, this program has succeeded in increasing access of female heads of families to reproductive health services and education.

Keyword: Evaluation, Empowerment of Women, Head of Family

A. INTRODUCTION

This modern era demands increased efforts to overcome poverty, a problem that has long plagued the world, and Indonesia is one of the countries affected by it. Poverty by definition is a situation where a person's income is insufficient to meet their basic needs, so that they cannot guarantee their survival (Suryawati, 2004). The government has taken steps to overcome this problem, one

of which is by empowering the community. It is not only the state's obligation to fight poverty, but also the responsibility of society to realize that poverty is a social problem and contribute to solving it.

According to (Margayaningsih, 2018), community empowerment is the process of increasing the capacity and potential of individuals and society, helping them realize their identity and dignity, so that they can live and develop independently in the economic, social, religious and cultural fields. Social empowerment includes aspects such as providing access to information, knowledge and skills, involvement in social organizations, and financial resources. Apart from that, social empowerment also involves psychological, social and political elements.

Individual empowerment in society can start from the family. The family is the basic unit of society, and by encouraging empowerment there, empowerment can be more successful and reach more people. The head of the family is usually responsible for the care and well-being of everyone in the family, and by encouraging them to become empowered; this can have a positive ripple effect on other members of society.

One form of empowerment carried out is by empowering women, especially female heads of families. Women's empowerment is an important form of promoting social justice and encouraging women to take a more active role in society. Female heads of households are often perceived as unable to adequately support and provide for their families without a male partner, and face discrimination in the workplace due to the additional responsibilities of running a household. Despite this, the number of families headed by women has increased in recent years. This shows that, as a society, we must recognize the struggles of female heads of families, and create more support systems to ensure that all women, regardless of family structure, have an equal opportunity to succeed and reach their full potential.

Data from the 2021 National Socio-Economic Survey (Susenas) released by BPS shows that 14.38% of households are headed by women. This data also shows that households headed by women have increased every year from 2009 to 2021, experiencing an average increase of 1.75% each year.

There is a similar phenomenon occurring in Sukabumi City, currently in Sukabumi City, from data obtained through West Java Open Data 2021, currently the total number of family heads in Sukabumi is 114,368 families, divided into 88,824 or 78% male family heads and 25,544 or 22% female family heads. Apart from that, from 2019 to 2021 female heads of families experienced an increase of 1.39% per year or the same as 1,589 female heads of families.

Several factors in Indonesia cause women to become heads of families, including divorce from their husbands, husbands passing away and husbands being disabled, which causes a wife to be the backbone of the family. Meanwhile, the *Undang-Undang Perkawinan Nomor 1 Tahun 1974* states that the head of the family is the husband or man, and this is reflected in the entire social, economic and political system in force. This is the result of women who are heads of families experiencing discrimination in their socio-political life.

According to the *SPKBBK PEKKA* survey, almost half (49%) of the families with the lowest level of welfare in Indonesia are families led by women. Women who are heads of households are aged between 18-65 years, with dependents ranging from 1-6 years. They work in the informal sector including farm laborers, traders and craftsmen, with an average daily income of IDR 10,000. More than half (57%) of female heads of families have low formal education and are illiterate. At least 78% of divorced *PEKKA* have experienced domestic violence and only 41% have registered their marriages.

The phenomenon that is currently occurring is that women who are heads of families are generally the poorest group in the social strata in Indonesia, this is due to the very low quality of women's human resources. Looking at the National Socio-Economic Survey (Susenas) data from 2009-2021, only 60.91% of the average woman in Indonesia works, this is different from men where each 92.32% of the average who work in Indonesia. This proves that the quality of human resources, especially in Indonesia, is quite low.

The gender discrimination gap experienced by women, especially female heads of families, occurs in the world of work, both in formal and informal sector jobs. Eleven years after its first meeting, the World Economic Forum (WEF) recognizes the economic disparities that still exist between men and women. Current evidence shows that women's earnings and employment opportunities are 62% lower than men's, a gap that is exacerbated by the 2023 economic crisis. This gap is especially evident in the informal sector, where physical strength is often required for these roles, leading to a preference for male employees and thus a greater disadvantage for women in areas such as laborers, coolies, foremen, and related labor roles.

In an effort to address problems related to gender disparities, the National Women's Anti-Violence Commission (*KOMNAS Perempuan*) through the Women's Resource Development Center (*PPSW*) is carrying out a program for the Empowerment of Women Headed of Families (*PEKKA*). This program aims to empower women so that access can be opened for women. Apart from that, this program also aims to minimize the gender gap that occurs in various fields, especially the economic sector. The initial idea for the *PEKKA* program came from the *KOMNAS Perempuan* who wanted to document the lives of widows in several conflict areas and there was a desire for a District Development Program to respond to this request. Regarding requests from widows, namely increasing women's resources, especially in overcoming economic problems, until the *PEKKA* program was formed.

Apart from that, there is a growing issue in society regarding gender mainstreaming (PUG) which means that women are no longer at an advantage or in a situation of injustice, one of which is the evidence in the role of participating in empowerment programs. This is stated in the regulations relating to the *PEKKA* work program, namely the *Peraturan Presiden Nomor 9 Tahun 2000* concerning Gender Mainstreaming (PUG) in National Development. Based on this Instruction, every government institution must integrate gender equality and justice in the policies made, both in planning, implementation, monitoring and evaluation stages. Then, this *INPRES* was followed up with the issuance of the

Keputusan Menteri Dalam Negeri Nomor 15 Tahun 2008 concerning Guidelines for Implementing Gender Mainstreaming in Regional Development, which was subsequently revised and replaced with the *Peraturan Dalam Negeri Nomor 67 Tahun 2011*. With the issuance of this Minister of Home Affairs Regulation there is no longer any excuse for any regionsto ignore gender mainstreaming in their development.

Therefore, the *PEKKA* program is the answer to several problems that occur, especially among female heads of families whose economic background is low, especially in accessing government programs because the government's poverty reduction program is influenced by patriarchal cultural factors where the head of the family is identified with a male figure, and generally assistance or Government programs to overcome poverty are aimed at the head of the family unit, namely men.

Based on the description of the background of the problem above, the researcher was interested in conducting an evaluation of the implementation of the *PEKKA* program in Sukabumi City. Therefore, the researcher submitted a thesis research proposal with the title "Evaluation of the Women Headed Family Empowerment Program (*PEKKA*) in Sukabumi City"

B. LITERATURE REVIEW

Evaluation

There are three interrelated terms in evaluation, namely test, measurement and assessment. Tests, measurements and assessments are three interrelated things in evaluation. Tests are used as a tool to measure various student characteristics, such as abilities, attitudes, interests and motivation. Tests provide insight into an individual's understanding of a particular subject. However, tests are the narrowest part of evaluation; Measurement is a broader concept for determining numerical values that express individual abilities according to certain rules, such as cognitive, affective, or psychomotor. Measurements can be carried out without using tests, and assessment is the activity of interpreting a person's status from the measurement data obtained.

Meanwhile, evaluation has a different meaning from tests, measurements and assessments. Widoyoko (2018) explains that, Evaluation is a systematic and continuous process of collecting, describing, interpreting and presenting information about a program to be used as a basis for decision making, policy formulation and write the next program. In contrast to Widoyoko (2018), according to Majid (2017), evaluation can be interpreted as a process carried out by a person (evaluator) to determine the level of success of a program that is carried out continuously.

Thus, based on the description above, evaluation is a systematic and continuous data collection process that allows you to determine the level of success or failure of a program to determine the next steps or decisions.

Program

According to (Wirawan, 2019) in his book explains that "Programs are activities or activities that are designed to implement a policy and are implemented without a time limit." Every program implemented must be evaluated to determine

whether the services implemented have met the stated objectives.

Furthermore, according to (Widoyoko, 2018) he explained that "a program is a series of activities that are carefully planned and whose implementation takes place in a continuous process, and occurs in an organization that involves many people." In this sense, there are four main elements to be categorized as a program, namely:

- a. Carefully planned or designed activities. This is not the origin of design, but the design of activities prepared with intelligent and careful thinking.
- b. This activity occurs continuously from one activity to another. This means that there is a relationship between the previous activity and the next activity.
- c. Activities occur in organizations, both formal and informal, and not in individual activities.
- d. Activities in implementation or implementation are not activities carried out by individuals that are not related to other people's activities, but involve many people.

In another view, according to Muri Yusuf (2017), a program is a series of activities designed in an organized manner to create a series of results that will influence the resolution of certain problems or fulfill the necessary requirements.

Based on the explanation above, it can be concluded that a program is a planned and continuous activity within an organization that will have an impact on solving a problem.

Program Evaluation

Program evaluation is carried out to answer basic questions about the program. As explained by (Wirawan, 2019) in his book, "Program evaluation is a systematic way to collect, analyze and use the resulting information to answer basic questions about the program. Program evaluation is grouped into 4 parts, namely:

- a. Input evaluation, assessing whether the resources (people, methods, materials, techniques) needed to carry out the program are available.
- b. Process Evaluation: Evaluating whether the service or program is running according to plan and whether the objectives provided are in accordance with the plan.
- c. Evaluate results to determine whether the program has produced the desired changes.
- d. Impact Assessment. Apart from that, it also evaluates activities in the education sector by providing continuous data.

The program evaluation being carried out must be comprehensive in various aspects that are useful in determining decisions about the program being implemented, such as program evaluation is the process of collecting data and analyzing data, so that it becomes a broad and comprehensive activity that is used to make important decisions regarding the program or project being carried out. is being evaluated.

Apart from that, there are several principles that must be followed so that the evaluation can be carried out optimally. The form of assessment results is a recommendation from the decision maker. According to Suharsimi Arikunto and Cepi Safrudin, quoted by Echoputro Widoyoko, there are four possible policies that

can be implemented based on the results of the evaluation of program implementation.

- a. Stop the program because it is considered unprofitable or cannot be achieved as expected.
- b. There are some things that don't match your expectations, so fix the program (there are errors, but very few).
- c. Continuing the program because program implementation shows that everything has gone according to expectations and has provided useful results.
- d. Disseminating the program (implementing the program in another place or repeating the program again later) is very good if it is implemented again in another place and time because the program works well.

Evaluation Model

Evaluation Model according to Widoyoko (2018) explains that an evaluation model is an evaluation design developed by evaluation experts, who are usually named the same as the creator or the evaluation stage. This opinion is different from Lazwardi (2017), program evaluation includes more than 50 types that have been or are being used to evaluate programs. Thus, evaluation models are various types of evaluation designs developed by professionals that have been implemented. There are many evaluation models developed by experts that can be used to evaluate learning programs, including:

- a. Stufflebeam's Model (CIPP Model)
- b. Kirpatrick's Model
- c. Alkins' Model d. Stake's Model e. Scriven's Model
- d. The CSE Model²²

CIPP Evaluation Model

Widoyoko (2018) Stufflebeam's CIPP evaluation model shows that the main purpose of evaluation is not to confirm, but to improve. This comprehensive framework is intended to guide the implementation of formative and summative evaluations of program, project, staff, product, institutional and system objectives. The CIPP model has been used in a variety of sectors and services around the world, from education and transportation to community development and military evaluation systems. Broadly speaking, CIPP evaluation consists of four different types of evaluation: context evaluation, input evaluation, process evaluation, and product evaluation. Context evaluation focuses on the evaluation context, such as the environment and stakeholders, whereas input evaluation assesses available resources and constraints. Process evaluation includes an examination of the implementation process, and product evaluation evaluates the final results of the program or project.

C. METHOD

The method used. This research uses a qualitative descriptive approach. Where this research method is based on post-positivism philosophy which is usually used to research natural objective conditions where the researcher acts as a key instrument (Sugiyono, 2014). In this research, data collection techniques were used, namely by conducting interviews, observation and documentation (Sugiyono, 2017). There are two types of data used in research, namely primary data and

secondary data. The main source of information for this research is survey participants who are assumed to have a clear understanding of how to evaluate programs. In this research, the sample selection process using snowball sampling was determined as respondents, so that the respondents who were the first informants for this research were *Sungai* village officials. The *Raya Dalam* consists of: Head of Department, Head of Women's and Children's Empowerment Division, Head of Population Control and Prosperous Family Division, Recipient of the Women-Headed Family Program. Next, in assessing the validity of the data, researchers used the triangulation method. In this research, researchers used technical triangulation and source triangulation (Sugiyono, 2017).

D. EXPLANATION

Context:

This evaluation identifies and assesses the needs that underlie the development of a program. Context evaluation primarily leads to identifying the strengths and weaknesses of the organization and to providing input to improve the organization. The main objective of context evaluation is to assess the entire condition of the organization, identify all forms of weaknesses, inventory its strengths that can be used to cover its weaknesses, diagnose the problems faced by the organization, and find solutions. Context evaluation also aims to assess whether the goals and priorities that have been set meet the needs of the parties targeted by the organization.

In this research, in the context dimension, the researcher found that in practice so far the organizational indicators in this program have been implemented well. This is what the researcher found from the facts in the field that the Women's Service is very open to input given to the organization, especially for areas of responsibility in this program. Researchers discovered this during socialization activities.

In this context, evaluations must consider whether the program is in line with current social and policy changes. Social environmental factors are also very influential. For example, local economic and social conditions may influence the extent to which female heads of households can access programs and benefit from them. Therefore, an assessment of how the program responds to and understands our social and economic context is critical.

This first dimension emphasizes the importance of understanding the context or environment in which the program is implemented. Evaluations must consider external factors that may influence the success or failure of a program. This includes analysis of policies, culture, social conditions, and environmental factors that may influence program implementation.

In the context of the Women Headed Family Empowerment Program, this dimension will discuss the program's relevance to community needs, policy support, and dynamics of the social environment. From this relevance, so far the advantages and disadvantages in evaluating this program have been seen. In his role, understanding the context is an essential first step in managing and evaluating empowerment programs.

According to Informant 1, a participant who was directly involved in the Empowerment Program for Women Headed of Families at the Population Control Service, Family Planning and Women's Empowerment, Child Protection (DP2KBP3A), he also explained that this program had been implemented well but still had weaknesses during its implementation.

According to Informant 1, this weakness itself is a lack of funds or an inadequate budget. This activity carries out a lot of outreach to women, but the problem of lack of funds is that it hampers the distribution of socialization due to the lack of sufficient funds to meet socialization needs such as transport and so on.

"So far, the implementation has been good during the socialization but it is still hampered by funding, so you should be able to go to several places, so you can only go to 2 places, for example, it's like transportation, right?" According to one informant when interviewed.

However, Informant 2 explained that the advantages of this program were that in implementing this program, there was quite a lot of human resources, as well as support from stakeholders, such as when providing socialization regarding this program and also training in this program which was very well received by the community as well as assistance from like the *RT*, the resource persons who conducted the training were also very helpful.

Furthermore, Informant 3 also added another advantage of this program, namely the willingness to progress and develop among the recipients of this program. According to him, the targets of this program really show their enthusiasm for wanting to learn new things and develop their competencies.

"The advantages of this program itself can cause this feeling of enthusiasm to change in the program targets," According to informant 3.

Informant 1 also added that policy support at the local and national level must also be a focus in the evaluation. If there is a mismatch between existing programs and policies, it can become a serious obstacle. In my experience, this program is successful because it is supported by policies that support female heads of families.

Finally, the context dimension must also include an analysis of cultural changes that occur in local communities. As time goes by, society's values and norms can change. Therefore, programs must be able to adapt to these changes and remain relevant to community needs.

Furthermore, the views of the 2nd Informant as Chair of Women's Empowerment and Child Protection, he views that in this context dimension, the basis for the success of the Women Headed Family Empowerment Program can be seen from how to minimize deficiencies even though deficiencies in a program definitely exist.

The context which includes factors such as economic, cultural and social conditions greatly influences program implementation. The evaluation must pay attention to the extent to which the program suits the needs and dynamics of the communities in which we operate. For example, whether the program is able to provide concrete solutions that are relevant to the challenges and opportunities faced by women heads of families in the context of their daily lives.

External factors such as government policies and local policy support also fall under the scope of the context dimension. The evaluation must analyze the extent to which the program is in line with existing policies and whether there are any discrepancies that could become obstacles to implementation. Policy support is very important in creating an environment that supports and facilitates the achievement of empowerment goals.

Furthermore, Informant 2 said:

“As chairman, I also have to take into account social and cultural changes in society. Cultural context plays an important role in determining whether a program's message and approach will be well received by society or require adjustments. Therefore, evaluation of the context dimension must include a deep understanding of the dynamics of cultural change and how the program responds.”

In this way, researchers can conclude that within the framework of Stufflebeam's theory, understanding and evaluating context dimensions helps us establish a solid foundation for increasing the effectiveness of empowerment programs. Thus, evaluation is not only a tool to measure goal achievement, but also to ensure that the program is aligned with changing contextual realities and can provide a sustainable positive impact.

Overall, in this dimension of context, the Women's Department has tried to ensure that the program that is running is in accordance with the objectives, the advantages and disadvantages continue to be used as a reference so that the management of this Program can run well.

Input

This evaluation identifies problems, assets, and opportunities to help decision makers define goals, priorities, and helps user groups to more broadly assess the goals, priorities, and benefits of the program, assess alternative approaches, action plans, staff plans, and budgets for the facility and potential to meet targeted needs and objectives. Evaluation of the most important inputs is intended to help determine the program to make the necessary changes. Input evaluation looks for barriers and potential resources available. The main goal is to help clients examine alternatives related to organizational needs and organizational goals. In other words, input evaluation functions to help clients avoid innovations that are futile and predicted to fail or at least waste resources.

In this research, the clients in question are women who are heads of families in their families. First, the researcher made sure to find out first what and what the organization's goals were in realizing this program and how these clients could participate in the program created by the Department.

In practice, researchers conducted interviews with several related informants to find out how resources were available to run this program. According to Informant 1, the resources needed to implement this program are human resources which must be met, because according to him it will not be successful if there are no human resources in it, thus the Department continues to record all the women who will be targeted in this *PEKKA* Program.

Furthermore, Informant 2 added that in designing this program, of course there is nothing other than the budget that needs to be met so that this program can

run, although according to him the existing budget is still insufficient and has not been fulfilled according to the design that has been submitted.

Informant 3 also added that the infrastructure in implementing this program must also be met properly; so far the infrastructure used in implementing this program still uses supporting facilities such as schools or sub-district offices in local villages. Thus, in this dimension, the program being implemented has not been successful in accordance with existing indicators.

Process

This evaluation seeks to assess implementation of the plan to assist program staff and interpret benefits. Process evaluation can review organizational plans and previous evaluations to identify important aspects of the organization that must be monitored. Here what must be remembered is that process evaluation primarily aims to ensure the process. Deviations from the original plan are explained. The main function of process evaluation is to provide input that can help organizational staff carry out programs according to plans, or perhaps modify plans that turn out to be bad. In turn, process evaluation becomes a vital source of information for interpreting product evaluation results.

In this third dimension, the focus is on the implementation of the program and procedures used. Evaluation in this dimension includes analysis of how the program is implemented, whether it is in accordance with the plan, and the extent of interaction between stakeholders. In the context of the Women Headed Family Empowerment Program, this dimension will evaluate program implementation steps, training methods, and the level of active participation of participants and stakeholders.

Informant 1 said that as the Head of the Department who leads the implementation of the Female Head of Family Empowerment Program, I see the process dimension in Stufflebeam's evaluation theory as an important element for assessing how this program is implemented and supervised. Process evaluation must include analysis of operational efficiency, resource allocation, and the extent to which the implementation process is in accordance with the established strategic plan.

By understanding the process in depth, we can assess the success of program implementation and identify areas of improvement for future improvements. The evaluation should assess the effectiveness of the training and facilitation methods we employ. Additionally, it is important to evaluate the extent to which interactions between stakeholders, such as facilitators and participants, promote active participation and empowerment. Analysis of this process will help improve the quality of services provided to female heads of households. According to Informant 2, in its implementation, the *PEKKA* Group provides coaching and training related to beauty, IT, cooking and skills.

In figure below, women who are members of the *PEKKA* program are receiving training in farming by planting shallots. According to informant 3, this is an implementation of training for women heads of families so they can be independent and learn to improve the economy by farming.



Figure 1: Agricultural Training Empowerment Program for Women Headed of Families (Source: Dp2kbp3a Sukabumi City, 2023)

Furthermore, according to Informant 4, as a female head of family who is part of this program, she said that this program provided very useful training for her, especially since she has a husband who has not worked until now after being laid off from his previous workplace.

"This program is very useful for me to develop myself so that I have the ability to earn money" interview with informant 4.

By understanding and evaluating these processes, we can ensure that programs are working as intended and supporting population control efforts. Furthermore, other training activities in this program include IT training so that female heads of families can keep up with current developments and be able to compete in looking for work.

In view of the overall process dimensions of Stufflebeam's theory, the process implemented is quite good and provides good benefits for female heads of families.

Product

This evaluation seeks to identify and assess outputs and benefits, both planned and unplanned, both short and long term. More specifically, product evaluation aims to assess the success of the program in meeting the needs of the program targets. These assessments about the success of the program or organization are collected from the people involved individually or collectively, and then analyzed. This means that the success or failure of the program is analyzed from various points of view.

In the fourth dimension of research, it relates to the results achieved by the program. Evaluation in this dimension involves assessing the achievement of program objectives and its impact on the target population. In the context of the Women-Headed Family Empowerment Program, this dimension will evaluate the positive changes that occur in women-headed families, such as increasing skills, knowledge and access to resources.

From the description above it can be concluded that the steps in carrying out an evaluation must be systematic, starting from observing the object to be evaluated, collecting information, analyzing data, to providing conclusions as the final process in the evaluation. Thus the researcher found in this study that the evaluation results from This program has not been implemented well.

By integrating these four dimensions, Stufflebeam's evaluation theory provides a holistic and structured view of program evaluation, helping researchers

and practitioners to understand the complexity of implementing empowerment programs and analyze the extent to which the program provides the desired benefits.

Informant 1 said we need to assess the extent to which the program achieves its main objectives, such as increasing female heads of household's skills, knowledge and access to resources. Analysis of these results will help us understand the program's real impact and measure its success in achieving its stated goals.

Informant 1 also added that so far the achievements of this program have been in line with its objectives, so far the target of this program has been to provide positive progress, output and benefits of the women's empowerment program. The development of the *PEKKA* Group in the political, economic, legal and social fields.

"So far, the benefit of the output produced from this program is that there are many program recipients who have succeeded in being independent from an economic perspective and also educated in political, legal and social aspects," results of an interview with Informant 1.

Furthermore, Informant 2 said that as Head of the Women's Empowerment and Child Protection Section, in practice this evaluation discusses in depth the positive impact produced by the program on female heads of families and the children involved. The products of this program have been reflected in improving the welfare and protection of women and children, as well as other indicators that reflect positive changes in their lives.

Informant 3 also explained the same thing. The product of this program must be reflected in positive changes in family life patterns, resource management, and increased understanding of reproductive health issues. This evaluation will help us evaluate whether the program provides real and sustainable benefits for families and society as a whole. For example, the harvest results from agricultural guidance for *PEKKA* program recipients; they have produced onions through successful agricultural guidance.



Figure 2: Harvest Results from Onion Planting Empowerment Program for Women Headed of Families (Source: Dp2kbp3a Sukabumi City, 2023)

The photo above is the result of onions that have been planted by *PEKKA* program recipients, they then sell the results so that they can turn them back into capital and the rest becomes profit for them.

Furthermore, Informant 4 is a program actor who interacts directly with female heads of families. This evaluation should include positive changes in the skills, knowledge and self- confidence of female heads of household. The product of this program should be reflected in increasing their capacity to manage daily life, overcome challenges, and improve the quality of life for themselves and their families.

"With this program, I think the department has succeeded in empowering women who are heads of families well, so that we are trained and can produce results," interview with Informant 4.

Overall, the evaluation of product dimensions based on Stufflebeam theory provides a holistic understanding of the real results produced by the Female Head of Household Empowerment Program. This analysis helps us measure the extent to which the program has achieved the desired impact and ensures that our investment in empowering female heads of household is producing significant results.

E. CONCLUSION

General conclusion by integrating these four dimensions, program evaluation provides a holistic view of the complexity of implementing the Women Headed Family Empowerment Program. This analysis helps understand the extent to which the program is delivering the desired benefits and provides a basis for further improvement and development. Continuous evaluation is needed to ensure programs have a positive impact and are in line with changing contextual needs. The integration of these four dimensions provides a holistic and integrated perspective on program evaluation.

REFERENCES

- Anita, D. (2018). Pemberdayaan Masyarakat di Era Globalisasi. In *Jurnal Ilmiah Pendidikan Scholastic* (Vol. 2, Issue 3). <https://doi.org/10.36057/jips.v2i3.338>
- Creswell, J. W. (2020). *Research design pendekatan kualitatif, kuantitatif, dan mixed*. In Yogyakarta: pustaka pelajar.
- Keputusan Menteri Dalam Negeri No 15 Tahun 2018 tentang Pedoman
- Lazwardi, D. (2017). Implementasi Evaluasi Program Pendidikan Di Tingkat Sekolah Dasar dan Menengah. *Jurnal Kependidikan Islam*, 7(2), 1–15. <http://ejournal.radenintan.ac.id/index.php/idaroh>
- Majid, A. (2017). Penilaian Autentik Proses dan Hasil Belajar. In *Journal information* (Vol. 10).
- Margayaningsih, D. I. (2018). Peran Masyarakat Dalam Kegiatan Pemberdayaan Masyarakat di Desa. In *Jurnal Publiciana* (Vol. 11, Issue 1).
- Moleong, J. L. (2019). *Metode Penelitian Kualitatif Edisi Revisi*.
- Muri Yusuf, A. (2017). *Metodologi Penelitian (Dasar-Dasar Penyelidikan Ilmiah)*. In Padang: UNP Press.
- Pelaksanaan Pengarusutamaan Gender dalam Pembangunan Daerah Peraturan Presiden No 67 Tahun 2011
- Prasetyo, K., & Nawangsari, E. (2021). EVALUATION OF THE IMPACT

FOOD PROGRAMIN KAPAS MADYA VILLAGE TAMBAKSARI
DISTRICT SURABAYA CITY. DIA: Jurnal Administrasi Publik,
19(2), 01 - 11. <https://doi.org/10.30996/dia.v19i2.5144>

- Saputri, E. Y. (2016). Peran wanita sebagai kepala keluarga dalam melaksanakan fungsi keluarga di Kelurahan sungai merdeka Kecamatan Samboja. *EJournal Sosiatri-Sosiologi*, 4(2), 212–226. [https://ejournal.ps.fisipunmul.ac.id/site/wpcontent/uploads/2016/06/02_format_artikel_ejournal_mulai_hlm_genap-1_06-14-16-07-10-56\).pdf](https://ejournal.ps.fisipunmul.ac.id/site/wpcontent/uploads/2016/06/02_format_artikel_ejournal_mulai_hlm_genap-1_06-14-16-07-10-56).pdf)
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta, CV.
- Suharmi, A. (2017). *Prosedur penelitian suatu pendekatan praktik*. In Jakarta: Rineka Cipta. 43
<http://r2kn.litbang.kemkes.go.id:8080/handle/123456789/62880>
- Widoyoko, E. P. (2018). *Evaluasi Program Pembelajaran*.
- Wirawan. (2019). *Evaluasi Kinerja Sumber Daya Manusia; teori, aplikasi, dan penelitian*.
- Undang Undang Perkawinan Nomor 1 Tahun 1974