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Women Farmers' Groups as a Learning Resource in the People's Economy Course to Develop Young Generation's Character Strengths in the Agricultural Sector

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A B S T R A C T

Sustainable development requires preparing the younger generation to engage in agriculture as a backbone of the national economy. This study examines the utilization of Women Farmers' Groups (Kelompok Wanita Tani, KWT) as a contextual learning resource in the People's Economy course at the Faculty of Economics and Business, Universitas Negeri Yogyakarta. The research objectives are: (1) to identify the use of KWT as a learning resource, (2) to classify the obstacles faced in its utilization, and (3) to analyze students' character strengths in agriculture. A descriptive quantitative method was employed with 178 students as respondents. Data collection techniques included questionnaires, observations, interviews, and documentation. The research instrument was validated (83 valid items out of 84, Cronbach's Alpha = 0.978). Results indicate that KWT significantly improves students' understanding of agrarian-based people's economy, with increased interest in agribusiness and sustainability awareness. The main obstacles encountered were technical limitations (data access) and psychological barriers (lack of confidence). Student participation in KWT strengthened their character strengths, particularly courage, teamwork, gratitude, and empathy. The findings highlight the relevance of integrating community-based resources in higher education to bridge theory and practice while empowering local agricultural communities.

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1. INTRODUCTION

Agriculture plays a fundamental role in Indonesia's economy as it not only provides food for the population but also absorbs labor and sustains rural communities. Despite its strategic

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importance, recent reports reveal a significant decline in the number of farmers in Indonesia, dropping by 7.5% between 2013 and 2023 (Susilowati, 2016). This declining trend is alarming as it threatens the sustainability of national food production and increases the country's reliance on food imports. Several structural and cultural factors have contributed to this phenomenon, including the massive conversion of agricultural land, urbanization, infrastructure development, and declining interest among the younger generation to pursue farming as a viable career path (Putrayasa, et. al., 2021).

One of the most critical drivers of this decline is the conversion of agricultural land into non-agricultural purposes. Rapid urban growth and infrastructure development projects have led to the reduction of productive agricultural land, thereby limiting opportunities for farming activities (Paipan & Abrar, 2020). This situation is compounded by the perception that agriculture is less attractive compared to jobs in the industrial or service sectors. Many young people see farming as low-status and unprofitable work, leading to a generational gap in the agricultural workforce (Tranggono et al., 2023). This reluctance of younger generations to engage in agriculture has major implications for the country's food security and rural development strategies.

In addition to socio-cultural perceptions, structural challenges also hinder agricultural productivity. Farmers often struggle with limited access to technology, innovation, and financial capital. The lack of modern farming tools and methods makes it difficult to keep pace with increasing demands and global competition. Although technological advancements such as drones for crop monitoring, smart irrigation systems, and digital platforms for agricultural data management are available, their adoption in Indonesia remains limited due to high costs and insufficient training (Rachmawati, 2020). Moreover, access to financial resources remains a barrier, as smallholder farmers often face difficulties in obtaining affordable credit or investment to support innovation. This situation has further exacerbated Indonesia's dependence on imported food supplies, weakening national food sovereignty (Konyep, 2021).

To address these multidimensional challenges, it is essential to design comprehensive strategies for agricultural regeneration. One fundamental step is reshaping young people's perceptions of farming through education. Schools and universities play a central role in this effort by providing experiential learning opportunities that link theory to practice. Integrating community-based agricultural organizations into formal education is a powerful way to inspire and empower students.

One such community-based organization is the Women Farmers' Group (Kelompok Wanita Tani, KWT), which has emerged as an important platform for rural empowerment in Indonesia. KWT is a grassroots institution consisting of women actively engaged in agriculture and microenterprise. It serves multiple purposes: enhancing women's roles in agriculture, strengthening household economies, fostering solidarity, and creating opportunities for skill development and knowledge sharing (Ardiani & Dibyorini, 2021; Manto, et. al., 2023). In Sleman Regency, Yogyakarta, there are 492 registered KWTs with approximately 6,996 members as of 2024, highlighting their significant potential as learning laboratories for higher education (Pribadi, et. al., 2021).

The educational role of KWT can be particularly relevant for courses such as People's Economy (Ekonomi Kerakyatan). By engaging directly with KWT members, students gain insights into how community-based groups manage resources, organize production, and apply strategies for collective welfare. KWT exemplifies how grassroots economic initiatives can embody principles of inclusivity, collaboration, and resilience, which are central to the concept of people's economy (Purwandari, 2024). In addition, this direct engagement provides students with practical experiences that reinforce their theoretical knowledge, making the learning process more holistic and impactful (Putri, et. al., 2023).

Furthermore, participation in KWT activities fosters the development of character strengths among students. According to (Rudiyanto & Kasanova, 2023), character strengths such as hope, spirituality, and kindness are crucial for resilience in disadvantaged communities. Other studies also confirm that traits like courage, teamwork, and empathy can be nurtured through experiential learning in agricultural contexts (Hasibuan, et. al., 2022). Such findings align with global perspectives that emphasize the role of character education in preparing youth for sustainable development(Mahendra, et. al., 2024).

Thus, integrating KWT as a contextual learning resource is not only beneficial for enhancing students' academic knowledge but also for nurturing values essential to sustainable agricultural development. This study, therefore, aims to explore the role of KWT as a learning resource in the People's Economy course at the Faculty of Economics and Business, Universitas Negeri Yogyakarta. Specifically, it seeks to: (1) identify how KWT can be utilized as a learning resource, (2) classify obstacles encountered during its implementation, and (3) examine the extent to which KWT-based learning contributes to the development of students' character strengths in agriculture.

2. METHOD

This study employed a descriptive quantitative research design aimed at examining the role of Women Farmers' Groups (Kelompok Wanita Tani, KWT) as contextual learning resources in the People's Economy course at Universitas Negeri Yogyakarta. The design was chosen to describe real conditions of student engagement with KWT and to assess its contribution to developing students' character strengths. Quantitative approaches are particularly relevant when the research intends to measure perceptions, attitudes, and behavioral changes in a large group of participants with statistical reliability (Susilowati, 2016; Rachmawati, 2020)

The research subjects were 178 undergraduate students enrolled in the People's Economy course at the Faculty of Economics and Business. This sample size was determined not only because it represents the total class population but also exceeds the minimum threshold suggested by Krejcie and Morgan (1970), ensuring adequate representation. A larger sample strengthens the validity of findings and allows for deeper subgroup analysis(Paipan & Abrar, 2020), such as demographic background and previous exposure to agriculture (Putrayasa et al., 2021).

Data collection techniques included questionnaires, observation, interviews, and documentation. The questionnaire served as the primary research instrument, developed by the authors in accordance with the study objectives. It employed a five-point Likert scale to measure students' perceptions of the role of KWT as a learning resource and its contribution to their character development. Observation sheets were used to record student participation in field activities, while interviews with KWT members provided contextual depth. Documentation, such as activity reports and KWT profiles, was used to triangulate findings (Ardiani & Dibyorini, 2021).This multi-method approach ensured both breadth and depth of data.

The instruments were rigorously tested for validity and reliability. Content validity was confirmed by experts in education, economics, and psychology, while construct validity was assessed through factor analysis. Reliability was measured using Cronbach's Alpha, yielding a coefficient of 0.978, which indicates excellent internal consistency. In line with prior studies emphasizing rigorous measurement in educational research, instruments were refined to ensure that only items with corrected item-total correlations above 0.30 were retained (Manto et al., 2023; Purwandari, 2024)

For data analysis, descriptive statistical techniques such as mean, percentage, and standard deviation were employed to summarize the data. Additionally, corrected item-total

correlation (CITC) was applied to test instrument validity, and cross-tabulations were used to highlight differences across student subgroups. The analysis focused on three dimensions: (1) the extent of KWT utilization as a learning resource, (2) obstacles encountered during implementation, and (3) the influence of KWT-based learning on the development of students' character strengths. These analytical strategies align with prior research stressing the importance of combining statistical rigor with contextual interpretation in community-based education studies (Konyep, 2021, Margayaningsih, 2020).

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1. Utilization of KWT in People's Economy Course

The data show that the utilization of Women Farmers' Groups (KWT) has successfully enhanced students' understanding of the role of agriculture in developing the people's economy. This is reflected in the indicator *"finding new ways to draw attention to agriculture in Indonesia,"* which increased from 3.58 to 4.10 (+14.5%). A greater increase was observed in *"students' interest in the agricultural sector,"* which rose from 3.40 to 4.05 (+19.1%), as well as *"interest in working in agribusiness,"* which improved from 3.28 to 3.82 (+16.5%). These figures indicate that engaging with KWT has fostered students' awareness and concern for agriculture, a sector that had previously received little attention.

This improvement is in line with Kolb's experiential learning theory (Mcleod & Guy-Evans, 2023), which posits that learning becomes more meaningful when students are directly involved in real-life experiences (Lesch, 2014). Students who initially viewed agriculture as merely a secondary sector began to recognize that KWT holds great potential in strengthening household economies while simultaneously maintaining food security (Shaw, 2019). Thus, the integration of KWT into the People's Economy course has proven effective in bridging theory with field practice.

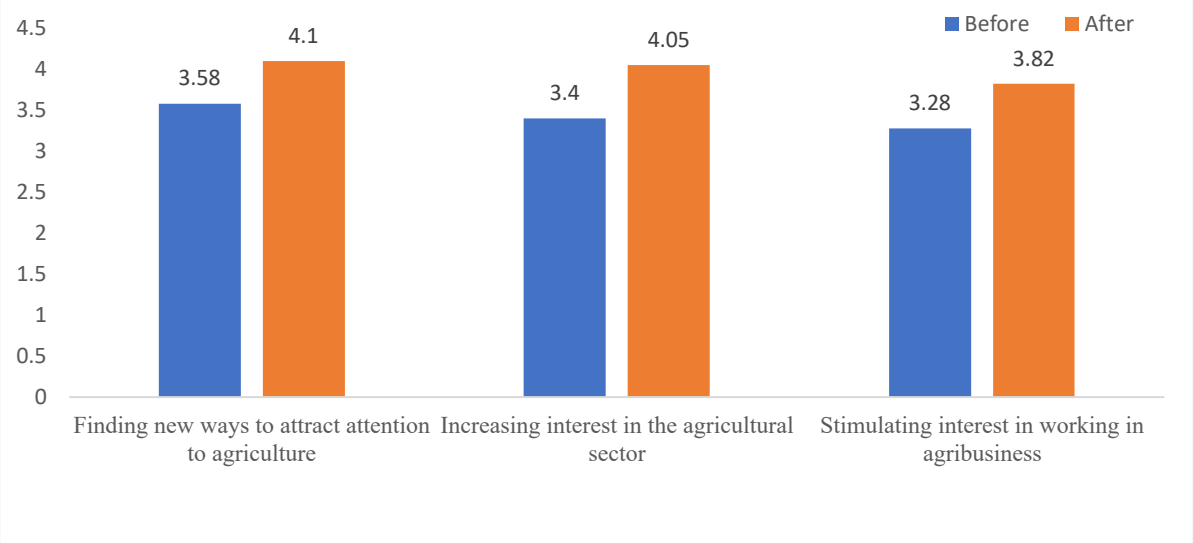

Figure1. Utilization of KWT in People's Economy Course

Figure 1. The utilization of Women Farmers' Groups (KWT) shows an increase in the average scores across three main indicators after students conducted field observations. For the indicator "finding new ways to draw attention to agriculture," the score rose from 3.58 to 4.10,

indicating that students were increasingly encouraged to think creatively in elevating the image of agriculture. For the indicator "interest in the agricultural sector," the score increased from 3.40 to 4.05, suggesting that direct experience with KWT fostered students' interest in the world of agriculture. Meanwhile, the indicator "interest in working in agribusiness" also rose from 3.28 to 3.82, confirming that involvement in KWT activities broadened students' perspectives on agribusiness as a promising field of work.

This increase in scores demonstrates that through the utilization of KWT as a learning resource, students were able to gain real insights into how KWT contributes to the practice of the people's economy. KWT not only serves as a medium for theoretical learning but also provides contextual experiences that enrich students' understanding of agriculture's contribution to community welfare. Thus, KWT has proven effective as a learning medium that integrates the theory of the people's economy with direct field practice.

3.1.2. Obstacles in Utilizing KWT

Although providing substantial benefits, the data indicate that obstacles were still encountered during students' observation activities in KWT. For the indicator *"difficulty in extracting data from KWT,"* the score increased only from 3.00 to 3.30 (+10%). Similarly, for *"courage to express difficulties during observation,"* the increase from 2.91 to 3.25 (+11.7%) was relatively low compared to other aspects of utilization. This suggests that students faced challenges in obtaining data, both due to limited access to KWT's internal documents and their own limited communication skills.

In addition, obstacles were also evident in the context of interaction. Some students still felt hesitant when asked to provide criticism or suggestions to KWT administrators, even though the indicator *"giving suggestions to KWT"* showed an increase from 3.20 to 3.60 (+12%). These barriers highlight the need for further support, particularly in field communication skills, interviewing, and understanding the socio-cultural context of farming communities. With pre-observation training(Ricotta et al., 2020), such challenges can be minimized, allowing the utilization of KWT to proceed more effectively.

Figure 2. Barriers to the utilization of Women Farmers' Groups (KWT) show that although there was an increase in scores across all indicators after the observation, obstacles remain and need to be addressed. For the indicator "difficulty in extracting data from KWT," the score rose from 3.00 to 3.30. This indicates that some students continued to experience difficulties in accessing the required data, either due to administrative limitations or a lack of methodological experience. For the indicator "courage to express difficulties during observation," the score also increased from 2.91 to 3.25, showing that although there was progress, some students still hesitated to communicate the challenges they encountered in the field. Meanwhile, the indicator "giving suggestions to KWT" rose from 3.20 to 3.60, suggesting that students began to feel more confident in providing input, although a portion of them still remained reluctant.

This increase in scores demonstrates that using KWT as a learning resource, students not only gained an understanding of the practice of the people's economy but also learned to classify the obstacles that emerged during the observation process. These obstacles can be categorized into technical barriers (e.g., difficulties in obtaining data and time constraints) and psychological barriers (e.g., hesitation or lack of confidence in expressing opinions). Through this experience, students learned to recognize real challenges faced in the field while simultaneously developing problem-solving and communication skills. Thus, the utilization of KWT not only expanded academic knowledge but also taught students how to confront and classify obstacles as part of an authentic learning process.

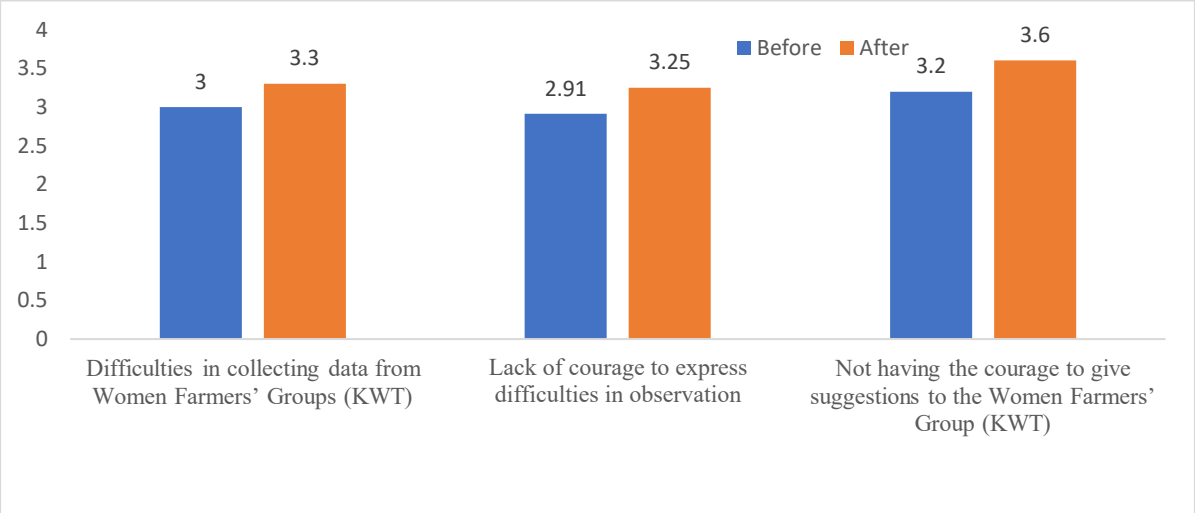

Figure 2. Obstacles in Utilizing KWT

3.1.3. Development of Student Character Strengths

The most prominent aspect of the KWT observation is the strengthening of students' character strengths. The results show significant improvements in several dimensions, including: "courage to speak the truth about problems in the agricultural sector" which increased from 2.91 to 3.40 (+17%), "teamwork within groups" which rose from 3.85 to 4.30 (+12%), "gratitude toward the agricultural sector" from 4.00 to 4.45 (+11.2%), and "empathy in listening to peers' concerns" from 3.70 to 4.20 (+13.5%).

This improvement indicates that students not only acquired new knowledge but also experienced a transformation of character. According to Peterson and Seligman (2004) in their theory of Character Strengths and Virtues, real-life experiences within communities are essential for cultivating strengths such as courage, gratitude, empathy, and teamwork. In this context, interaction with KWT enabled students to internalize values of simplicity, hard work, and solidarity hallmarks of farming communities. Thus, it can be concluded that the KWT observation contributed significantly to shaping students who are not only academically competent but also possess strong character to contribute to the development of community-based economies.

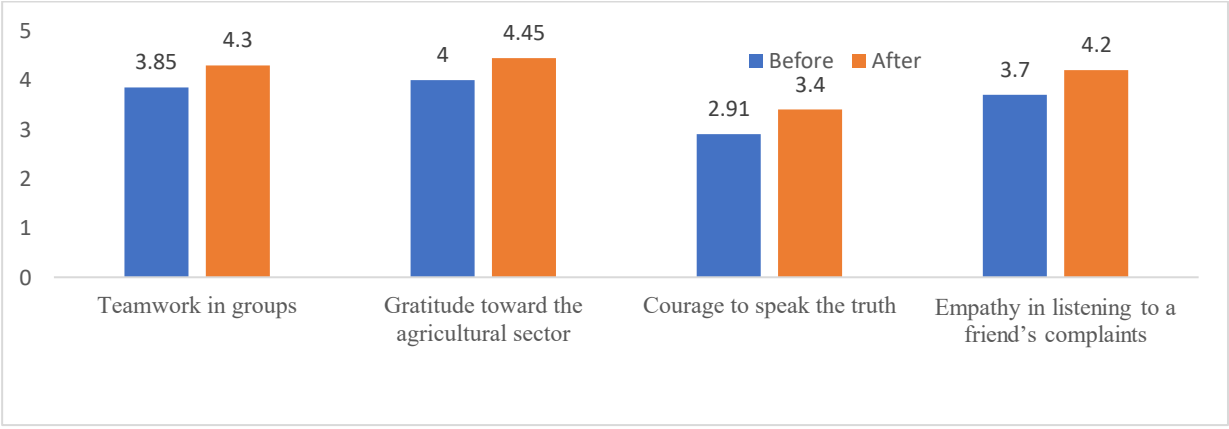

Figure 3. Development of Student Character Strengths

Figure 3. Student Character Strengths show consistent improvement across various aspects after students conducted observations in the Women Farmers' Group (KWT). For the indicator *"teamwork within groups,"* the score increased from 3.85 to 4.30, indicating that field experiences encouraged students to work more cohesively and collaboratively. For the indicator *"gratitude toward the agricultural sector,"* the score rose from 4.00 to 4.45, reflecting a renewed awareness that agriculture is a vital resource that must be valued. Meanwhile, the indicator *"courage to speak the truth"* showed the largest increase, from 2.91 to 3.40, highlighting students' growing confidence to express opinions even when facing risks or challenges. Finally, the indicator *"empathy in listening to peers' concerns"* increased from 3.70 to 4.20, which means students became more caring toward others and more open in building social relationships.

The increase in scores illustrated in this figure reinforces that by utilizing Women Farmers' Groups as a learning resource, students not only gained academic understanding but also experienced tangible growth in character strengths within the agricultural field. Values such as teamwork, gratitude, courage, and empathy became an integral part of the contextual learning obtained by students. This aligns with character education theory, which emphasizes that real-world experiences can shape personal strengths that are not only beneficial for academic studies but also for meaningful contributions to society. Thus, KWT functions as an effective learning medium in developing a younger generation that is both knowledgeable and strong in character within the agricultural sector.

3.2 Discussion

The results of this study demonstrate the effectiveness of Women Farmers' Groups (KWT) as contextual learning resources in higher education. The increase in student awareness and interest in agriculture (Figure 1) supports (Paipan & Abrar, 2020) analysis, which emphasized that Indonesia's dependence on rice imports is partly driven by the declining number of active farmers. The observed rise in student motivation to engage with agriculture also resonates with (Konyep, 2021), who stressed the importance of preparing young farmers to achieve food sovereignty. This suggests that KWT-based experiential learning provides students with meaningful exposure that reshapes their perception of agriculture from being unattractive to being a viable career pathway.

The findings further reveal that obstacles encountered during student observations, such as difficulties in accessing data and hesitation in communication (Figure 2), are consistent with challenges highlighted by (Afifah & Ilyas, 2021) in their study of KWT empowerment projects, where lack of methodological preparation hindered optimal outcomes. (Samsinar, 2019)also emphasized that learning resources often face contextual barriers when not properly integrated into structured pedagogical frameworks. These parallels indicate that the barriers identified in this research represent authentic learning experiences that, if managed with pre-observation training, can foster stronger methodological and communication competencies among students.

The most notable result is the strengthening of student character strengths (Figure 3). Increased indicators of courage, teamwork, gratitude, and empathy align with Anisah and (Anisah & Susandari, 2022) findings, which demonstrated that resilience and character strengths can be nurtured through interactive and experiential learning contexts. (Sari & Wulanyani, 2020) also confirmed that positive traits such as hope and kindness play a crucial role in enhancing resilience in disadvantaged communities, supporting the transformative effect observed in this study. Thus, the involvement of students with KWT can be understood as a catalyst for both academic learning and holistic character formation.

From a community empowerment perspective, the role of KWT aligns with studies by (Teddu et al., 2024), who found that women farmers' empowerment initiatives significantly enhanced household food security, and (Margayaningsih, 2020), who noted that KWTs play a critical role in adapting agricultural practices in the millennial era. These parallels reinforce the position of KWT as a living laboratory for community-based economic empowerment, bridging classroom theories of the people's economy with grassroots practices.

Finally, the implications of these findings are twofold. On the educational side, they confirm the argument of (Nurhayati & Handayani, 2020) that environment-based learning significantly improves student outcomes, while also supporting (Supriadi, 2017) assertion that community resources enrich formal education. On the agricultural side, this study echoes Mahendra et al., (2024) who highlighted the strategic role of youth in shaping the future of Indonesian agriculture. Therefore, KWT can be positioned as a dual platform: enhancing academic learning while simultaneously revitalizing the agricultural sector through youth engagement and empowerment.

4. CONCLUSION

Based on the research conducted on the utilization of Women Farmers' Groups (Kelompok Wanita Tani, KWT) as a learning resource in the People's Economy course at the Faculty of Economics and Business, Universitas Negeri Yogyakarta, several important conclusions can be drawn. The integration of KWT as a contextual learning resource has proven effective in enhancing students' understanding of the agricultural sector. This effectiveness is reflected in the increased interest, awareness, and motivation of students to connect theoretical knowledge of the people's economy with real-world practices. Despite these positive outcomes, the use of KWT still faces certain challenges, including technical barriers such as limited data access and observation time, as well as psychological barriers such as students' hesitation or lack of confidence when interacting with KWT administrators. Nonetheless, these challenges are relatively minor and can be mitigated through targeted mentoring and preparatory training.

Furthermore, the direct engagement between students and KWT members has significantly contributed to the development of students' character strengths. Improvements were observed in indicators such as courage, teamwork, gratitude, and empathy, confirming that KWT serves not only as a medium for knowledge transfer but also as a platform for cultivating essential 21st-century character traits. The research instrument employed in this study was also demonstrated to be both valid and reliable, with 83 valid items and a Cronbach's Alpha coefficient of 0.978, indicating strong internal consistency and appropriateness for measuring the intended variables.

In summary, this study reaffirms that KWT functions as an effective contextual learning medium that bridges theoretical and practical learning, enhances students' literacy in the people's economy, and fosters character development essential for their future roles as educators and agents of social transformation. Overall, this study confirms that KWT serves as an effective contextual learning medium that integrates theory with practice, strengthens students' literacy in the people's economy, and cultivates character strengths necessary for their roles as future educators and agents of social change.

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