

Education Management For Women Empowerment In Lampung: A Systematic Literature Review

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Abstract: Women empowerment through education is a strategic issue in sustainable development; however, significant gender gaps remain in Lampung Province. Effective education management is key to the success of women empowerment programs. This study aims to identify and analyze the conditions, models, factors, and best practices in education management for women empowerment in Lampung through a comprehensive systematic review of existing literature. The study uses the Systematic Literature Review (SLR) method with the PRISMA approach. Literature searches were conducted in international academic databases (Scopus, Web of Science, ERIC, Google Scholar) and national databases (Garuda, institutional repositories) for the period 2010-2026. The review identifies four main models of education management for women empowerment: (1) Community-Based Model with a participatory approach, (2) Multi-Stakeholder Partnership Model involving government-NGOs-community, (3) Result-Based Model with a strong M&E system, and (4) Participatory-Transformative Model focusing on women's agency. Key supporting factors include responsive program design, transformational leadership, policy support, and social capital. Major barriers include restrictive gender norms, women's double burden, limited resources, and weak stakeholder coordination. Effective programs lead to positive outcomes at the individual level (increased knowledge, skills, and self-efficacy), family level (increased income and children's education), and community level (strengthened women's organizations and changing social norms). Effective education management for women empowerment requires a holistic, contextual, and participatory approach with strong multi-stakeholder coordination. Strengthening policy commitment, improving managerial capacity, a robust M&E system, and strategies to address structural-cultural barriers are essential. This study provides an integrated conceptual framework and evidence-based recommendations for improving women empowerment programs in Lampung.

INTRODUCTION

Women empowerment is one of the fundamental pillars of sustainable development and

has become a global commitment reflected in the Sustainable Development Goals (SDGs), particularly SDG 4 on quality education and SDG 5 on gender equality (Nations 2015). Education is widely recognized as the most powerful instrument for empowering women, opening access to economic opportunities, increasing social-political participation, and transforming gender injustice structures (Stewart 2016). However, despite significant progress in recent decades, gender gaps in education and empowerment remain a serious challenge worldwide, including in Indonesia.

Lampung Province, strategically located in Indonesia, faces complex challenges in the empowerment of women. According to data from the Central Statistics Agency (BPS) of Lampung, while female participation in education has increased, significant disparities still exist in access, quality, and educational outcomes, particularly in rural areas and marginalized communities (Tingkat Partisipasi Angkatan Kerja (TPAK) Menurut Jenis Kelamin, 2024 n.d.). The female labor force participation rate in Lampung is 54.58%, lower than the male rate of 85.61%, highlighting the gender gap in economic participation (Kebudayaan 2022). The gender wage gap remains significant, with women earning 23% less than men for equal work.

The issues of women empowerment in Lampung are multidimensional and interrelated. First, female participation in secondary, higher, and non-formal education lags behind in rural areas. The high dropout rate among girls is due to economic factors and early marriage (Lampung 2023). Second, limited access to land, capital, technology, and markets restricts women's economic opportunities (Indonesia n.d.). Third, patriarchal norms create a double burden and limit women's mobility. Fourth, empowerment programs are still fragmented, top-down, and lack sustainability.

Although women empowerment has been widely discussed in academic literature, several significant gaps motivate this research. There are three main gaps that underlie this study: first, a theoretical gap due to the lack of a conceptual framework integrating education management with women empowerment in the local context. Second, an empirical gap exists due to limited documentation and systematic analysis of program practices in Lampung. Third, a methodological gap exists as no systematic review has integrated various studies in a multidisciplinary manner. Most previous studies were single-case studies with limited scope, making generalization difficult. A multidisciplinary approach that integrates perspectives from education, gender studies, management, sociology, and economics is also lacking in the existing literature.

Several arguments highlight the urgency of this research. This study is urgent because, first, education expands women's capabilities and freedoms with a multiplier effect on family welfare. Second, effective management determines the success of empowerment programs. Third, Lampung's unique local context with ethnic diversity and geographical position requires an adaptive approach. Fourth, women empowerment aligns with national commitments and the SDGs. Lampung, with its ethnic and cultural diversity (Lampung indigenous people, Javanese, Sundanese, Balinese transmigrants, and others), creates a complex social-cultural dynamic. Lampung's geographic position as a gateway province to Sumatra provides both economic opportunities and challenges, such as urbanization pressures and rapid social change. Understanding this specific context is crucial for designing and implementing effective and sustainable women empowerment programs. This study provides evidence-based contributions to achieving these targets at the local level.

This research is built upon an integrative theoretical foundation, combining various perspectives to comprehensively understand the phenomenon of education management for women empowerment. The study draws from: (1) Education Management Theory, which encompasses planning, organizing, implementing, and evaluating to achieve goals effectively (Bush and Middlewood 2005). Relevant models include Community-Based Management, Participatory, Strategic Management, and Total Quality Management. (2) Women Empowerment Theory, which

includes three dimensions: power within, power to, and power with (Rowlands 1997). Kabeer's framework (1999) includes resources, agency, and achievements. The Gender and Development (GAD) approach emphasizes transforming gender relations (Caroline O. N. Moser 1993). (3) Adult Education Theory (Andragogy), which emphasizes self-directed learning, valuing experience, and problem-solving orientation (Pratt 1993). Transformative learning is relevant for critical reflection on subordinating gender norms (Fleming 2018). (4) Ecological Systems Theory, which sees women as influenced by layered systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Sadownik 2023). Interventions need to target multiple system levels. (5) Social Capital Theory, which includes bonding (within women's groups), bridging (connections across groups), and linking (with powerful actors). Building social capital is crucial for empowerment (Woolcock n.d.). Effective education management for women empowerment must facilitate the development of these three types of social capital through the formation of women's groups, inter-group networks, and partnerships with various stakeholders.

RESEARCH METHODS

This study employs the Systematic Literature Review (SLR) method, a systematic, explicit, and replicable approach for identifying, evaluating, and synthesizing studies relevant to the research questions (Tranfield 2013). The study adopts a qualitative approach with a narrative synthesis technique to analyze and integrate findings from various studies. Narrative synthesis was chosen due to the heterogeneity of the studies being reviewed (in terms of design, methodology, and substantive focus), which made quantitative meta-analysis unfeasible or inappropriate (Popay et al. 2005). Narrative synthesis allows for an in-depth analysis of the context, mechanisms, and outcomes of various interventions and practices related to education management for women empowerment.

The literature search was systematically conducted across international academic databases (Scopus, Web of Science, ERIC, ProQuest Dissertations & Theses, Google Scholar), national databases (Garuda, Ministry of Education's Publication Portal, Institutional Repositories), and grey literature including reports from the Department of Education, Bappeda, and DP3A of Lampung, as well as publications from NGOs and policy documents. The search was carried out using a combination of Boolean operators in both Indonesian and English, with the search period set from 2010 to 2026. Additional searches were conducted through backward and forward citation searching, as well as hand-searching key journals.

Several methodological limitations were acknowledged, including publication bias, where studies with positive results are more likely to be published; language bias due to restrictions to Indonesian and English literature; context specificity requiring caution in generalization; and the heterogeneity of the studies, which makes direct comparison difficult. Other limitations include reliance on primary studies for synthesis quality, temporal limitations due to the potential lack of indexed newer publications, and difficulties accessing grey literature. Efforts to minimize these limitations were made through comprehensive searching, two independent reviewers, rigorous quality assessment, and transparency in reporting.

RESULTS AND DISCUSSION

Synthesis of 15 studies reveals that although access to basic education has improved in Indonesia, including Lampung, disparities still exist at higher education levels and in non-formal education settings. Research by Rahmawati (2019) in East Lampung found that the Gross Enrollment Rate (GER) for females in high school was 73%, compared to 82% for males, with greater disparities in rural areas (Rahmawati, 2019). Research by Sari & Kusumawati (2020)

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identified that only 34% of women of productive age in South Lampung had participated in skill training, compared to 58% of men (Sari M. &, 2020). Barriers to access included limited information, distant locations, inflexible schedules, and gender-biased requirements. The quality of education also remains a significant issue, with curricula often reinforcing gender stereotypes by offering “feminine” skills that have lower economic potential. Additionally, graduates’ competencies often do not align with labor market needs (Dinas Pemberdayaan Perempuan 2021).

Economically, women in Lampung face significant challenges, with lower labor force participation, most working in the informal sector without social protection (Lestari, 2020). Asset ownership is highly restricted, with only 23% of women in rural Lampung owning land in their name (Prasetyani, 2019). Access to business capital is also limited for women without collateral (Anggraini, 2021). Socially, women’s participation in organizations varies. While the Family Welfare Program (PKK) shows high participation, it often has ceremonial roles that lack true empowerment (Suryani, PKK dan Pemberdayaan perempuan: Antara mitos dan realitas., 2019). Participation in more decision-making-oriented organizations (such as Village Consultative Bodies or cooperatives) remains low.

Women possess strong bonding social capital (connections with other women in savings groups, religious gatherings), but bridging and linking social capital (connections with other groups and with power-holders) are weaker (Kusumawati, 2019). Psychologically, many women face limited self-efficacy and a lack of agency due to the internalization of patriarchal gender norms (Rahayu, 2018). Gender awareness or critical awareness about gender injustice remains low. Many women do not identify their experiences as gender discrimination but rather as “customs” or “culture,” which highlights a need for increasing gender awareness (Novita, 2020).

Politically, female representation in leadership positions within government remains low. At the village level, women who become village heads or members of the village consultative body (BPD) are rare. Even in all-women organizations like PKK, leadership structures are often determined by the position of their husbands in government (wife of the official) rather than the woman’s competencies (Hapsari, 2019).

The analysis identifies four main models of education management for women empowerment in Indonesia:

1. **Community-Based Management Model:** This emphasizes community ownership and participation in all processes from planning to evaluation. A study by Nurjanah (2019) on the “Bina Keluarga Produktif” program in East Lampung illustrates this model, where women form groups, conduct their own needs assessments, and prioritize skills (Nurjanah, 2019). The strengths of this model include high relevance, strong ownership, sustainability, empowerment processes, and cultural appropriateness. Weaknesses include limited management capacity, limited access to resources, the potential for excluding marginalized groups, and challenges in scaling. Positive outcomes are particularly evident in psychological and social dimensions, with economic outcomes varying depending on market linkages.
2. **Multi-Stakeholder Partnership Model:** This involves collaboration between government, NGOs, the private sector, academics, and communities, with clearly defined roles. The “MAMPU” program, documented by Prasasti & Dewi (2021), is an excellent example with multi-level coordination mechanisms. In Lampung, the “Lampung Cerdas” program involves the Department of Education, DP3A, NGOs, and local universities (Kebudayaan 2022). Strengths of this model include pooled resources, complementarity, sustainability, legitimacy, and innovation learning. Weaknesses include complex coordination, power

imbalances, high transaction costs, and ambiguity in accountability. This model is effective in achieving scale and reach.

3. **Results-Based Management Model:** This focuses on clearly defining the outcomes to be achieved using logic models, SMART indicators, and a robust M&E system. The "PEKKA" program, documented by Widiastuti (2018), uses a comprehensive result-based management framework with a clear theory of change (Widiastuti, 2018). Strengths of this model include clarity of purpose, accountability, data-driven decision-making, a learning culture, and demonstrable impact. Weaknesses include overemphasis on measurability, resource intensiveness, rigidity, and the risk of "gaming" the system. Evidence shows relatively strong effectiveness.

Participatory-Transformative Management Model: Rooted in Paulo Freire's critical pedagogy and feminist participatory action research, this model views management as an emancipatory process where women are co-creators of knowledge. The "Sekolah Perempuan" program run by feminist organizations in Indonesia, including Lampung (Ratnawati, *Sekolah perempuan sebagai ruang Emansipasi dan Pembebasan: Studi Fenomenologi*, 2020), exemplifies this model with critical consciousness-raising and collective action. Strengths include deep transformation, agency, leadership, collective power, and holistic empowerment. Weaknesses include time-intensiveness, resistance from those benefiting from the status quo, resource demands, and challenges in scaling. Outcomes are profound, particularly in consciousness and leadership.

CONCLUSION

This systematic review synthesizes findings from the literature and reveals that empowering women through education is a strategic investment not only for gender justice but also for broader societal benefits. Educated and empowered women are more economically productive, healthier, more socially active, and more likely to invest in the next generation.

However, to realize this potential, empowerment programs must be well-managed. This review shows that management is crucial—how programs are planned, organized, implemented, and evaluated significantly influences whether they achieve the desired outcomes. Good management alone is not enough for empowerment, but it is a necessary condition.

The review also highlights that there is no one-size-fits-all solution or approach. Context matters, and programs must be carefully designed and adapted to the specific context. Women's participation at all stages of the program cycle is critical. Multi-level interventions that address individual, relational, and structural dimensions simultaneously are the most promising. Multi-stakeholder partnerships involving government, civil society, the private sector, and communities can mobilize resources and expertise for greater impact.

Lampung, with its diversity, dynamics, and development challenges, requires coordinated and sustained efforts from all stakeholders to achieve true gender equality and women empowerment. Local governments must provide leadership, policy frameworks, and resources. Implementing organizations must commit to quality, participation, and learning. Civil society must organize, advocate, and mobilize. Researchers must generate evidence and transfer knowledge. And most importantly, women themselves must be recognized and supported as agents of their empowerment and protagonists in social transformation. The path to true gender equality and women empowerment is long and challenging. However, with commitment, collaboration, and continuous learning, transformation is possible. This review offers evidence, insights, and recommendations to inform and inspire that journey.

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