

Developing a Social Entrepreneurship-Based Nonformal Education Curriculum for the Socioeconomic Reintegration of Divorced Former Migrant Women in Indonesia

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ABSTRACT

This study aimed to develop and validate a nonformal education curriculum for socioeconomic reintegration of divorced former migrant women in Ponorogo, Indonesia. A Design and Development Research approach was applied through three phases: needs analysis (n = 20), curriculum design and development, and expert validation, followed by a limited try-out (n = 12). Data were collected through interviews, focus group discussions, document analysis, competency gap assessment, expert judgment, and field observation. Expert validation showed high feasibility with mean scores for content relevance (M = 4.60), learning outcomes (M = 4.50), gender responsiveness (M = 4.40), and feasibility (M = 4.20). The try-out demonstrated strong implementation outcomes, including participant comprehension (M = 4.25), participation consistency (M = 4.30), and satisfaction (M = 4.35). Findings indicate that economic reintegration and social entrepreneurship competencies are the primary learning needs, with psychosocial strengthening and digital literacy as supporting areas. The study concludes that the developed curriculum is valid, feasible, and practical, and suggests that nonformal education policy should adopt integrated reintegration-oriented curriculum models for vulnerable adult groups.

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1. INTRODUCTION

Labour migration remains a key livelihood strategy in rural Indonesia, particularly in areas with limited local employment. Although overseas work provides income diversification and remittances, it also generates significant social consequences upon return, especially for women. In East Java, including Ponorogo, migration has long been prominent, and sectoral statistics show that the placement of female migrant workers abroad remains substantial, indicating a continuing feminization of migration [1]. This pattern is consequential because it reshapes household labour allocation, caregiving arrangements, and

marital relations, with implications for family stability beyond economic outcomes. At the same time, divorce trends in Indonesia indicate persistent family vulnerability. National data from the Central Bureau of Statistics show that hundreds of thousands of divorce cases are recorded annually, with *cerai gugat* (wife-initiated divorce) consistently dominant. In 2023, *cerai gugat* accounted for approximately three-quarters of total divorce cases nationally [2]. At the district level, reporting related to the Religious Court of Ponorogo also indicates a high divorce caseload relative to population size, with many cases initiated by women. Although divorce is multi-causal, the combination of labour mobility, prolonged spousal separation, financial pressure, and shifting gender roles provides a plausible context in which marital strain intensifies in migrant-sending communities.

For divorced former migrant women, reintegration involves a "double transition" of economic re-entry and social repositioning. Many returnees face unstable employment, limited access to productive capital, divorce-related stigma, and disproportionate childcare responsibilities. Reintegration frameworks emphasize that returnees' needs are multidimensional, including psychosocial recovery, social inclusion, and community participation—not only livelihoods [3]. However, local empowerment initiatives often remain limited to short-term vocational training. Without stronger linkages to markets, mentoring, and collective support systems, such training may have weak effects on sustainable livelihoods and social agency.

Nonformal education (NFE) institutions, including community learning centres (PKBM), are strategically positioned to address this gap because they can respond flexibly to local needs and the characteristics of adult learners. Nevertheless, women-focused NFE programmes often remain fragmented. From a curriculum perspective, existing studies on empowerment-based education in nonformal settings show that interventions tend to emphasize skill acquisition, but often lack integration between economic competencies, psychosocial development, and collective agency building. This indicates a gap in curriculum-level design thinking, particularly for vulnerable adult groups requiring structured reintegration pathways.

Entrepreneurship training within NFE settings commonly emphasizes technical production skills while under-emphasizing value creation, market access, collective organization, and community-based problem-solving. Psychosocial dimensions—such as rebuilding self-confidence after divorce and renegotiating social identity—are also rarely translated into curriculum components, learning outcomes, and assessment strategies. This limitation suggests that entrepreneurship education alone is insufficient when applied to reintegration contexts without a broader socio-educational framework.

Social entrepreneurship offers a more integrative framework by combining economic sustainability with social value creation. Beyond practical business activity, it positions the enterprise as a mechanism for addressing social exclusion, rebuilding agency, and strengthening community embeddedness. However, limited research has operationalized social entrepreneurship as a structured curriculum framework within NFE, particularly for divorced former migrant women in rural contexts. Existing scholarship tends to separate reintegration policy, entrepreneurship education, and women's empowerment into distinct domains rather than integrating them into a unified curriculum design model.

This gap is particularly salient in Ponorogo, where substantial female labour migration coexists with high divorce caseloads and a national pattern of wife-initiated divorce dominance. Without structured educational interventions beyond ad hoc training, divorced former migrant women may remain concentrated in precarious informal work or dependent on limited social assistance. Empowerment, therefore, needs to be approached as a curriculum design challenge rather than merely a programme delivery issue.

Methodologically, Design and Development Research (DDR) is particularly suitable for addressing this complexity because it emphasizes iterative development, contextual validation, and product-oriented educational innovation. DDR is appropriate for vulnerable adult learners because it allows curriculum design to emerge from real needs, be refined through expert validation, and be tested in authentic community settings rather than in controlled experimental environments.

Accordingly, this study aims to develop and validate a social entrepreneurship-based nonformal education curriculum model for empowering divorced former migrant women in Ponorogo. Specifically, it seeks to: (1) identify priority reintegration and learning needs; (2) design curriculum components—including learning outcomes, modules, pedagogical strategies, mentoring mechanisms, and assessment tools—grounded in social entrepreneurship principles; and (3) evaluate the validity and feasibility of the proposed model through expert validation and limited field testing.

The study contributes by integrating reintegration discourse, social entrepreneurship, and nonformal curriculum development into a unified framework. It positions the curriculum not only as instructional content but also as a structured mechanism for socioeconomic reintegration and community-based empowerment in migrant-sending regions.

2. METHOD

Research Design

This study employed Design and Development Research (DDR) to develop and validate a social entrepreneurship-based nonformal education curriculum for divorced former migrant women in Ponorogo. DDR is appropriate when the goal is to design and refine an educational product grounded in empirical needs, using iterative cycles of analysis, prototyping, validation, and refinement. In adult and community education, such an approach is particularly relevant because interventions must be context-sensitive and socially responsive. Rather than prioritizing causal inference under controlled conditions, DDR emphasizes contextual relevance and usability, making it well-suited to complex reintegration challenges—economic instability, social stigma, and psychosocial vulnerability—that are unlikely to be addressed through linear intervention models. Accordingly, the curriculum was developed from needs assessment data and iteratively improved through expert validation and limited field implementation [4].

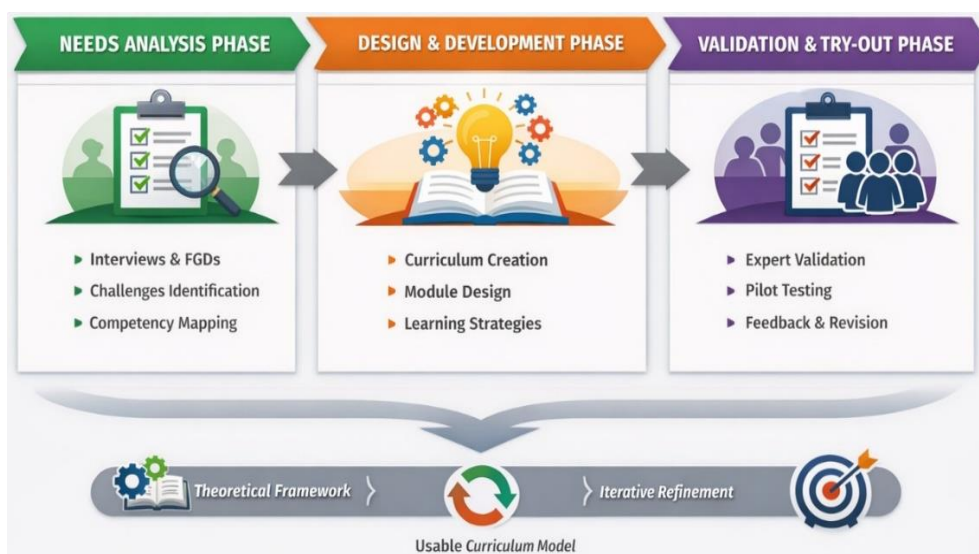


Figure 1. DDR to Curriculum Development for Divorced Former Migrant Women in Ponorogo

The DDR process comprised three interconnected phases: (1) needs analysis, (2) curriculum design and development, and (3) validation with a limited try-out. This sequence reflects educational product development models that integrate systematic analysis, design specification, formative evaluation, and iterative revision [4],[5]. Qualitative data from the needs analysis were used to identify reintegration competencies, which were then translated into learning outcomes, modules, and assessment tools grounded in social entrepreneurship principles.

Research Setting and Participants

This study was conducted in Ponorogo Regency, East Java, Indonesia, a major migrant-sending district. The setting was selected because it has a substantial number of returned female migrant workers and documented post-migration divorce cases, making it contextually relevant for reintegration-oriented curriculum development in nonformal education.

1. Sampling Strategy

In DDR, this strategy is appropriate because selection prioritizes relevance to the model under development rather than statistical representativeness.

Table 1. Inclusion Criteria for Primary Participants

No	Criteria Description
1	Female former migrant worker with a minimum of 1 year overseas employment experience
2	Legally divorced status
3	Currently residing in Ponorogo Regency
4	Willing to participate in curriculum development discussions and learning activities

2. Distribution of Participants Across Research Phases

Table 2. Distribution of Participants Across Research Phases

Research Phase	Participant Category	Number Of Participants
Needs Analysis Phase	Divorced former migrant women	20
Model Validation Phase	Curriculum expert	1
	Adult education expert	1
	Gender studies expert	1
	Entrepreneurship practitioner	1
	PKBM manager	1
Limited Try-Out Phase	Divorced former migrant women	12

The needs analysis involved 20 participants, enabling thematic saturation on socioeconomic reintegration challenges. Five experts were recruited for validation to ensure theoretical rigor, contextual fit, gender sensitivity, and practical feasibility of the curriculum model. A limited tryout with 12 participants then assessed clarity, usability, and practicality of implementation.

Data Collection Techniques

Data were collected across three DDR phases: (1) needs analysis, (2) model design and validation, and (3) a limited implementation try-out. Multiple qualitative methods were used to support triangulation and strengthen methodological rigor [6].

Table 3. Data Collection Process

Technique	DDR Phase	Participants / Sources	Focus of Data Collection	Output / Use in Analysis
<i>In-depth interviews</i>	Needs analysis	20 divorced former female migrant workers	Lived experiences, socioeconomic reintegration challenges, post-divorce psychosocial conditions, entrepreneurial aspirations, access to community education, and gender-based vulnerabilities	Thematic findings for needs identification and competency mapping; basis for curriculum content development [8].
<i>Focus Group Discussions (FGDs)</i>	Needs analysis / early design	2 FGDs, each with 6–8 participants	Validation of interview themes; co-identification of priority competencies, learning preferences, and local social support mechanisms	Refinement of curriculum structure, learning outcomes, and community-based learning strategies [9].
<i>Expert validation questionnaire and review</i>	Model design and validation	5 experts (curriculum, adult education, gender studies, entrepreneurship)	Assessment of content relevance, alignment with adult learning principles, gender responsiveness, PKBM feasibility, and	Quantitative validity scores and qualitative feedback for prototype revision [10]

Technique	DDR Phase	Participants / Sources	Focus of Data Collection	Output / Use in Analysis
<i>Non-participant observation</i>	Limited implementation try-out	practice, PKBM management) 12 participants	social entrepreneurship competencies Engagement, interaction patterns, feasibility of learning activities, and barriers during entrepreneurial simulation tasks	Field evidence on practicality, usability, and implementation constraints; triangulation with try-out outcomes [7]
<i>Document analysis</i>	Needs analysis and design	PKBM program documents, reintegration policies, entrepreneurship modules, and statistical reports on migration and divorce	Institutional context, policy alignment, existing curriculum gaps, and contextual indicators	Contextual grounding, policy relevance, and triangulation support for curriculum design [11], [7].

Data Analysis Procedures

Qualitative data from interviews and FGDs were analyzed using thematic analysis with manual coding. The analysis proceeded through six stages: familiarization with the data, initial coding, grouping codes into categories, developing themes, reviewing and refining themes, and defining the final thematic structure. Coding categories and themes were generated inductively from the participants' narratives and then compared across interviews, FGDs, observations, and documents to ensure consistency. The process was carried out manually using coding matrices; no qualitative software, such as NVivo or Atlas, was used.

Triangulation across methods and sources was applied to strengthen the credibility of the findings. Interview data were compared with FGD results, document analysis, and non-participant observation to confirm converging patterns related to reintegration needs, competency gaps, and curriculum priorities.

For the competency priority mapping, weighted mean scores were calculated using the formula: $\text{Weighted Mean} = \Sigma(f \times \text{score}) / N$, where f is the frequency of responses, and N is the total number of participants. These weighted means were then interpreted to determine the relative priority of each competency domain.

Expert Validation Procedure

The expert validation instrument was a structured Likert-scale questionnaire developed from the curriculum indicators and reviewed before use to ensure clarity and relevance. The instrument assessed content relevance, learning outcome clarity, gender responsiveness, PKBM feasibility, alignment with social entrepreneurship, and assessment appropriateness. The instrument was administered directly to the five experts during the validation phase. The study used the resulting scores for quantitative judgment and

qualitative comments to revise the prototype curriculum. The validation instrument was used in its final form during expert review; no separate pilot-testing stage was conducted.

Validation scores were interpreted as follows: 4.21–5.00 = very high validity; 3.41–4.20 = high validity; 2.61–3.40 = moderate validity; and ≤ 2.60 = low validity. Expert feedback was then used to revise the wording, sequencing, and the practicality of implementation of the curriculum prototype.

Trustworthiness Procedures

To strengthen methodological rigor and ensure the trustworthiness of the findings, this study applied four criteria—credibility, transferability, dependability, and confirmability—through the procedures summarized in Table 5.

Table 4. Trustworthiness Procedures

Criteria	Strategies Applied	Evidence Produced	Purpose
Credibility	Methodological triangulation (interviews, FGDs, expert validation, observation, document analysis); member checking; prolonged engagement during needs analysis and try-out	Interview and FGD transcripts, observation notes, validation sheets, document review records, participant confirmation notes	To strengthen interpretive validity through convergence of evidence and participant verification [6], [7], [12]
Transferability	Thick description of participant characteristics, the socio-cultural context of Ponorogo, and the curriculum development stages	Detailed participant profile, contextual description of migrant-sending setting, and documented DDR phases.	To enable readers to assess applicability in similar nonformal education contexts [6]
Dependability	Systematic documentation of all DDR phases; audit trail of curriculum revisions; structured thematic coding procedures	Phase-by-phase research log, revision history based on expert feedback, and coding records	To ensure procedural consistency and allow reviewers to trace the logic of model development [13]
Confirmability	Preservation of raw transcripts; reflexive notes; transparent documentation of expert feedback integration	Raw interview transcripts, reflexive memos, and revision notes linked to expert comments	To demonstrate that findings are grounded in participants' accounts rather than researcher bias [6]

3. RESULTS AND DISCUSSION

RESULTS

1. Needs Analysis of Former Migrant Women in Ponorogo

1.1 Participant Profile

A total of 20 female former migrant workers participated in the needs analysis phase. The demographic distribution indicates that the majority were in productive age groups, with 45% aged 31–40 years and 30% aged 21–30 years. Most participants (55%) had overseas employment experience of 1–3 years, while 35% had worked abroad for 4–6 years. This profile indicates that reintegration support should address not only economic recovery but also low educational capital and unstable livelihood conditions.

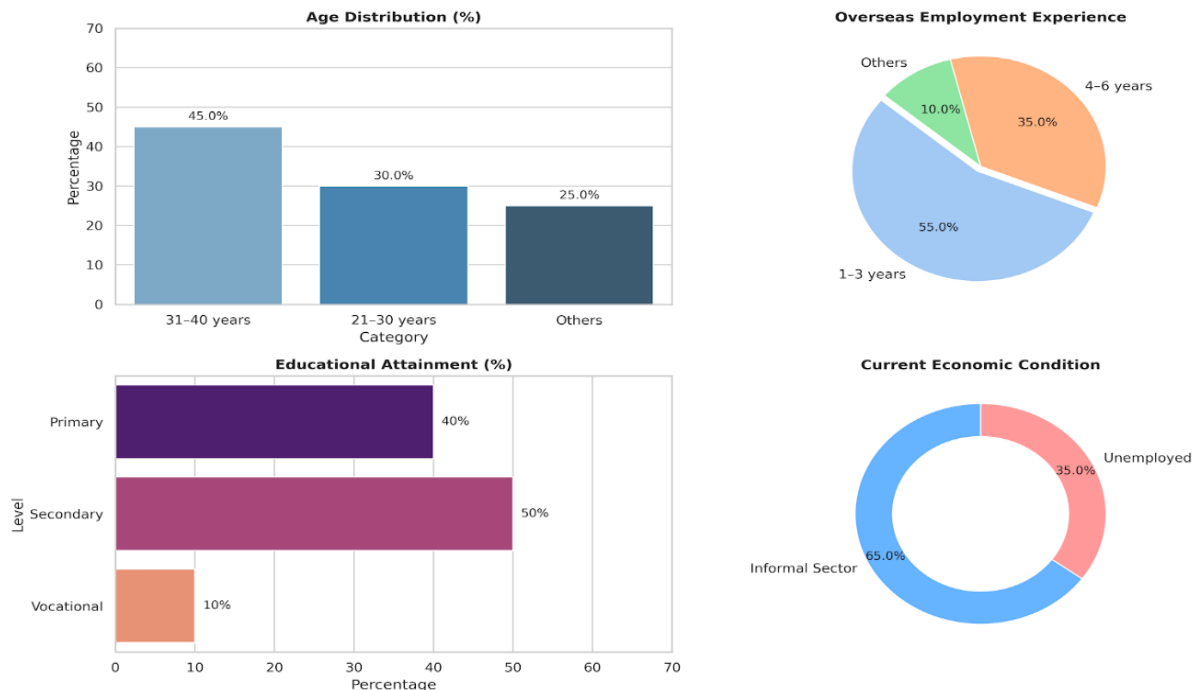


Figure 2. Demographic Profile of Female Migrant Workers (N=20)

Educational attainment was relatively low: 40% completed primary education, 50% secondary education, and only 10% had a vocational background. Regarding current economic conditions, 65% were engaged in informal-sector activities (small-scale trading, domestic services, agricultural labor), while 35% reported being unemployed. This profile suggests structural vulnerability: limited formal education, unstable income sources, and reintegration challenges following divorce and migration return.

1.2 Thematic Needs Identification

Table 5. The frequency of appearance across participants

Thematic Needs	Frequency (n=20)	Percentage
Economic reintegration skills	18	90%
Social entrepreneurship competence	17	85%
Social support & networking	15	75%
Psychosocial coping capacity	14	70%
Digital literacy skills	13	65%

The dominant theme was economic reintegration (90%), reflecting a strong urgency for income-generating capability. Participants expressed the need not only for business skills but also for structured assistance in starting micro-enterprises. One participant stated, *"I need a way to earn again, but I do not know where to start after returning home."* Closely related was social entrepreneurship competence (85%), where participants emphasized the importance of building businesses that could also support other women in similar situations. One participant explained, *"If we could work together, we could start something bigger and help other women like us instead of struggling alone."* Psychosocial issues were also

prominent (70%). Participants described reduced self-confidence, stigma after divorce, and difficulty rebuilding social identity. Another participant shared, "*After divorce, I felt embarrassed to meet people again and lost confidence in myself.*" Digital literacy (65%) emerged as a strategic enabling factor, especially for marketing and financial transactions.

These themes were consistently reinforced across interviews and FGDs and were used to determine the curriculum's priority sequence.

1.3 Priority Competency Mapping

To clarify instructional focus, thematic frequencies were translated into a 5-point priority index (1 = very low, 5 = very high) based on weighted mean calculations derived from participant responses. The weighted mean was computed using frequency-weighted scoring, in which each response category was multiplied by its corresponding scale value and then divided by the total number of participants. The computed weighted means were:

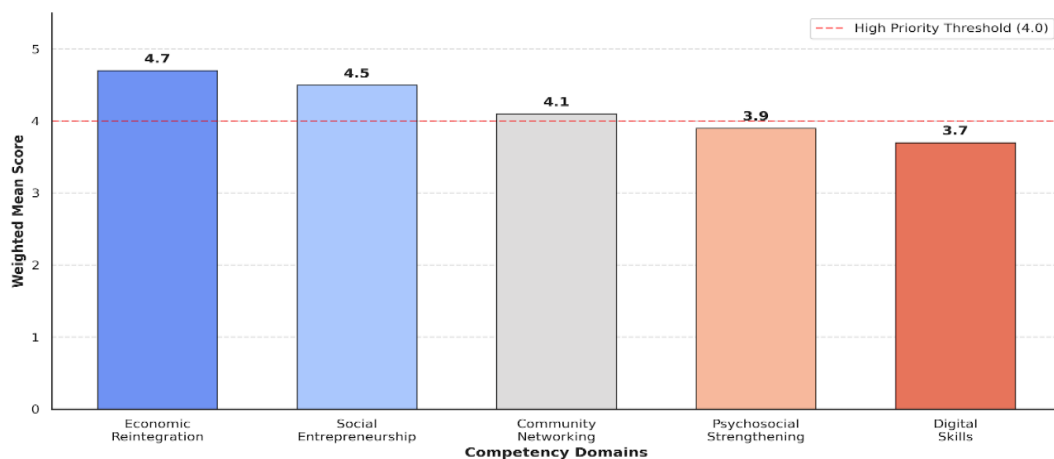


Figure 4. Analysis of Competency Needs for Former Migrant Workers

The results indicate that economic reintegration ($M = 4.7$) is the highest-priority competency domain, followed by social entrepreneurship ($M = 4.5$). These two domains form the core of the curriculum structure, reflecting immediate livelihood and enterprise development needs. Community networking ($M = 4.1$) functions as a supporting competence, while psychosocial strengthening ($M = 3.9$) and digital skills ($M = 3.7$) are positioned as enabling competencies that support long-term sustainability of reintegration outcomes. As illustrated in Figure 3, the distribution of competency priorities demonstrates a clear hierarchical structure, with economic and entrepreneurial competencies forming the central axis of curriculum design, while psychosocial and digital competencies operate as reinforcing layers. This prioritization directly informed the sequencing of curriculum development, moving from identity strengthening to skill acquisition and, finally, to collective enterprise implementation.

2. Curriculum Development Output

2.1 Document Analysis Findings

Document analysis was conducted to examine the structural context surrounding the reintegration of former migrant women in Ponorogo. The documents reviewed included: 1) Regional development planning documents (RPJMD Kabupaten Ponorogo); 2) Local labor office reports on returning migrant workers; 3) Existing PKBM curriculum documents; 4) National guidelines on nonformal education programs.

Table 6. The analysis revealed three critical structural gaps

Aspect	Findings
Reintegration Policy	Programs focus on administrative return procedures and limited structured economic mentoring.
Existing PKBM Curriculum	General life skills orientation, no specific module for divorced former migrant women
Entrepreneurship Programs	Emphasis on individual micro-business, minimal social entrepreneurship framing
Gender Perspective	Limited integration of psychosocial recovery and stigma-sensitive approach

The document review confirms that while entrepreneurship training exists, there is no integrated curriculum specifically designed to address economic reintegration combined with psychosocial and gender-sensitive components. This structural gap justified the need for a contextualized curriculum model.

2.2 Competency Gap Assessment

Before constructing the curriculum, a competency self-assessment instrument was administered to 20 participants. The instrument used a 5-point scale (1 = very low, 5 = very high) to measure perceived competence. The scores represent participants' self-assessment of their perceived competencies.

Table 7. Baseline Competency Scores

Competency Domain	Mean	Interpretation
<i>Business Planning Knowledge</i>	2.4	Low
<i>Financial Literacy</i>	2.6	Low
<i>Digital Marketing Skill</i>	2.1	Very Low
<i>Entrepreneurial Self-Confidence</i>	2.8	Moderate-Low
<i>Social Networking Capacity</i>	3	Moderate
<i>Problem-Solving in Business Context</i>	2.7	Moderate-Low

The lowest scores were recorded in digital marketing skills (2.1) and business planning knowledge (2.4). Although social networking capacity scored slightly higher (3.0), participants reported limited ability to transform networks into economic collaboration.

2.3 Curriculum Blueprint Construction

Based on the convergence between needs analysis, document findings, and competency gap data, a structured curriculum blueprint was developed.

Table 8. Curriculum Mapping Matrix

<i>Identified Gap</i>	<i>Learning Objective</i>	<i>Module Component</i>	<i>Assessment Strategy</i>
<i>Low business planning competence</i>	Develop a structured business canvas	Social Entrepreneurship Fundamentals	Business Model Canvas project
<i>Low financial literacy</i>	Apply basic cash-flow management	Financial Literacy Module	Simulation-based evaluation
<i>Digital marketing deficiency</i>	Utilize social media for product marketing	Digital Entrepreneurship Module	Practical campaign task
<i>Low entrepreneurial confidence</i>	Strengthen agency & identity	Psychosocial Strengthening Module	Reflective journaling & peer review
<i>Weak collaborative enterprise formation</i>	Develop a collective micro-group initiative	Community-Based Enterprise Module	Group project proposal

The curriculum adopts a spiral progression structure, moving from identity strengthening → skill acquisition → enterprise planning → collective implementation. Because psychosocial insecurity was closely linked to low self-confidence, the curriculum places psychosocial strengthening before enterprise planning to support readiness for collaborative learning.

2.4 Internal Prototype Review

Prior to formal expert validation, an internal review was conducted to ensure clarity, contextual relevance, and operational feasibility of the curriculum prototype.

Table 9. Internal Prototype Review and Revision Summary

<i>Review Activity</i>	<i>Participants Involved</i>	<i>Focus of Review</i>	<i>Identified Issues</i>	<i>Revision Made</i>
<i>Peer Consultation</i>	2 nonformal education practitioners	Alignment with adult learning principles and curriculum coherence	Overly theoretical explanation in entrepreneurship concepts	Simplification of conceptual explanations and addition of practical illustrations
<i>Readability Testing</i>	3 former migrant women participants	Clarity of language and comprehensibility of modules	Financial terms are difficult to understand	Simplification of financial terminology and use of everyday language
<i>Facilitator Feasibility Discussion</i>	1 PKBM manager	Implementation, practicality, and time allocation	Session duration too long for participants' availability	Adjustment of session duration and redistribution of learning activities

*The prototype was revised accordingly before expert validation.

3. Expert Validation Results

Five experts evaluated the prototype model using a 5-point Likert validation instrument.

Table 10. Expert Validation Results

Component	Mean	SD
Content relevance	4.6	0.49
Learning outcome clarity	4.5	0.52
Gender responsiveness	4.4	0.55
PKBM feasibility	4.2	0.63
Alignment with social entrepreneurship	4.5	0.51
Assessment appropriateness	4.3	0.57

All components scored above 4.20, indicating high validity. The highest score was recorded in content relevance (4.60), reflecting strong contextual alignment with participants' needs. The relatively lower (yet still high) score in feasibility (4.20) was related to concerns about facilitator capacity and sustainability of business mentoring.

4. Limited Try-Out Implementation

The limited implementation involved 12 participants over four structured learning sessions.

Table 11. Engagement and Comprehension

Dimension	Mean
Comprehension of materials	4.25
Participation consistency	4.3
Task completion rate	4.1
Satisfaction level	4.35
Mentor adequacy	4.2

The highest score was participant satisfaction (4.35), indicating that the curriculum was perceived as useful, while participation consistency (4.30) reflects strong engagement, particularly during collaborative business-planning activities. During the try-out, 9 of 12 participants completed a basic business canvas, 7 developed prototype product ideas, 5 initiated small-scale trial sales within two weeks, and 3 formed a cooperative-based micro-group.

DISCUSSION

Economic reintegration emerged as the most urgent need (90%), followed by social entrepreneurship competence (85%), indicating that reintegration for divorced former migrant women is primarily an economic restructuring challenge rather than merely a social adjustment process. This pattern suggests that return migration and divorce create overlapping vulnerabilities that require structured educational support rather than short-term assistance. Reintegration literature shows that returning migrant women often face downward occupational mobility and unstable informal employment [14]; without structured economic scaffolding, return migration may reproduce vulnerability rather than empowerment. Accordingly, the curriculum is positioned as a reintegration instrument rather than a generic life-skills program. This interpretation is consistent with adult education

principles that prioritize immediate life tasks and transitional demands [15], showing that curriculum design for vulnerable adult women should begin with economic survival competencies as the basis for broader empowerment.

A second important finding is the strong preference for social entrepreneurship over purely individual micro-business skills. Participants' interest in collective economic initiatives reflects a communal logic that goes beyond self-employment and toward shared value creation. Social entrepreneurship scholarship frames this orientation as the simultaneous pursuit of economic sustainability and social impact within community contexts [16]. In this study, that logic became especially important because participants not only wanted to generate income for themselves but also to create opportunities that could support other women in similar conditions. The curriculum model, therefore, integrates psychosocial strengthening with enterprise development, reflecting empowerment as a process shaped by both individual agency and structural opportunity [17], [18].

The moderate baseline entrepreneurial self-confidence (Mean = 2.8) further suggests that technical skill-building alone is insufficient without identity reconstruction. By positioning psychosocial modules before business incubation, the curriculum operationalizes empowerment as a staged developmental pathway and offers a coherent curriculum framework rather than fragmented training interventions for women's empowerment in NFE.

The competency gap assessment also revealed particularly low baseline scores in digital marketing (Mean = 2.1) and business planning (Mean = 2.4), indicating a strategic skills deficit rather than low motivation. This means the issue is not a lack of willingness to work, but limited procedural readiness to enter digital, market-oriented livelihoods. Entrepreneurship education research suggests that entrepreneurial intention without procedural knowledge weakens venture sustainability [19], while evidence on digital inclusion indicates that women are disproportionately excluded from digital value chains in informal economies [20]. In response, the curriculum blueprint applies a spiral progression from identity strengthening to structured business-canvas development, consistent with transformative learning theory, in which perspective transformation precedes behavioral change [21]. Rather than relying on isolated technical workshops, the model integrates reflective journaling, collaborative planning, and applied project tasks. This makes the pedagogical strategy more responsive to learners' psychosocial readiness and demonstrates how competency diagnostics can directly shape instructional sequencing to achieve more sustainable learning and practice outcomes.

Document analysis further showed that existing PKBM programs emphasize general life skills but lack structured reintegration modules tailored to divorced former migrant women, reflecting an institutional tendency to universalize curricula without contextual differentiation. Community education scholarship underscores that nonformal education should be locally responsive and socially embedded [22]. The absence of gender-sensitive and reintegration-focused components, therefore, signals a policy–implementation disconnect. By grounding curriculum development in these documented structural gaps, the study advances a context-responsive model, while feasibility constraints identified during an internal prototype review indicate that curriculum viability depends on both institutional

ecology and pedagogical design. In practical terms, this implies that the model will require facilitator preparation, mentoring continuity, and modest but stable PKBM support if it is to function well outside the pilot setting. The expert validation results (Mean ≥ 4.20 across components) indicate strong content and contextual validity, although the slightly lower feasibility score (4.20) points to practical constraints in sustaining mentoring support. This is consistent with Design and Development Research, which treats iterative refinement and contextual validation as key indicators of quality [4]. The limited try-out phase—marked by high engagement (Mean = 4.30) and satisfaction (Mean = 4.35)—further supports the model's practical viability in PKBM settings. Observable outcomes, including completed business canvases and the formation of micro-groups, indicate early action orientation rather than passive participation.

This pattern aligns with experiential learning theory, which emphasizes that knowledge gains meaning through application [23]. Taken together, these findings suggest that the curriculum extends beyond cognitive instruction toward activating economic agency.

This study contributes in three ways. First, it demonstrates empirically that curriculum development in nonformal education should be grounded in evidence of competency gaps rather than in generic empowerment rhetoric. Second, it advances a structurally integrated model that combines psychosocial strengthening, social entrepreneurship, and digital inclusion within a reintegration framework. Third, it provides an applied illustration of how DDR can be used to construct gender-responsive curricula in community education contexts. By bridging adult learning theory, social entrepreneurship frameworks, and empowerment theory, the study positions curriculum not merely as instructional content but as an architecture of socioeconomic intervention. For policymakers, the implication is that reintegration support should move beyond short-term vocational provision toward integrated, curriculum-based empowerment pathways. For PKBM practitioners, the model suggests the need for carefully sequenced modules, mentoring support, and facilitator readiness if the curriculum is to be sustained and scaled.

More broadly, the findings suggest that reintegration after migration and divorce requires a structured curriculum architecture rather than fragmented, short-term training. The integration of psychosocial recovery, social entrepreneurship orientation, and digital competence development marks a shift from instrumental training toward systemic reintegration design. This is consistent with the community education scholarship, which emphasizes that empowerment should be structurally embedded in learning systems rather than delivered as isolated modules [24]. The model articulates a staged curriculum logic—Identity Restoration → Competency Acquisition → Collective Enterprise Activation—that responds to critiques of empowerment programs that overemphasize individual agency while neglecting structural and psychosocial constraints shaping women's economic participation [25]. By grounding curriculum design in competency gaps and policy analysis, the study operationalizes empowerment within a replicable educational framework. At the same time, its scalability to other migrant-sending districts will depend on institutional readiness, mentor availability, and the degree to which local PKBM ecosystems can support collaborative enterprise learning. In this sense, the curriculum is promising not only as a

local intervention but also as a transferable model that can be adapted through contextual revision.

An additional insight is participants' preference for collective rather than purely individual entrepreneurship, which challenges dominant microfinance narratives that frame empowerment as individual entrepreneurial success. Gender and development scholarship indicates that collective economic strategies can enhance resilience among marginalized women by redistributing risk and fostering solidarity [26]. The formation of micro-groups during the try-out phase supports this pattern, suggesting that social entrepreneurship in NFE should not only teach business skills but also cultivate collective economic ecosystems. Such an approach may offer stronger long-term sustainability in rural and semi-urban reintegration contexts.

However, sustainability will still depend on continued mentoring, resource availability, and facilitators' capacity to guide participants beyond the initial training phase.

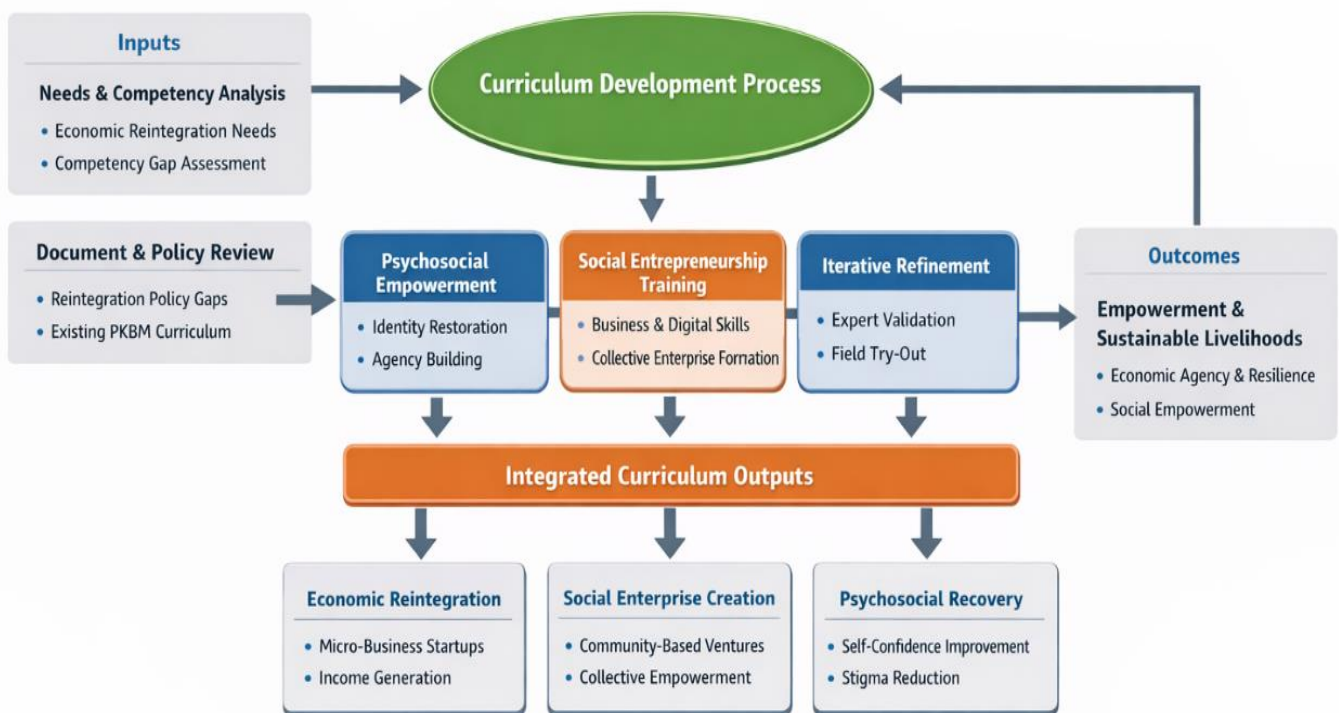


Figure 5 Integrated Curriculum Model for Economic Reintegration of Divorced Former Migrant

STUDY LIMITATIONS

This study has several limitations. The try-out involved a small participant group and was conducted within a localized context in Ponorogo, so the findings should be interpreted as context-specific rather than widely generalizable. The implementation period was also relatively short, which means the study could not assess long-term outcomes such as sustained income generation, business survival, or continued group collaboration. In addition, the model was tested within existing PKBM conditions, so resource constraints and facilitator readiness may influence its implementation elsewhere. Future studies should

examine longer-term implementation, facilitator training needs, and adaptation in other migrant-sending districts.

4. CONCLUSION

This study developed and validated a social entrepreneurship-based nonformal education curriculum for divorced former migrant women in Ponorogo using a Design and Development Research approach. The results indicate that reintegration needs are primarily driven by economic recovery demands and social entrepreneurship competence, accompanied by significant gaps in business planning and digital entrepreneurial skills. These findings informed the development of a structured curriculum that integrates psychosocial strengthening, enterprise learning, and contextual digital literacy within an iterative DDR framework.

The curriculum was empirically validated as feasible and contextually appropriate through expert review and limited field implementation, demonstrating its potential applicability in community-based nonformal education settings. Beyond its local implementation, the study highlights the importance of positioning curriculum design as a structured response to vulnerability rather than fragmented training interventions.

For policy implications, the model suggests that local governments should integrate reintegration-oriented curriculum frameworks into existing empowerment programs within PKBM and community education systems, particularly for migrant-return populations. Such integration would strengthen alignment between social protection policies and lifelong learning strategies at the community level.

For future implementation, it is recommended that longitudinal monitoring be conducted to assess sustained economic outcomes, business continuity, and the long-term effectiveness of psychosocial and entrepreneurial capacity building among participants. Additionally, future research should examine the adaptability of this curriculum model for other vulnerable women groups, including single mothers, informal workers, and survivors of economic displacement in different regional contexts.

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