Behavioural Changes Of 2019's SEKOPER CINTA Students According To Demographic Characteristics

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Abstract. SEKOPER CINTA (Women's School to Achieve Dreams) is a non-formal education that has been established by the West Java Government since 2019 as an effort to solve women's social issues in West Java. The aim of the SEKOPER CINTA non-formal education program is to create behavioural changes, especially in cognitive, affective, and psychomotor domains. This research describes the behavioural changes of SEKOPER CINTA students in 2019 based on demographic characteristics such as education background, age, and marital status. This research using descriptive quantitative methods with cross tabulation data between behavioral change variables and demographic characteristics of education level, age, and marital status on every cognitive, affective, and psychomotor domains with 270 SEKOPER CINTA participants from 27 districts/cities in West Java. The results showed that there was a high number in the behavior change of 2019's SEKOPER CINTA students in every demographic characteristic based on education, age, and marital status as well as in measurements count on each cognitive, affective and psychomotor domain.

KEYWORDS: Behavior Change; Demographic Characteristics; Bloom's Taxonomy; Non-formal Education; Sekoper Cinta.

INTRODUCTION

West Java is one of the provinces in Indonesia with a large number of human resources, in particularly women. Almost half of the population of West Java, at least around 24,354,011 people are women, therefore various women's empowerment programs are very important and strategic to overcome various social problems that arise. The Government of West Java and stakeholders have made a number of efforts to deal with these social issues. However, it turns out that the results have not yet shown a high impact on the progress of women in West Java, especially in the context of empowerment, independence, and resilience.

Refer from this issue, various researches have been carried out to find a solution to the existing problems, for example one of research conducted by Sundaram, Sekar and Subburaj (2015) on the increasing discrimination against women in India. Sundaram, Sekar and Subburaj (2015) found that in fact there is one aspect that is very crucial and underlies the emergence of these problems, which is education. The education aspect plays a very important role in empowering women and can be useful as a response and solution to discrimination against women issue that occurs in India. Based on these results, the researcher also believes that education is the key to resolve existing problems.

Until around 2019, the West Java Provincial Government by West Java Province Family Welfare Empowerment Team (TP-PKK) in collaboration with DP3AKB (Women's Empowerment, Child Protection, and Family Planning Office) West Java Province initiated an innovation program related to the issue of women's non-formal education as an effort to address existing problems. The educational program is called SEKOPER CINTA.

SEKOPER CINTA (Women's School to Achieve Dreams and Dreams) or commonly abbreviated as SEKOCI, is a women's non-formal education in West Java that exists as an effort to

Figure 1 The Logo of Sekoper Cinta

solve social problems from upstream to downstream. SEKOPER CINTA can be an innovation and solution for minimizing the problems experienced by women, especially in West Java Province. This program is held at the provincial level and simultaneously present in 27 cities/districts in West Java. As of 2019, SEKOPER CINTA already had 2,700 alumni.

SEKOPER CINTA students have their own characteristics compared to student from other non-formal educations. SEKOPER CINTA students usually came from different backgrounds, especially on education, age, and marital status. SEKOPER CINTA does not limit the requirements for students to register, therefore all women with various backgrounds can participate in the SEKOPER CINTA informal education program held by the government.

The goal of holding a non-formal education SEKOPER CINTA is to create behavioural changes, both in cognitive, emotional and psychomotor aspects (Bloom, 1956). Cognitive aspects are learning skills related to mental aspect (thinking). The affective aspect is related to the involvement of feelings, beliefs, emotions, and attitudes. The psychomotor aspect is related to the physical coding of information with movements in expressing or interpreting information. The expected behavior change here is something that is visible, can be measured, described, and predicted, which according to Rakhmat is the unit of analysis of the behavioristic approach (Rakhmat, 2012).

The behavioral change domain can be used to assess changes in the behavior of SEKOPER CINTA students after participating in the SEKOPER CINTA non-formal education program. This research will examine and describe changes in the behavior of SEKOCI students after attending SEKOPER CINTA informal education referring to the demographic background of the individual, especially based on the characteristics of education level, age, and marital status. It is hoped that this research can be present to give benefits in addition to science as well as answering problem solutions related to women's empowerment issues that happen in West Java Province.

METHOD

This study uses a positivist paradigm as well as a quantitative research method. Cresswell (2013) says that quantitative research is a research that aims to test a theory on a problem using variables that are measured and analyzed with statistical procedures to generalize a phenomenon. The researcher used descriptive analysis by cross-tabulating the data between the behavioral change variables and the demographic characteristics of education level, age, and marital status with addition of cognitive, affective, and psychomotor domains.

Primary data were collected using a questionnaire technique followed by SPSS analysis which was described descriptively. The questionnaire type used is a closed questionnaire that allows respondents to choose the answers provided. Whereas secondary data obtained from a literature review by sources or literature. The population in this research were students who attended the non formal education SEKOPER CINTA in 2019 from 27 regencies/cities in West Java. The number of samples used in this research was taken with a sampling fraction of 0.10 from 2700 SEKOPER CINTA participants in 2019, therefore a total sample of 270 respondents was obtained. Out of a total sample of 270 respondents, the researchers collected 10 respondents from each SEKOPER CINTA participant representative in each district and city in West Java.

RESULT AND DISCUSSION

Characteristics of Respondents

The characteristics of the respondents were divided into demographic characteristics of education, age, and marital status. Depending on the characteristics of the level of education, respondents are divided into three levels, i.e. the level of primary, secondary, and higher education. Basic education is formal education taken up to junior high school level, secondary education is formal education taken up to high school level and higher education is formal education level up to university. Based on the calculation results, out of 270 respondents, it is known that the sample is dominated by respondents with basic education level as many as 186 respondents (68.89%) followed by 74 respondents (27.41%) with secondary education level and higher education by 10 participants (3.70%).

The second demographic characteristic is seen based on the results of the analysis of age category respondents which divided into 5 age categories with the lowest age started with 21 years and the highest age being 70 years. Respondents in this research were dominated by the age group of 31 to 40 years, with a total of 114 respondents (42.22%). Followed by the age group 41-50 years by 80 respondents (29.63%), the age group 21-30 years by 46 respondents (17.04%), the age group 51-60 years by 27 respondents (10.00%), and the age group 61-70 years by 3 respondents (1.11%). The third demographic characteristic is based on the marital status, from 270 respondents dominated by married respondents with a total of 249 respondents (92.22%) followed by widoweds as many as 15 respondents (5.56%) and 6 respondents (2.22%) unmarried.

Descriptive analysis of behavioural changes of SEKOPER CINTA students.

The behavioural change variable of SEKOPER CINTA Students (Y) consists of three domains, cognitive, affective and psychomotor. The cognitive domain produces a dichotomous scale (2 categories) namely correct answers (1) and incorrect (0) while the affective and psychomotor domain scales use an ordinal scale of 1 to 5. Thus, the calculation determines the distance interval for each category regarding the Behavior Change Variable of SEKOPER CINTA Students (Y) is a maximum number value of 110, a minimum number value of 20, an interval of 90, and the distance between intervals is 30. After obtaining the score interval to determine each category regarding the Behavior Change variable of SEKOPER CINTA Students (Y), the low category is 20-49, the medium category is 50-79, and the high category is 80-110.

After being grouped into the three categories above, respondents' responses on the behavior change variable of SEKOPER CINTA Students (Y) are presented in the following table.

Table 1: Behaviour change number on SEKOPER CINTA students

No	Y: Behavioural changes in SEKOPER CINTA students	f	%
1	High	256	94,81%
2	Middle	14	5,19%
	Total	270	100%

Source: Researcher Processed Data, 2021

Based on the data in the table above, it can be seen that the respondents' answers to the variable of Behavior Change of SEKOPER CINTA Students (Y) are belong to the high category with the results of 256 respondents (94.81%) got high category. Thus, it is known that the respondents agreed that there was a change in student behavior after attending the SEKOPER CINTA non-formal education in 2019 with a high behavior change number. In other words, students experience a massive behavioral change. Behavioral changes are then analyzed in cognitive, affective, and psychomotor domain as follows.

1. Descriptive analysis of the cognition domain

Calculations performed in determining the distance interval for each category regarding the cognitive domain obtained the results of a minimum number value = 10, a minimum number value = 0, interval = 10, and interval distance = 3. Once an interval score is obtained to determine each cognitive domain category, the category can be divided into low (0-2), middle (3-5) and higher (6-10) categories. After being grouped into these three categories, the respondents' responses regarding the cognitive domain are shown in the following table.

Table 2: Cognitive Domain Category

No	Cognitive Domain	f	%
1	High	257	95,19%
2	Middle	13	4,81%

	Total	270	100%

Source: Researcher Processed Data, 2021

Based on the data in the table above, it can be seen that the respondents' answers regarding the cognitive domain are dominated by the high category, which is 257 respondents (95.19%) got high category. Thus, it is known that SEKOPER CINTA participants tend to agree on the occurrence of high behavioral changes in the cognitive domain.

2. Descriptive analysis on the effective domain

The calculations performed to determine the distance interval for each category relative to the affective domain obtained the minimum value of the number = 50, the minimum value of the number = 10, the interval = 40 and the distance of the interval = 13. After obtaining the interval score to determine each category regarding the affective domain, the categories were divided into the low category (10-22), medium category (23-35), and high category (36-50). After being grouped into these three categories, the respondents' answers regarding the cognitive domain are shown in the following table.

Table 3: Affective Domain Category

No	Domain Afektif	f	%
1	High	260	96,30%
2	Middle	10	3,70%
	Total	270	100%

Source: Researcher Processed Data, 2021

Based on the data in the table above, it can be seen that the respondents' answers regarding the affective domain included in the high category were 260 respondents (96.30%) got high category. With the dominance of the high affective domain as many as 260 respondents, it can be seen that the SEKOPER CINTA participants agreed that there was a change in behavior in the high affective domain.

3. Descriptive analysis on the psychomotor domain

Calculations carried out in determining the distance interval for each category regarding the psychomotor domain obtained the results of a minimum number value = 50, a minimum number value = 10, interval = 40, and interval distance = 13. After obtaining an interval score to determine each category regarding the psychomotor domain, the categories were divided into the low category (10-22), medium category (23-35), and high category (36-50). After being grouped into these three categories, the respondents' answers regarding the psychomotor domain are shown in the following table.

Table 4: Psychomotor Domain Category

No	Psychomotor Domain	f	%
1	High	243	90,00%
2	Middle	27	10,00%
Total		270	100%

Source: Researcher Processed Data, 2021

Based on the data in the table above, it can be seen that the respondents' answers regarding the psychomotor domain included in the high category were 243 respondents (90%). Thus it can be concluded that SEKOPER CINTA students experience behavioral changes in the psychomotor domain which tend to be high.

Behaviour Changes Based on Demographic Characteristics of Level of Education

Furthermore, the researcher wants to describe how the behavior changes of SEKOPER CINTA students based on the educational background of the participants who are divided into elementary, middle, and high education levels. Based on Constitution Number 20 of 2003 regarding the National Education System, basic education is formal education taken up to junior high school level, secondary education is formal education

taken up to high school level and higher education is formal education level up to university. The results of the calculation of changes in student behavior based on the level of education can be seen in the following table.

Table 5: Behavioural changes in SEKOPER CINTA students Based on Level of Education

		Y: Behavioural changes in SEKOPER CINTA students		Total
		Middle	High	
Level of Education	Elementary	12	174	186
		4,44%	64,44%	68,89%
	Middle	2	72	74
		0,74%	26,67%	27,41%
	High	0	10	10
		0,00%	3,70%	3,70%
Total		14	256	270
		5,19%	94,81%	100%

Source: Researcher Processed Data, 2021

Based on the data processed, respondents with a basic level of education were found to have a tendency to have a high behavioural change of 64.44%. Furthermore, respondents with a secondary education level tend to have a high behavior change of 26.67%. Respondents with a high level of education tend to have a high behavior change of 3.70%. Based on these results, it can be seen that changes in the behavior of SEKOPER CINTA students occur at every level of education of students with a behavior change number that tends to be high.

1. Changes in the behavior of SEKOPER CINTA students in the cognitive domain based on education level.

Next, the researcher calculated the behavioral changes of SEKOPER CINTA students in the cognitive domain based on the level of elementary, middle, and high education. The calculation results are obtained as in the following table.

Table 6: Changes in the behaviour of SEKOPER CINTA students in the cognitive domain based on educational level.

		Cognitive Domain		Total
		Middle	High	
Level of Education	Elementary	12	174	186
		4,44%	64,44%	68,89%
	Middle	1	73	74
		0,37%	27,04%	27,41%
	High	0	10	10
		0,00%	3,70%	3,70%
Total		13	257	270
		4,81%	95,19%	100%

Source: Researcher Processed Data, 2021

Based on the data in the table above, it can be seen that respondents at the basic education level tend to have behavioral changes in the high cognitive domain of 64.44%. Moreover, respondents with a high level of secondary education tend to have behaviour changes in the high cognitive domain of 27.04%. Respondents with a high level of education tend to have behavioral changes in the high cognitive domain by 3.70%. These results indicate that changes in the behavior of SEKOPER CINTA students in the cognitive domain have a high effect on each level of education.

2. Behavioural changes of SEKOPER CINTA students in the affective domain based on the level of education.

Next, the researcher calculated the behavior change of SEKOPER CINTA students in the affective domain based on the level of education which can be seen in the table below.

Table 7: Changes in the behaviour of SEKOPER CINTA students in the affective domain based on educational level

		Affective Domain		Total
		Middle	High	
Level of Education	Elementary	9	177	186
		3,33%	65,56%	68,89%
	Middle	1	73	74
		0,37%	27,04%	27,41%
	High	0	10	10
		0,00%	3,70%	3,70%
Total		10	260	270
		3,70%	96,30%	100%

Source: Researcher Processed Data, 2021

Based on the data in the table above, it can be seen that respondents with basic education levels tend to have behavioral changes in the affective domain which 65.56% respondents got high category. Furthermore, respondents with a secondary education level tend to have behavioural changes in the affective domain, which are 27.04%. Respondents with a high level of education tend to have behavioural changes in the affective domain which are high at 3.70%. These results indicate that the behavioural changes of SEKOPER CINTA students in the affective domain have an important effect on every level of education.

3. Behavioural changes of SEKOPER CINTA students in the psychomotor domain based on the level of education.

Next, the researcher calculated the behavior changes of SEKOPER CINTA students in the psychomotor domain based on the level of education that can be seen in the following table.

Table 8. Changes in the behaviour of SEKOPER CINTA students in the psychomotor domain based on educational level

		Psychomotor Domain		Total
		Sedang	Tinggi	
Level of Education	Elementary	23	163	186
		8,52%	60,37%	68,89%
	Middle	4	70	74
		1,48%	25,93%	27,41%
	High	0	10	10
		0,00%	3,70%	3,70%
Total		27	243	270
		10,00%	90,00%	100%

Source: Researcher Processed Data, 2021

According to the data in the table above, it can be seen that respondents with a basic level of education tend to have high behavioural changes in the psychomotor domain of 60.37%. Furthermore, respondents with a secondary education level tend to have high behavioral changes in the psychomotor domain by 25.93%. Respondents with a high level of education tend to have a high behavioral change in the psychomotor domain of 3.70%. It can be concluded that changes in the behavior of SEKOPER CINTA students in the psychomotor domain have a high effect on every level of education.

Behavioral Changes Based on Age Demographic Characteristics

Furthermore, the researcher wants to describe how the behavior changes of SEKOPER CINTA students based on the age difference of the participants which are divided into five categories of participants' age range that can be seen in the calculation results in the following table.

Table 9: Changes in the behaviour of SEKOPER CINTA students based on age

		Y: Changes in the behaviour of SEKOPER CINTA students		Total
		Sedang	Tinggi	
Age Category	21-30 years old	4	42	46
		1,48%	15,56%	17,04%
	31-40 years old	3	111	114
		1,11%	41,11%	42,22%
	41-50 years old	5	75	80
		1,85%	27,78%	29,63%
	51-60 years old	2	25	27
		0,74%	9,26%	10,00%
	61-70 years old	0	3	3
		0,00%	1,11%	1,11%
Total		14	256	270
		5,19%	94,81%	100%

Source: Researcher Processed Data, 2021

According to the data in the table above, respondents aged 21-30 tend to experience a high behavioural change of 15.56%. Furthermore, respondents aged 31-40 years old tend to have a high behavior change of 41.11%. Respondents aged 41-50 years old tend to have a high behavior change of 27.78%. Respondents aged 51-60 years old tend to have a high behavior change of 9.26%. Respondents aged 61-70 years old tend to have a high behavior change of 1.11%. Thus, it is known that changes in the behaviour of SEKOPER CINTA students occur in each age group with a high degree of influence.

1. Changes in Behavior of SEKOPER CINTA Students in Cognitive Domains Based on Age

Furthermore, the researchers calculated the behavioral changes of SEKOPER CINTA students in the cognitive domain based on age categories that can be seen in the following table.

Table 10: Changes in the behaviour of SEKOPER CINTA students in the Cognitive Domain based on age

	Cognitive Domain		Total
	Middle	High	
21-30 years old	5	41	46
	1,85 %	15,19 %	17,04%
31-40 years old	4	110	114
	1,48 %	40,74 %	42,22%
41-50 years old (Age Category)	1	79	80
	0,37 %	29,26 %	29,63%
51-60 years old	3	24	27
	1,11 %	8,89 %	10,00%
61-70 years old	0	3	3
	0,00 %	1,11 %	1,11%
Total	13	257	270
	4,81 %	95,19 %	100%

Source: Researcher Processed Data, 2021

According to the data in the table above, it can be seen that respondents aged 21-30 years old tend to have behavioral changes in the cognitive domain which are high at 15.19%. As well, respondents aged 31-40 years old tend to have behaviour changes in the high cognitive domain of 40.74%. Respondents aged 41-50 years old tend to have behavioral changes in the high cognitive domain of 29.26%. Respondents aged 51-60 years old tend to have behavioral changes in the high cognitive domain of 8.89%. Respondents aged 61-70 years old tend to have behavioral changes in the high cognitive domain of 1.11%.

2. Behavioural changes of SEKOPER CINTA students in the Affective Domain based on age.

Next, the researchers calculated the behavior changes of SEKOPER CINTA students in the affective domain based on age categorization which can be seen in the table below.

Table 11. Changes in the behaviour of SEKOPER CINTA students in the Affective Domain based on age

	Affective Domain		Total
	Middle	High	
21-30 years old	2	44	46
	0,74 %	16,30%	17,04%
31-40 years old	2	112	114
	0,74 %	41,48%	42,22%
41-50 years old (Age Category)	4	76	80
	1,48 %	28,15%	29,63%
51-60 years old	2	25	27
	0,74 %	9,26%	10,00%
61-70 years old	0	3	3
	0,00 %	1,11%	1,11%
Total	10	260	270
	3,70 %	96,30%	100%

Source: Researcher Processed Data, 2021

According to the data in the table above, it can be seen that respondents aged 21-30 years old tend to have behavioral changes in the affective domain which are high at 16.30%. Furthermore, respondents aged 31-40 years old tend to have behavioral changes in the affective domain which are high at 41.48%. Respondents aged 41-50 years old tend to have a change in behavior in the affective domain which is high at

28.15%. Respondents aged 51-60 years old tend to have behavioral changes in the affective domain which are high at 9.26%. Respondents aged 61-70 years old tend to have behavioral changes in the affective domain which are high at 1.11%. These results indicate that changes in the behavior of SEKOPER CINTA students in the affective domain based on age categorization tend to be high.

3. Behavioral changes of SEKOPER CINTA students in the Psychomotor Domain based on Age

Next, the researchers calculated the behavioral changes of SEKOPER CINTA students in the psychomotor domain based on age, the results of which can be seen in the following table.

Table 12. Changes in the behaviour of SEKOPER CINTA students in the Psychomotor Domain based on age

		Psychomotor Domain		Total
		Sedang	Tinggi	
Age Category	21-30 years old	7	39	46
		2,59%	14,44%	17,04%
	31-40 years old	9	105	114
		3,33%	38,89%	42,22%
	41-50 years old	7	73	80
		2,59%	27,04%	29,63%
	51-60 years old	4	23	27
		1,48%	8,52%	10,00%
	61-70 years old	0	3	3
		0,00%	1,11%	1,11%
Total		27	243	270
		10,00%	90,00%	100%

Source: Researcher Processed Data, 2021

According to the data in the table above, it can be seen that respondents aged 21-30 years old tend to have behavioral changes in the psychomotor domain which are high at 14.44%. Furthermore, respondents aged 31-40 years old tend to have behavioral changes in the psychomotor domain which are high at 38.89%. Respondents aged 41-50 years old tend to have behavioral changes in the psychomotor domain which are high at 27.04%. Respondents aged 51-60 years old tend to have behavioral changes in the psychomotor domain which are high at 8.52%. Respondents aged 61-70 years old tend to have behavioral changes in the psychomotor domain which are high at 1.11%. The results show that changes in the behavior of SEKOPER CINTA students in the psychomotor domain have a high effect on each level of the age category of students.

Behavior Changes Based on Demographic Characteristics of Marital Status

Researchers conducted an assessment of behavioural change based on the demographic characteristics of marital status that were divided into married, widoweded, and single status. The results of the data categorisation procurement can be found in the table below.

Table 13: Changes in the behaviour of SEKOPER CINTA students based on marital status

		Y: Changes in the behaviour of SEKOPER CINTA students		Total
		Middle	High	
Marital Status	Married	12	237	249
		4,44%	87,78%	92,22%
	Widoweded	1	14	15
		0,37%	5,19%	5,56%
	Single	1	5	6
		0,37%	1,85%	2,22%
Total		14	256	270
		5,19%	94,81%	100%

Source: Researcher Processed Datai, 2021

According to the data in the table above, married respondents tend to have a high behaviour change of 87.78% got high category. Furthermore, respondents with widoweded status tend to have a high behaviour change of 5.19%. Single respondents tend to experience a high behaviour change of 1.85%. The results indicate that behavioural changes tend to be high for married, widoweded and single students.

1.   Behavioral changes in SEKOPER CINTA students in the cognitive field based on marital status

The researchers calculated the behavioural changes of SEKOPER CINTA students in the cognitive domain based on marital status that can be seen in the following table.

Table 14: Changes in the behaviour of SEKOPER CINTA students in the Cognitive Domain based on marital status

		Cognitive Domain		Total
		Middle	High	
Marital Status	Married	12	237	249
		4,44%	87,78%	92,22%
	Widowed	0	15	15
		0,00%	5,56%	5,56%
	Single	1	5	6
		0,37%	1,85%	2,22%
Total		13	257	270
		4,81%	95,19%	100%

Source: Researcher Processed Data, 2021

Based on the data in the table above, married respondents tend to experience behavior changes in the high cognitive domain of 87.78%. Furthermore, respondents with widowed status who have behavioral changes in the high cognitive domain are 5.56%. Respondents who are single tend to have behavioral changes in the high cognitive domain of 1.85%. The results show that behavioural changes in the cognitive domain based on marital status are highly

valuable for all SEKOPER CINTA students in 2019

2.   Behavioural changes of SEKOPER CINTA students in the affective domain based on marital status.

Furthermore, the researchers calculated the results of the respondent's questionnaire regarding changes in the behavior of SEKOPER CINTA students in the affective domain based on differences in marital status. The calculation results can be seen in the table below.

Table 15. Changes in the behaviour of SEKOPER CINTA students in the Affective Domain based on marital status

		Affective Domain		Total
		Middle	High	
Marital Status	Married	8	241	249
		3,21%	96,79%	100%
	Widowed	1	14	15
		6,67%	93,33%	100%
	Single	1	5	6
		16,67%	83,33%	100%

Source: Researcher Processed Data, 2021

Based on the data in the table above, it can be seen that from 249 respondents who are married tend to have behavioral changes in the affective domain which is high at 96.79%. Furthermore, among the 15 respondents with widowed status, there were generally behavioural changes in the affective domain, which was high at 93.33%. Among the 6 respondents who are not married tend to have a change in behavior in the affective domain which is high at 83.33%. The results show that behavioral changes in the affective domain based on marital status have a high category in each marital status.

3. Behavioural changes of SEKOPER CINTA students in the psychomotor domain based on marital status.

Third, the researcher calculated the behavioral change variables of SEKOPER CINTA students in the psychomotor field based on marital status. The calculation results can be seen in the following table.

Table 16. Changes in the behaviour of SEKOPER CINTA students in the Psychomotor Domain based on marital status

		Psychomotor Domain		Total
		Middle	High	
Marital Status	Married	24	225	249
		8,89%	83,33%	92,22%
	Widowed	2	13	15
		0,74%	4,81%	5,56%
	Single	1	5	6
		0,37%	1,85%	2,22%
Total		27	243	270
		10,00%	90,00%	100%

Source: Researcher Processed Data, 2021

According to the data in the table above, married respondents tend to have high behavioural changes in the psychomotor domain of 83.33% got high category. Moreover, respondents with widowed status tend to have behavioural changes in the psychomotor domain which are high at 4.81%. Respondents who are not married tend to have behavioural changes in the psychomotor domain which are high at 1.85%. The results show that the behavioural changes of SEKOPER CINTA students in the psychomotor domain based on marital status tend to be high in each marital status category.

DISCUSSION

As explained in the previous author's journal research, SEKOPER CINTA presents a solution to social issues for women, especially in West Java Province. This program aims to build women's independence in West Java through non-formal education programs to improve gender-based knowledge and skills, family safety, self-actualization, and economic productivity (Praratya et al, 2021). SEKOPER CINTA is a forum for women in West Java Province to exchange knowledge and experiences, identify women's needs and interests as an effort to improve the quality of life for themselves, their families and the surrounding environment.

Through SEKOPER CINTA non-formal educations, efforts to increase knowledge and skills of women in West Java are expected to be achieved more quickly. Coombs and Ahmed (1974) agree that non-formal education is an educational activity held outside the formal system, with the aim of providing empowerment and education services to unlimited target learners with specific goals.

The benefits of easy access learning and short period of time should enable women from different demographic backgrounds to participate in the women's empowerment program. This study limits the assessment of behaviour change to the demographic characteristics of education level, age and marital status of SEKOPER CINTA students in 2019. The results of the research by Widyanti et al. (2019) mentions that demographic background influences behavior change, one of which is the focus of Widyanti's research related to educational background and demographics on student literacy levels. In line with Kismono et al. (2013) which states that demographic background (age, education, marital status) has significant effect on behavior change.

SEKOPER CINTA non-formal educations strive to provide an education to students that better behavioral changes appear in the future. The behavioural change in question is a change in the behaviour of SEKOPER CINTA students on cognitive, affective and psychomotor

aspects (Yusup, 2010). Hoque (2016) added in his journal that apprenticeship is a process that students need to develop. The level of learning development can be measured in individual domains, i.e., cognitive, affective and psychomotor domains (Bloom, 1956).

In the main calculation related to the number on changes in behavior of SEKOPER CINTA students, the results show that a high behavior change number is approved by 256 respondents or as many as 94.81% of women feel high benefits after attending non-formal education SEKOPER CINTA. These results indicate that the main goal of non-formal education in creating changes in student behavior can be achieved. Furthermore, the authors calculate how the behavioral change number in each of the tested demographic characteristics, in the description of the demographic background level of education, age, and marital status followed by a description of the calculation results of each demographic characteristic based on the behavioral change domains, namely the cognitive domain, the domain affective, and psychomotor domains.

The cognitive domain is related to learning skills that see developments in the knowledge process (thinking). How participants can process information, build understanding, apply knowledge, solve problems, and research (Bloom, 1956). The results showed that there was a high behavioural change in the cognitive domain with the majority of students being 257 respondents or 95.19% of the population.

Furthermore, the affective domain involves assessing abilities in managing feelings, emotions, and attitudes. The affective domain can be measured by the ability of participants to receive, respond to, assess, organize, and characterize the values, information or stimuli provided (Bloom, 1956). A total of 260 respondents or 96.30% of students experienced a high behavioural change in the effective domain.

Lastly, the psychomotor domain relates to the individual's physical abilities and skills in responding to stimuli. Skills are related to students' ability to perceive, imitate behaviour, cultivate skills, enhance abilities, adjust, and create something (Bloom, 1956). The results showed that as many as 243 students, or 90% of the population, had a high indicator of behavioural change in the psychomotor domain. As a result, we can see that the majority of students have the physical capacity to respond to stimuli.

Furthermore, in line with the results of research by Malelak et al. (2016) which states that the demographic characteristics of education level, age, and marital status have a high influence on behavior change, the author will describe behavioral changes in each of the tested demographic characteristics. As the research focus of Widyanti et al. (2019), that educational background can affect behavior change, in this study the results show that the behavior change number at each level of education is high. Likewise with the assessment of each behavioral change domain, the results show that behavioral changes in the cognitive, affective, and psychomotor domains at each level of education are high.

The next demographic characteristic tested is age, as one of the results of Nur's research (2014), it is known that age has a positive effect on changes in media consumption behavior. This is in line with the results of this study, which explains that of the five categories of age range of students, the majority obtained a high number with a total of 256 respondents or 94.81% of the population getting a high score. This proves that behavioral changes occur in every age range. Likewise with the assessment of behavior change in each cognitive, affective, and psychomotor domain, the results show that each age range gets the majority of high scores, thus the majority of respondents agree that behavior changes occur in each age category.

Next is an assessment of behavioral changes related to the demographic characteristics of marital status. As written in Blau et al. (1998) that marital status becomes a priority in women's lives, so individuals who are married and/or have children are more limited to activities that takes time and can potentially interfere their role in the family. Therefore, this study seeks to see behavioral changes that occur in individuals according to their marital status. The results show that the majority of students, or up to 256 respondents, produce a high behavioral change number of both married, widoweded and single status. Thus, behavioral changes occur with a high number in each marital status and learning domain.

CONCLUSION

The main purpose of establishing SEKOPER CINTA is as a manifestation of efforts to empower women, especially in West Java Province in studying and dealing with everyday social problems. In the form of a non-formal education system, SEKOPER CINTA is present as a solution and a forum for West Java women to study with a more flexible time and duration compared to formal educations in general.

Thus, SEKOPER CINTA female students can gain knowledge and learning that can be used to improve the quality of life. Therefore, this study was conducted to see how the behavioral change number of students after participating in the SEKOPER CINTA program in 2019. The assessment was carried out based on the domains of behavioral change, namely cognitive, affective, and psychomotor. The results of the research prove that the majority of students experience behavioral changes with a behavior change number score that tends to be high. The calculations carried out on each of the demographic characteristics tested, namely education level, age and marital status, also obtained a high behavioural change number in each category. Thus, it can be concluded that the

SEKOPER CINTA non-formal education system highly changes student behavior, regardless of the various demographic backgrounds possessed by the students. These results can be a recommendation for managers to continue holding SEKOPER CINTA therefore there are more women from various backgrounds who can be facilitated with their educational rights and empowerment without having to attend educational facilities such as formal educations.

LIMITATIONS

This research is part of the author's dissertation which aims to find out how the influence of the development of SEKOPER CINTA instructional communication program on changes in student behavior by seeing the effect of the different backgrounds of students. Thus, known that there are three variables, which variable of program development as the independent variable (variable X), behavior change as the dependent variable (variable Y), and differences in the demographic background of students as the confounding variable (variable Z). This study limits the scope of the study by only describing how the number of behavioral changes in each student's demographic characteristics and in each learning domain. This research leaves the chance for future researchers to see how other demographic backgrounds influence behavior change and compare the significance of the changes within each other demographic backgrounds.

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research. Hopefully, this research can be useful for researchers in the future and empowered the all women even better.

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