

# Youth Empowerment Model based on Group Dynamics

Ade Sadikin, Dadang Yunus Lutfiansyach, Cucu Sukmana

Community Education Department

Universitas Pendidikan Indonesia

Bandung, Indonesia

akhyadi@upi.edu, dadangyunus@upi.edu, cucusukmana@upi.edu

**Abstract**—The youth is the successor to the struggle of the nation's founder who should be actors of society development in the rural as well as the urban. Youth is the national asset who determined the direction of the nation's progress. For the country's development, it was necessary to empower the youth to improve their self-capacity through group dynamics based learning. The research objective particularly was to obtain a clear description about the efforts in building the youth capacity through group dynamics based learning in improving the social entrepreneurship competence. This article identified 1) the conceptual model of youth empowerment based on group dynamics in improving social entrepreneurship competence, 2) the procedures of youth empowerment based on group dynamics in improving social entrepreneurship competence. This research applied study case method with qualitative approach. The technique of collecting data was through interview, observation, literature study, and documentation study. This research consisted of five participants. The result showed that the conceptual model of the youth empowerment was organized with managerial approach and the procedures were started from the formulating the objectives, identifying the needs and characters of learning community, selecting the interesting teaching material, determining the topic, developing the teaching material, organizing the exciting topic, assessing the learning outcomes, and considering some aspects; the group quantity, the leader and leadership, communication network, status, role and group assignment.

**Keywords**—youth; group dynamics; competence; social entrepreneurship

## I. INTRODUCTION

The national development essentially is the whole human development held consciously to enhance their potential. Education has an important role in national development. Through the good quality of education, Indonesian human resources will be able to compete in globalization era.

In order to enhance the quality of the human resources, there are two points to be concerned: first, the improvement of human resources physically which includes the quality of health and physical fitness, and the effort in nutrition improvement for society. Second, the improvement of non-physical human resources which includes the enhancement of education quality and skills, mental and spiritual development, upgrading of work ethics as well as the work productivity [1].

According to Kartasasmita there are four wise ways in improving the quality of human resources (1) the enhancement of life quality (2) the enrichment of productive resources and how to spread it (3) the upgrading of the resources who are able to utilize, develop, and master Science and Technology (4) and institutional development to support the quality of human resources. All the efforts to improve the quality of the human resources cannot be separated from education [2].

Education as one of the approaches as the efforts to improve the quality of the human resources has significant roles in forming the whole Indonesian persons. Education is formulated to direct the development of the human personality in accordance with their dignity so that someday they will become a human being, as their ultimate goal of life, which is the happiness in the world and hereafter with Allah's blessings [3].

Education, in UU SISDIKNAS (National Education Law) 20:2003 chapter II article 3, aims to develop the learners' potential to be persons who have faith to God, noble, healthy, knowledgeable, capable, creative, and independent and to be a citizen who are democratic and responsible. As the continuation in UU SISDIKNAS 20:2003 chapter XIII verse 1, there are three kinds of education to complement and enrich one another which are formal education, non-formal education, and informal education [4].

The National Education System Law Number 20 of 2003 is a law that regulates the education system in Indonesia. In addition, the definition and function of non-formal education was written in UU SISDIKNAS 22:2003:

Non-formal education is a kind of education path held outside the formal education and organized structurally. Non-formal education was actualized for the society who needs education services as the complement of the formal education to support the lifelong learning. Non-formal education aims to develop the potential of the learners by emphasizing the mastery of knowledge and functional skill, along with the behaviour and personality development [4].

To achieve the education goals, non-formal education organized a society empowerment for the youth who needed guidance and education services, especially skill education services to sustain their lives. The empowerment for the youth was an effort to restore or enhance the empowerment of a

community to be able to act properly and to do their rights and responsibilities as a community as well as a citizen. The ultimate objective of society empowerment was to re-establish the human values as unique personalities. (1) Unique in term of human diversity; (2) independence from all internal and external shackles including shackles of worldliness and poverty; (3) independence to be a programmer of their own life and their environment.

Based on Central Bureau of Statistics (*Badan Pusat Statistik*), the number of unemployment in Indonesia increased by 0.09 million or from 7.15 million to 7.24 million people throughout February to August 2014 [5]. In February 2014 to February 2015, BPS recorded that the unemployment in Indonesia increased by 300 thousand people, from 7.24 million to 7.45 million. The unemployment is dominated by the youth at the productive age of 15 to 24 years. Whereas, the youth must be the actors or the subjects in driving the economy of the community. In addition to the problem of unemployment, poverty dominated by young people in the productive age becomes a social issue and problem that needs to be immediately alleviated in order to face the competition in the globalization era. Global poverty and impoverishment are defined as poverty caused by globalization originating from free markets and or due to the actions of developed countries [5].

To face the phenomenon of unemployment in Indonesia, it was necessary to hold a youth empowerment through entrepreneurship training to strengthen and organize them to be able to improve their prosperity by fulfilling their essential needs including the need of safety, upgrading the access to various available resources, enhancing their participation to every project event and development in their environment, improve the critical awareness about their rights as human beings and citizens, and improving the self-control as the decision takers in their family or in the society.

With the uncertainty of the economic condition, entrepreneurship was one of the solutions to improve the economy of the society. Entrepreneurship would be more competitive than working in a corporation as an employment. It would be difficult to survive if the entrepreneurs were not competitive, creative, innovative, and communicative. With the progress in improving the quality of life, there were a great risk in this competitive area.

Entrepreneurship did not only need a person who had expertise in a certain field but also a person with strong personality and leadership to be an entrepreneur who would make bigger job opportunities in business term. Business and entrepreneurship needed an actor or entrepreneur who cared spiritually, humanistically, and socially in human's life to bridge the gap between the weak and the strong, the poor and the rich, and provided a harmonious balance between life and nature.

As the previous condition, entrepreneurship also needed a social entrepreneur as the balancer between a competitive world and a harmonious life. Social entrepreneurship appeared to improve social life and better environment. Its existence was even more than just making profits. By using a mix of business model values combining with income-generating businesses

with structures or components, it would create social value by solving new social problems, giving a new idea and providing kinds of new services from the new combination of resources.

Based on the background above, to answer and reach the understanding in the research based on the linkages between research problems, the problem statement of this research was "how was the group dynamics based learning model for youth in improving entrepreneurship social competence?"

To scope the problem statement, the researcher limited the research questions as the following:

Logic of Group Dynamics Based Learning Model

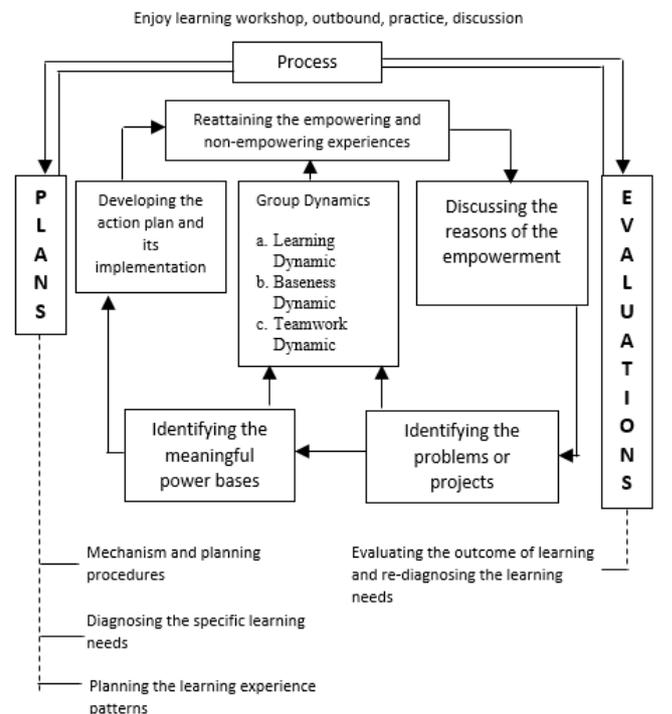


Fig. 1. Group dynamics based learning needs.

- How was the conceptual model of youth empowerment based on group dynamics?
- What were the procedures applied youth empowerment based on group dynamics?

II. METHODS

This research applied qualitative approach with study case method. Qualitative approach was expected to give a deep description about the problem statement to reveal the uniqueness and the distinctiveness of this research. The suitability of using a qualitative approach was also based on the problems in this study and with some considerations: 1) easier to deal with the facts 2) directly presenting the nature of the relationship between the researcher and the respondents 3) more sensitive and more adaptable to the sharpening mutual influences on the value patterns faced [6,7].

This research consisted of five participants. Two of them were graduates of life skill education program and three others were the administrator, tutor, and resource person. This

research was conducted in PKBM Ash-shoddiq at Babakan Bandung RT 01/10, Pagerwangi, Lembang, West Bandung. The data were collected through field notes, documentations, observations, and interviews.

### III. RESULTS AND DISCUSSION

The study of youth empowerment models based on group dynamics in improving the social entrepreneurship competence was divided into 2 discussions:

#### A. Conceptual Model

In this part, the analysis of field results was discussed with relevant theories. The analysis of group dynamics based learning model was adjusted with the developed research objectives, which were conceptual model of group dynamics based learning and its procedures.

Referring to the model framework, it was necessary to present a description of the mechanism or stages of the work and the scope of the model. Visually, the flow chart of group dynamics based learning model was presented in the form of a chart as follows:

Conceptual model was actualized with managerial approach started from planning phase including: procedures and planning, needs identification and plan of learning experience patterns, implementation phase including: determining the andragogy approach with Enjoy Learning, Workshop, Outbound, Practice, and Discussion method, and evaluation phase was process evaluating the outcome of the study and re-diagnosing the learning needs as discussed follows:

The appropriate approach in learning was the andragogy approach known as enjoy learning, workshop, outbound, practice, and discussion method. This learning aimed to preserve and improve the existing social order by teaching every learner to deal with problems in daily life effectively. Andragogy was a point of view considering humans should immediately make a major overhaul of the existing political and social order as a way to improve the individual independence and to promote the realization of self-potential as much as possible. In the other words, education system constructed in this learning was based on an open truth system. Education morally was obliged to introduce and promote the social constructive programs as well as training the way learners thought [8]. The learning should advance the most convincing pattern of action supported by an objective analysis based on the existing facts. This was accordance with Aristoteles' opinion about the principles of education as a place of facts assessment, finding the objective through experiences and reality.

Group dynamic was an empowerment implemented into learning activities, effectively contributing to the group and member's adjustment changes (adjustive changes) in building democratic scene, teamwork culture, tolerance, and competitiveness with wisdom [9]. All the things mentioned aimed to improve learners' economy to be more prosperous. Every individual in the empowerment was treated as the subject not the object. The empowerment itself was formulated

as: 1) Learning dynamic, 2) Business Dynamic, and 3) Teamwork Dynamic to overcome the problems in entrepreneurship. Learning process meant a mutual learning process which was expected to encourage woman empowerment as a head of family. The learning scene was applied with andragogy principals which could support adult learning assumptions based on different personality and socio-psychological background yet having the equal rights to be treated as potential learning participants.

The participative principles applied in the learning program were to build the ability to think innovatively and find the solutions of the problem faced by learners (problem solving). This principle tended to be effective because every idea was accommodated to be followed up. Most of the suggestions and criticisms were obtained among the participants and were more contextual to the problems in the participants' environment. Resource person or instructor, as facilitator, acted as subject who provided the convenience to female heads of household in learning, trying, and building teamwork in managing entrepreneurial difficulties. Facilitator facilitated and stimulated the learners to share their ideas, assisted in providing learning facilities and teaching materials, led the discussion among the participants and the group or others, gave members the opportunity to practice their abilities, socialized and promoted the abilities of the members and business group to the other parties (company, LSM/non-governmental organization, sponsorship, or government), and facilitated the members in reflecting, evaluating, following up the program.

#### B. The Procedures

In **planning phase**, one thing to be concerned was the group goals during and after the program as the basis for the selection and determination of the structure of the empowerment material through training, material presentation, the order of material presentation (started from simple and easy material to the material with a higher level of difficulty) and the evaluation model. The planning should be started from the learners' needs because someone would tend to do something if they needed something and the higher level of needs was the need to achieve. The planning was organized based on the participative principle by involving the members in identifying the learning needs, determining the need priority, and organizing the learning program/curriculum. Every member had the equal rights. Every opinion, idea, suggestion, and hope from the members was accommodated, appreciated and then discussed to get the consideration and collective decision.

The next phase was the **implementation phase** of the learning. The first step to do operationally was to understand the environmental conditions, the background of the target groups, and the variables as the external factors, such as habits, beliefs, social layers, values and norms, nature, and the cultures. The comprehension about those factors was necessary to get the objective description about the environment and the characteristics of the target group which would be given a treatment in order to create a harmonious and dynamic atmosphere. The developing learning steps in the empowerment were described as continuous cycle and rotated in the direction of the clock. The meaning and acceleration of the process of strengthening one's power or institutions/groups

led to an increase in economic capacity, the ability to access welfare benefits, and cultural and political in the development of this model, "power" arising from various dimensions in the group were understood and used as an effort to group dynamics towards entrepreneurial independence. Lewis [10], Carwright [11], and Scein [12] stated that the group powers mentioned were (1) Group goals, (2) group structures, (3) group atmospheres, (4) group solidarity, (5) group coaching, (6) group pressure, and (7) group effectiveness [11, 13-15].

The last phase was the **evaluation phase** of learning program based on group dynamics. There were two kinds of evaluation included in this phase which were on-going evaluation and ex-post evaluation. On-going evaluation was an evaluation actualized during the program/event to find out the level of involvement of members in every counselling stage and to monitor if there was an irrelevance in the implementation of the program. Ex-post evaluation or summative evaluation was an evaluation in the end of the program. The evaluation aimed to find out the extent of the achieved goals (compared to the planning) and to check the irrelevance occurred in the implementation of the program to do a re-planning.

Group dynamics based learning aimed to realize the independence of learners indicated by their high motivation and sincerity to always think creatively and productively. It was hoped that learners would have high enthusiasm with the participatory learning. The objectives of this learning were [16]:

- To implement a learning scene that prioritized the situation of adult learning, the intensity of communication between tutors and learners especially in the mentoring,
- To fulfil the needs of target group in selling more products/services to many consumers to get higher profit and improve the economy,
- To give a great social benefit in dealing with their status conditions against the views of society,
- The importance of participatory learning for the youth because this developing strategy impacted to the social interest (change of attitude/behaviour) and economic interest (increased revenue). These two dimensions were still considered important in empowering people, and
- To build learning independence. The independence was not only in economic aspects (income), but also in changes of attitudes such as responsibility, confidence. This would lead the individuals to be an entrepreneur, to not work too much elsewhere, and to spend more time with their families.

Gagne in Winataputera defined learning as a process of changing behaviour by organism as a result of experiences. In addition, Garry and Kingsley in Winataputera stated that learning was a change of original attitude through experiences and training [17].

From those perspective, it was concluded that learning did not only transfer the knowledge from outside, but also the process of brain interpreting new experience with prior knowledge in a new format. It showed that the developing model would help the learners enrich their experiences and connect it with their prior knowledge by learning from a new knowledge and existing conditions and facts.

The steps of group dynamics-based learning were inseparable from the role and the contribution of the learning community towards the implementation of the program. As adult learners, the learning was developed in the realm of learning experiences and goal-oriented to solve the life problems of the learners. It was realized in collaborative patterns among the learners as well as with the community. Therefore, this recommended model could not be separated from the participatory learning principles as Sudjana stated: a) learning centered, b) experiential learning, c) goal oriented, and d) corporative learning [18].

Lindeman in Ishak Abdulhak stated that:

- (1) Adult were motivated to learn as they experienced needs and interest;
- (2) Adults' orientation to learning is life-centered;
- (3) experience is the richest source for adults' learning;
- (4) Adults have a deep need to be self-directing;
- (5) Individual differences among people increase with age [19].

Based on field studies and construction analysis developed, this learning model was a behaviour change strategy, especially in increasing learning participation and motivation by applying andragogy and integrative approaches as a form of systemic activities in learning programs.

The goal of this group dynamics based learning model was to equip the learners with business skills competencies to be immediately utilized to improve their prosperity as well as productive businesses to be developed together with their business groups. In addition, the implementation of this model was able to provide a more positive public perception towards women as head of family.

The impact of the learning model led to the independence of the learning community itself. Through a process of participatory learning and andragogy, the learners did not rely on others but tried to solve their own problems [20].

Lie and Prasasti in Maulidiyah in Knowles explained that the independence was an ability to do daily activities by yourself or with a little guidance as the development stages and the capacities. The independence was realized because the process of participatory learning and andragogy were in accordance with the characteristics learners (adults) and prioritizing the self-satisfaction of the learning community towards the purpose of learning itself. So, the learners were able to show initiative and achievement during the process, to explore their potential, and to be more confidence in making a decision. It was because the applied learning method was cooperative learning, from the planning phase to the evaluation phase and reflection process [21-23].

#### IV. CONCLUSION

Conceptual model of youth empowerment was conducted with managerial approach started from planning phase, implementation phase, and evaluation phase. The procedures were formulating goals, identifying learners' needs and characteristics, choosing the interesting learning material, determining the topic, developing the learning material, assessing the learning result by considering some aspects: the group quantity, the leadership, communication network, group status, role and responsibility. The resulting impact was an increase in social entrepreneurship competence as evidenced by the interest in entrepreneurship, helping others, being responsible, practicing learning outcomes and the problem solving ability after participating in learning program. This was a mental attitude that awakened after following group dynamics based learning.

#### ACKNOWLEDGEMENT

The researchers express the gratitude to PKBM Ash-Shoddiq and Pagerwangi Village for providing the opportunity for researchers to conduct the youth empowerment activities. In addition, the authors also thank the LPPM UPI for funding this research.

#### REFERENCES

- [1] E. Salim, "Membangun Indonesia 2005-2020," *Jurnal Ekonomi Lingkungan*. Edisi 13 Tahun 2004.
- [2] G. Kartasmita, *Pemberdayaan Masyarakat: Konsep Pembangunan yang Berakar pada Masyarakat*. Yogyakarta: UGM, 1996. unpublsh
- [3] M. Taqiyuddin, *Pendidikan Untuk Semua: Dasar dan Falsafah Pendidikan Luar Sekolah*. Bandung: Mulia Press, 2008.
- [4] Kemdikbud, *The National Education System Law Number 20 of 2003*, Jakarta, 2004.
- [5] Badan Pusat Statistik, [Online]. Retrieved from: <https://www.bps.go.id/pressrelease/2014/05/05/233/februari-2014---tingkat-pengangguran-terbuka--tpt--sebesar--5-70-persen.html>. 2014.
- [6] Margono, *Metodologi Penelitian Pendidikan*. Jakarta : Rhineka Cipta, 1996.
- [7] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif. Kualitatif dan R & D*. Bandung : Alfabeta, 2011.
- [8] S. Soetomo, *Pengembangan Kursus. Kerjasama Universitas Terbuka dengan Direktorat Jenderal Pendidikan Luar Sekolah, Pemuda dan Olah Raga*. Jakarta : Ditjen PLSPPO, 1988.
- [9] D. Kusnadi, *Modul Dinamika Kelompok dan Kepemimpinan. Manajemen Sumber Daya Manusia*. Institut Manajemen Koperasi Indonesia, 2010.
- [10] H.W. Lewis, Multiple scattering in an infinite medium. *Physical review*, vol. 78, no. 5, pp. 526, 1950.
- [11] A.Z. Cartwrigh, *Group Dynamic Research and Theory*. New York: Happesand Published, 1968.
- [12] E.H. Schein, *Process consultation: Its role in organization development*, 1969.
- [13] J. Ife, *Community Development*. New York: Macmillan Publishing Company, 1998.
- [14] J. Ife, *Alternatif Pengembangan Masyarakat di Era Globalisasi. Community Development*. Yogyakarta: Pustaka Pelajar, 2008.
- [15] R. Carwright, *Competence in Managing Operations*. New Delhi: Beacon Books, 1997.
- [16] D.H. Hermana, *Gustika and Dinamika Kelompok*. UPI FIP PLS, 2009.
- [17] Winataputra, *Makna dan Tahap-tahap Proses Belajar Psikologi Belajar*. Jakarta: Universitas Terbuka, 2006.
- [18] D. Sudjana, *Pendidikan Nonformal (Wawasan, Sejarah Perkembangan, Filsafat & Teori Pendukung, serta Asas)*. Bandung: Falah Production, 2004.
- [19] I. Abdulhak, *Metodologi Pembelajaran Pada Pendidikan Orang Dewasa*. Bandung: Cipta Intelektual, 2000.
- [20] A. Zainudin, *Andragogi*. Bandung: Angkasa, 1981.
- [21] M. Knowles, *The Modern Practice of Adult Education, Andragogy Versus Pedagogy*. New York: Assosiation Press, 1977.
- [22] M. Knowles, *The Adult learner sixth Edition*. San Diego California: Elsevier, 2005.
- [23] M. Knowles, *Andragogi in Action: Applying Modern Principles of Adult Learning*. San Fransisco: Jossey-Bass Inc, 1984.