

Group Dynamics-Based Youth Empowerment Model in Improving Social Entrepreneurship Competence

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Abstract: Youth generations, who should be actors of society development in the rural as well as the urban, are the successors who determine the direction of nation's advance. To equip them in maintaining the country's development, it is necessary to empower the youth to improve their self-capacity through group-dynamics-based learning. The research objective particularly is to obtain a clear description about the efforts in building the youth capacity through group-dynamics-based learning in improving their social entrepreneurship competence. This article identifies: 1) youth empowerment conceptual model based on group dynamics in improving social entrepreneurship competence, 2) youth empowerment procedures based on group dynamics in improving social entrepreneurship competence. This research applied study case method with qualitative approach. The technique of collecting data was done through interview, observation, literature study, and documentation study. This research consisted of five participants. The result showed that the youth empowerment conceptual model was organized by the 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.

Index terms : Youth, Group dynamics, competence, social entrepreneurship

I. INTRODUCTION

National development is naturally the whole human development held consciously to enhance their potential. In this regards, education has an important role in national development. Through the good quality of education, people of every country, including Indonesians, will be able to compete in globalization era.

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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 physical health & fitness, and nutrition improvement for society. Second, the improvement of non-physical human resources which includes the enhancement of education quality & skills, mental & spiritual development, upgrading of work ethics as well as the work productivity (Emil Salim 1994:49) [1].

According to Ginanjar Kartasasmita (1996:23), there are four wise ways in improving the quality of human resources (1) enhancing life quality, (2) enriching and spreading productive resources, (3) upgrading human resources to be able to utilize, develop, and master Science and Technology, and (4) developing institutions & apparatus 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 in human resources and sustainable development deals with great challenges because: 1) Education is required to be able to maintain the development results that have been achieved as a result of the economic crisis, 2) The outcome of education is expected to be competent and competitive in global market as the anticipation of information era, 3) As the regional autonomy is enforced, it is necessary to change and adjust the national education system in order to actualize a democratic education process, regarding to the diversity of the local needs/conditions and the learners, as well as to encourage the participation of the society.

Education as one of the approaches and efforts to improve the quality of the human resources has significant roles in forming the whole Indonesian persons. Education is formulated to build people personality in accordance with their dignity so that someday they will become real human being as their ultimate goal of life which is the happiness in the world and hereafter with Allah's blessings (Taqiyuddin, 2008:55) [3].

Education, in UU SISDIKNAS (National Education System Law) 22:2003 chapter II article 3, aims to develop learners' potential to become persons with faith to God, noble, healthy, knowledgeable, capable, creative, and independent and to become citizens who are democratic and responsible. As the continuation in UU SISDIKNAS 22:2003 chapter XIII verse 1, there are three kinds of education to complement and enrich one another, namely formal

education, non-formal education, and informal education (2003:23)[4].

In addition, the definition and function of non-formal education is written in UU SISDIKNAS 22:2003 as follows:

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 (UU SISDIKNAS, 2003:23-2).

To achieve the education goals, non-formal education organizes society empowerment for the youths who need education guidance and services, especially skill education services in order to sustain their lives. The empowerment for the youths is an effort to restore or enhance the empowerment of community to be able to act properly and do their rights and responsibilities as a community and citizen as well as. The ultimate objective of society empowerment is 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.

According to Statistic Central Bureau (*Badan Pusat Statistik* or BPS), the number of unemployment in Indonesia reached 0.09 million or from 7.15 million to 7.24 million people from 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 youths at the productive age of 15 to 24 years old, whereas, the youths are expectedly to be the actors or the subjects in driving 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 the actions of developed countries [6].

To face the phenomenon of unemployment in Indonesia, it is necessary to empower youth generation through entrepreneurship training to strengthen and organize them to be able to improve their prosperity by fulfilling their primary needs including safety, access to various resources, participation in every project & development in their environment, improvement of critical awareness of their rights as human beings and citizens, and improvement of self-control as the decision makers in family or society.

Within unstable economic condition, entrepreneurship is one of solutions to improve the economy of society. Entrepreneurship will be more competitive than working in a corporation as an employment. However, it will be difficult to survive if entrepreneurs are not competitive,

creative, innovative, and communicative. With the progress in improving the quality of life, there will be great risk in this competitive area.

Entrepreneurship does not only need persons with expertise in certain fields but also those with strong personality and leadership to be entrepreneurs who will make bigger job opportunities in business term. Business and entrepreneurship need actors or entrepreneurs who care spiritually, humanistic ally, and socially in human's life to bridge the gap between the weak and the strong, the poor and the rich, and provide harmonious balance between life and nature.

As the previous condition, entrepreneurship also needs social entrepreneur as the balancer between a competitive world and a harmonious life. Social entrepreneurship appears to improve social life and better environment. Its existence is even more than just making profits. By using mixed business model values combined with income-generating businesses with structures or components, social entrepreneurship will create social value by solving new social problems, giving new ideas and providing kinds of new services from 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 is "how is group-dynamic-based learning model for youth in improving entrepreneurship social competence?"

To scope the problem statement, the researchers limited the following research questions:

- 1) How is the conceptual model of youth empowerment based on group dynamics in improving the social entrepreneur competence?
- 2) Based on group dynamics in improving the social entrepreneur competence, what are the procedures applied in empowering the youth generation?

II. LITERATURE REVIEW

A. Empowerment Concept

The term *pemberdayaan* is a translation of *empowerment* which is the result of thinking and study of the human mind and western culture (Europe) which began to appear around the 1970s and was disputed and developed continuously in the 80s, and the 90s to the end 20th century.

Empowerment emerged as an important theme especially in the participatory, emancipator, democratization movements including the women's movement and other oppressed movements in organizing society and the growth of new-populism and in progressive movements for peace and social justice (Kresberg in Ife, 1998)[7].

B. Group Dynamic Concept

Dynamics is something that means the power of strength, always moving, developing and can adapt adequately to the situation. The word dynamics comes from the word Dynamics (Greek) which means "Strength" (force). "Dynamics is facts or concepts which refer to conditions of change especially to forces". According to Selamat Santoso (2004) dynamics means that one person's behavior directly affects the other citizens reciprocally. Dynamics means that there is interaction and interdependence (freedom to convey ideas) between members of one group and members of the group as a whole. So that it can also be concluded that dynamics are dynamic or clear order in relationships psychologically [8].

C. Youth Concept

The 2015 United Nations reports hold that over 42% of the current global population is under the age of 25 (UN DESA, 2015)[9]. The majority lives in cities, with cities of the developing world accounting for over 90% of urban growth worldwide. An estimated 60% of all urban dwellers will be under 18 by 2030 (UN Habitat, 2012). Concerning youth, The Law Number 40 of 2009 1 defines that (1)"youths are Indonesian citizens entering important period of growth and development ranging from 16 (sixteen) year-old 30 (thirty) year old" [10] [11][12].

D. Social Entrepreneurship Concept

Social enterprises, in recent years, have become prominence issue mainly because of their ability to address pressing global concerns. (Agarwal, Chakrabarti, Brem, & Bocken, 2018; Sakarya, Bodur, Yildirim-Öktem, & Selekler-Göksen, 2012; Stephan, Patterson, Kelly, & Mair, 2016; Viswanathan & Rosa, 2010)[13].

Social Entrepreneur is someone who understands social problems and uses entrepreneurial skills to make social change, especially covering the fields of welfare, education and healthcare (Santosa, 2007)[14]. Kaswan and Akhyadi (19: 2014) reveal that social entrepreneurship identifies opportunities to encourage change in the community in order to solve new social problems by providing new ideas and providing new types of services/services through seeking new and more efficient mixes &resources[15]. Entrepreneurship can be viewed from three main elements, namely: motivation, organization and society (Durieux and Stebbins, 2010)[16].

III.METHOD

This research employs qualitative approach with study case method. Qualitative approach is 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 is also based on the problems in this study 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(Sugiyono, 2011) [17].

This research consists of five participants. Two of them are graduated from life skill education program and the other

three are the administrator, tutor, and resource person. This research was conducted in, West Bandung District, west Java Province, Indonesia. The data were collected through field notes, documentations, observations, and interviews.

IV. FINDINGS AND DISCUSSION

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

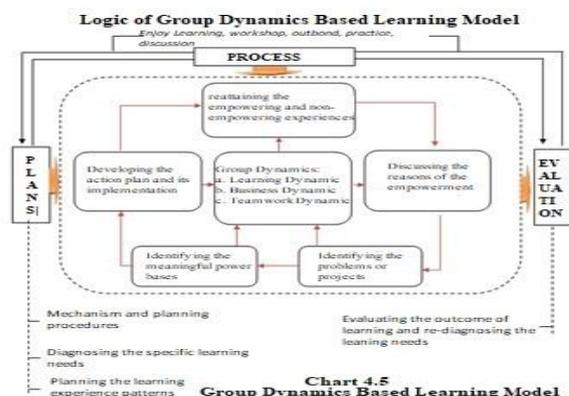
A. Conceptual Model

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

Referring to the model framework, it is 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 is presented in the form of the following chart:

Conceptual model were 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. 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 members adjustment changes (adjustive changes) in building democratic scene, teamwork culture, tolerance, and competitiveness with wisdom. 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 abilities (Jim Ife and Frank Tesoriero, 2006:71-72)[15]. 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. Carwright (1968) 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[16].

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:

- 1) To implement a learning scene that prioritized the situation of adult learning, the intensity of communication between tutors and learners especially in the mentoring,
- 2) To fulfil the needs of target group (female head of the family) in selling more products/services to many consumers to get higher profit and improve the economy,

- 3) To give a great social benefit for the female head of the family in dealing with their status conditions against the views of society,
- 4) The importance of participatory learning for the woman as head of family 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
- 5) 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 (1984) in Winataputera (2006:6) defined learning as a process of changing behaviour by organism as a result of experiences [18]. In addition, Garry and Kingsley in Winataputera (2006:6) stated that learning was a change of original attitude through experiences and training[19].

From that 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 (2000:45) stated: a) learning centered, b) experiential learning, c) goal oriented, and d) corporative learning [20].

Lindeman (1930) in Ishak Abdulhak (2000:15) 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.[21]

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.

Lie and Parasite in Maulidiyah (2005:26) 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[22].

V.CONCLUSION

Conceptual model of youth empowerment were 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.

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