

Volunteer Capability Development in Community Empowerment Activities of Indonesian Youth

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Abstract

Yayasan Arah Pemuda Indonesia organised a community empowerment activity with pengabdian muda #5. Pengabdian Muda #5 has a series of activities that optimise volunteers' capabilities so that they have provisions for carrying out community empowerment. This research uses the learning outcomes capability theory from Robert Mills Gagne and the seven stages of proposition proposed by Isbandi Rukminto Adi. The theory will dissect the process of developing volunteer capabilities at the Arah Pemuda Indonesia Foundation. This research uses a descriptive qualitative approach. Data collection techniques include observation, documentation, and interviews. This study found that the series of community empowerment activities of Youth Service #5 can optimise volunteer capabilities. The implementation stage is the most important in developing volunteer capabilities. Pengabdian Muda #5 activities are still limited in community empowerment because the stages of empowerment and capacity building are not optimal. However, the awareness stage has been carried out and is an excellent agent of change.

Keywords

Capability Development, Volunteers, Youth Service, Community Empowerment

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1. INTRODUCTION

Youth are citizens of the Republic of Indonesia aged 16 to 30 (Law No. 40/2009 on Youth). The existence of youth in Indonesia is undeniably like two sides of a coin, which can have potential but can also be a challenge for development. If appropriately managed, this potential can become a primary development capital for the nation's progress and meet these challenges. This is because, in social life, youth have the most significant influence and reflect society's good or bad aspects (Prabowo, 2021). Youth Law No. 40 of 2009 mentions the importance of the positive contribution of youth recognised in the historical order as an example of the history of youth struggles carried out by Budi Utomo in 1908. The Youth Pledge in 1928 and the Youth Pledge in 1928. The pledge was issued in 1928, and Independence in 1945. The movement of youth, students and university students in 1966 to the movement carried out by students in 1998 brought changes to the Indonesian nation that began during



the reformation period. This shows that young people can be pioneers in the struggle, renewal and nation-building process. Youth have an essential position in Indonesia. That has new ideas, move progressively, are literate in knowledge, and are enthusiastic about achieving and maintaining Indonesian Independence (Saputra, 2016).

Youth as *agents of change* in welcoming the demographic bonus in 2045 need a collaborative space to provide a place for youth to provide positive activities in the community. As done by KEMENPORA RI, it provides youth service centres (SPP). Based on the Regulation of the Minister of Youth and Sports of the Republic of Indonesia Number 32 of 2016 concerning SPP with the Regulation of the Minister of Youth and Sports of the Republic of Indonesia Number 1 of 2018 concerning Strategies, Outcomes, and Curriculum for Youth Empowerment Centres, this SPP is based on these regulations. SPP is a place or space used for youth services. To become innovative, creative, independent, and competitive youth, SPP centres aim to increase their potential and role. In addition, SPP aims to raise awareness, empower, and develop youth to contribute to national development.

However, the spaces that can provide knowledge about community empowerment are still confined to universities, such as through community service programmes (KKN). At the same time, youth who are generally unable to access higher education cannot do so. Compared to other Asian countries, Indonesia's gross enrolment rate (APK) in higher education is still meagre. Currently, Indonesia's APK is still below 20%. Malaysia is over 60 per cent, Singapore is over 50 per cent, and South Korea is over 90 per cent. A census conducted in 2006 showed that most Indonesian youth have a high school education or below; some are not in school at all and some have dropped out of school due to socio-economic problems. The low level of education among youth significantly impacts various aspects of life, including the inability to compete and limited employment opportunities that promise better welfare. As a result, the available labour force in Indonesia is unskilled labour, which will lead to other problems (BAPPENAS RI, 2006).

This is what the Arah Pemuda Indonesian Foundation as a social organisation takes the contribution. The focus of the contribution of the social organisation called Arah Pemuda Indonesia Foundation is to provide a forum for youth who are expected to be able to make actual activities in the community and the community as a subject part of development. Arah Pemuda Indonesia Foundation is a youth organisation in the form of a foundation that is engaged in youth and community empowerment. The activities carried out by the organisation have received legality from the Ministry of Law and Human Rights with the number AHU-0012369.AH.01.04. The year 2020 concerning the Decree on the Establishment of the API Foundation - Pengabdian Muda. Yayasan Arah Pemuda Indonesia was established in Pokoh Hamlet RT 07 Palbapang, Bantul District, Bantul Regency, Yogyakarta Special Region in 2019. The focus of the contribution of the social organisation Yayasan Arah Pemuda Indonesia

is to provide a forum for youth who are expected to be able to engage in natural activities in the community and the community as a subject of development. Yayasan Arah Pemuda Indonesia is a youth organisation that is a foundation engaged in youth and community empowerment. The activities carried out by the organisation have received legality from the Ministry of Law and Human Rights with the number AHU-0012369.AH.01.04. The year 2020 concerning the Decree on the Establishment of the API Foundation - Pengabdi Muda. Yayasan Arah Pemuda Indonesia was established in Pokoh Hamlet RT 07 Palbapang, Bantul District, Bantul Regency, Yogyakarta Special Region in 2019.

So far, Yayasan Arah Pemuda Indonesia has held eight service programmes, 1,100 service programme alumni volunteers, 100 education scholarship recipients, 10,000 online webinar alumni, and 500 *gift/giveaway* recipients. Yayasan Arah Pemuda Indonesia continues to run programmes that positively impact young men and women who have a spirit of service and devote themselves to Indonesia according to their respective talents and potential. Organisations that manage human resources or foundations that provide services consist of at least three areas: the main board, administrative staff and *volunteers*. These three personnel components work together, using existing resources to produce social services. One of the board's and its staff's successes is the commitment to reviewing and evaluating processes to develop various systems to become qualified whose subjects involve volunteers in these activities (Raharjo, 2022).

API Foundation not only carries out service efforts but also develops the capabilities of its volunteers through various training and debriefings. Youth capability development is significant because it plays a critical role in building the future of a country. Youth are the most essential resource for the future of a country, as they will be the leaders and professional workers shortly. Hence, it is necessary to enhance their capabilities in terms of community empowerment. The development of youth capabilities serves to help them achieve their strengths and provide preparation to be ready for the challenges of global challenges. Problem-solving skills are required capabilities that youth must master. Youth capability development helps them to become creative thinkers and helps create innovations and solutions to community problems. Youth capabilities also help them build interpersonal and cooperation skills, essential in working and living in society. Youth capability development is an integral part of community development and is a long-term investment in the country's future.

Through this research, the researcher hopes to fully explain how the process of Arah Pemuda Indonesia Foundation in developing capabilities in volunteers through community empowerment activities in Pengabdi Muda #5 activities. Based on the description of the problem above to focus the discussion on this research, the research question is as follows; "How to develop volunteer capabilities in Pengabdi Muda #5 activities at Yayasan Arah Pemuda Indonesia?".

The researcher tries to build a research construction of youth who must improve their capabilities to prepare Indonesia's golden generation in 2045, then from the results of the researcher's reading, there needs to be a real effort from related parties to improve youth capabilities through activities carried out by various government organisations, non-governmental organisations and non-governmental organisations to increase youth empowerment in the field of youth capabilities. Then, the researcher builds theoretical concepts related to youth conditions with increased individual capabilities, as shown below.

Capability is an individual's ability to perform different tasks in the workplace. This means understanding more details to master your capabilities, from weaknesses to overcoming them (Robbins, 2008). According to Hagell III and Brown, the capability is the ability to produce maximum value and mobilise various resources. By resources, they mean resources with a *physical* form (*tangible resources*) and objects with *intangible* properties (*intangible resources*). The physical characteristics of resources include human, physical, and financial resources. Intangible resources usually include talent, intellectual property rights, collaborative networks and brands, judgement, and the potential or strength of character that will generate value where appropriate actions and decisions are needed. (Hartanto, 2009).

Comprehensively, community empowerment can be described as the stages of a development programme where the community has the participation and initiative to improve its situation; with participation in community empowerment, the community will be fully responsible for the empowerment programme that will be carried out together. Community involvement during the development process can be seen as one form of community empowerment. This starts with the decision-making process, implementation, and reaping of results. Communities need to be empowered and empowered not to create dependence (Soetomo, 2012). The stages of the Community Empowerment Programme are necessary to achieve community empowerment goals. According to Isbandi Rukminto Adi, community empowerment has 7 (seven) stages when conducting an empowerment programme, which is as follows:

- a. The preparation stage of the community empowerment programme
- b. *Assessment* phase of community empowerment programme
- c. The planning stage of alternative community empowerment programmes or activities
- d. The stage of formalising the community empowerment programme action plan
- e. The implementation phase of community empowerment programmes or activities
- f. Evaluation stage of community empowerment programme
- g. Termination stage of the community empowerment programme

Increasing the capability of volunteers to strengthen the community can be done by learning skills

through an educational approach. As stated by Robert Mills Gagne, learning capability is a change that occurs when the *transfer of knowledge* causes a change in the student, and students can predict many things about the performance of learning outcomes. Regarding humans, competence means a person's ability to learn, and competence means a person's ability to be helpful. Capabilities are abilities that humans have because of learning; capabilities can be likened to final behaviours and are placed at the top of a pyramid. For example, a person cannot complete his task if he does not first do tasks a and b. However, to complete task a, one has to complete tasks c and d first, while for task b, one has to complete tasks e, f and g first. For clarity, take a look at the following picture:

The following are the categories of skills that Community Empowerment Volunteers should have based on the stages of the Community Empowerment Programme..:

a. Verbal Information Capability

Community empowerment volunteers are said to have verbal information skills when recalling basic empowerment information. This verbal information is only a reminder of the messages received during teaching and learning activities. The indicators used for this ability are knowing names, phrases, arguments, and statements related to what is learned through the Education process. Volunteers, when carrying out community empowerment, are said to have verbal information capabilities if they can mention the objectives of the empowerment activities carried out and the details of the empowerment activities to be carried out.

Volunteers must develop verbal communication skills to prepare for the community empowerment phase. At this stage, volunteers should be able to provide assessments that individual community groups can do. Volunteers are required to analyse constraints and resource opportunities for the programme to be implemented.

b. Intellectual Skills Capability

Community Empowerment Volunteers are said to be intellectually competent if they can interact with their environment, indicated by linguistic symbols or numbers. When conducting community empowerment, volunteers can describe the programme comprehensively and the benefits for the community. In addition, they are also able to classify whether the community empowerment programme is charitable or will be *sustainable*.

According to Isbandi Rukminto Adi, in the community empowerment stage, volunteers in the assessment stage must have intellectual capabilities. Volunteers must try to involve residents in solving problems faced by the community so that the community can consider alternative programmes if the main programme fails to be implemented or gets less than optimal results.

c. Cognitive Strategy Capabilities

Community empowerment volunteers with cognitive strategy capabilities must develop ways to increase the effectiveness and efficiency of their thinking and learning processes. When conducting community empowerment, volunteers can provide an overview of the stages that will be carried out and passed, predict obstacles that will come during the programme, and have a solution plan if there are obstacles.

At the stages of community empowerment, according to Isbandi Rukminto Adi, volunteers must possess cognitive strategy capabilities during the formalisation of the action plan. The stage of formalising action plans in community empowerment is when volunteers can assist community groups in actively formulating program solutions to problems that the community is facing.

d. Attitude Capability

Attitude capability is defined as a complex ability of community empowerment volunteers, where this complex ability can influence volunteers' decisions in taking actions personally or actions to other people, actions to an activity, object, or event. Community empowerment volunteers have attitudinal capabilities if they have carried out empowerment systematically and measured not only ideas or thoughts but have carried out empowerment actions that can be accounted for and following what is needed by beneficiaries or the community as the object and volunteers as the subject.

According to Isbandi Rukminto Adi, volunteers must possess the attitude capability to implement community empowerment at the implementation stage. At this stage, volunteers not only implement the programme but also make community efforts and act as cadres (*local heroes*), which are expected to maintain the sustainability of the developed programme. Cooperation between many parties and the community is essential at the implementation stage, with the hope that things that will be implemented in the field can be run by the objectives.

e. Motor Skill Capabilities

Motor skills capability is the ability of Community Empowerment volunteers to demonstrate physical movements when following procedures and using materials and equipment. Functionally, systematic and organised movements are a form of motor skills capability. Community empowerment volunteers are said to have motor skills capability if they can use tools and materials in the community empowerment programme according to their functions and obtain maximum results.

At the stages of community empowerment according to Isbandi Rukminto Adi,

motor skills capabilities must be possessed by volunteers in the evaluation stage and termination stage so that volunteers will measure whether the tools and materials used in the community empowerment programme are appropriate, then measure the sustainability of the programme by seeing whether the programme will be continued or terminated.

2. METHODS

This research uses a descriptive qualitative approach. According to Denzin and Lincoln (D. Satori and A. Komariah, 2009), qualitative research uses the natural environment and various existing methods to interpret ongoing activities. A qualitative approach is a basic approach to understanding social activities, and the perspective of the people studied. Descriptive information in a systematic form about the behaviour of the individuals studied is a procedure in a qualitative approach.

Data collection techniques include participatory observation and interviews with ten informants of youth service volunteers #5, 2 facilitators of the Indonesian youth direction team, four people of Duwet Hamlet and the head of Duwet Hamlet (the location of youth service activities #5). The interview stage starts with agreeing with the research sources about when to conduct the interview. The first observation was done by visiting and directly observing the activities of the Arah Pemuda Indonesia Foundation. On the next occasion, the researcher managed to build communication with the Arah Pemuda Indonesia Foundation team. Non-participatory observations were also conducted between interviews with several informants in the field by observing the conditions of the informant's residence or workplace. The condition of the informant's residence that can be reached makes it easier for researchers to make observations. However, of course, they have to adjust the time to make observations by following the daily activities of several informants. Documentation is intended to strengthen the research data from the observation and interview process. Documents obtained become secondary data sources such as the profile of the Arah Pemuda Indonesia Foundation through the document of the registration guidebook for Pengabdian Muda #5 activities. Another form of documentation is through files in the form of documents and photos of youth service activities #5 obtained by researchers when going to the field in search of data to collect data in research activities.

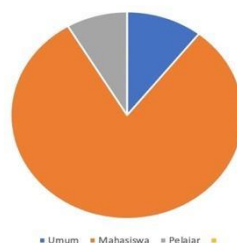
Using *thematic analyses*, researchers will pay attention to developing volunteer capabilities at each stage of the community empowerment stage in youth service activities #5. Then, the data triangulation technique is used to check the validity of the data. Researchers use data triangulation of observation results and interview results. For example, researchers look at the guidebook documents for young servant activities #5 with direct activities for young servant empowerment activities #5. Researchers conducted a triangulation technique by reading the results of interviews between young servant

participant #5, then with the facilitator team of the Indonesian Youth Direction Foundation and also the Head of Duwet Hamlet. The results of the triangulation conducted by researchers show that there are similarities. Researchers conducted a debriefing by reading the results of interviews conducted by Young Service participant #5, and then researchers held a meeting with the facilitator of Young Service #5 to test the findings made by researchers during the interview. The researcher also discussed with the supervisor to get input on the researcher's findings. The researcher carried member check out by transcribing the interview results through an online form, then the sources. Three stages in data analysis: data reduction, data presentation and conclusion drawing or data verification.

3. FINDINGS AND DISCUSSION

Volunteers of Youth Service #5 totalled 47 people who were followed by Indonesian youth aged 16-30 years according to Law Number 40 of 2009 concerning youth with details of 38 students or 80.9%, five people or 10.6% came from the public and four people or 8.5% came from students. However, for this research, 10 participants of Youth Service #5, 2 facilitators of the Indonesian youth direction team and the Head of Duwet Hamlet were taken.

Figure 4
Description of Youth Service Participant #5



Source: researcher data processing, 2023

Volunteer Capability Development Process in Community Empowerment Stages of Youth Service #5

According to a book written by Isbandi Rukminto Adi, it explains that the stages of community empowerment consist of 7 stages that must be carried out. The seven stages are the preparation stage, the assessment stage, the alternative programme planning stage, the action plan formulation stage, the programme or activity implementation stage, the evaluation stage, and the termination stage. In the community empowerment stage, the development of the capabilities of young service volunteers #5 in

carrying out community empowerment activities, namely verbal information capabilities, intellectual capabilities, cognitive strategy capabilities, attitude capabilities, and motor capabilities will be seen. In the following, researchers will describe in full and the results of data findings in the field, researcher interviews with the Arah Pemuda Indonesia Foundation, participants of Youth Service #5 and beneficiaries of the youth service programme #5, namely the Head of Duwet Hamlet, Purwodadi, Tepus, Gunung Kidul.

Capabilities in the Preparation Stage, the preparation stage of youth service activity #5, namely by conducting pre-community service briefings, writing briefings and briefings on national seminars, helping participants provide an overview of when activities will be carried out, providing an outline of field conditions, and understand about community empowerment. So that the aspects of verbal information capability, namely volunteers can remember the information conveyed in the debriefing, aspects of intellectual capability, namely volunteers can provide rules for solving problems through exposure to the conditions of the service field and cognitive strategy capabilities, namely volunteers can analyse problems into more detail so that they are easy to solve. Volunteers get information about empowerment theory and practice through pre-briefing activities.

Table 1

Outcomes of Capability Indicators Mastered by Volunteers in the Preparation Phase of
Community Empowerment of Young Volunteers #5

Activities in the Preparation Stage	Capabilities Mastered by Volunteers	Indicators	Indicator Achievement
Pre-service Debriefing Paper Writing Debriefing Debriefing for National Seminar Preparation	Verbal Information	Given the information provided	Volunteers understand the overview of activities
	Intellectuals	Using rules to solve problems	Volunteers can think about the programme based on the field conditions presented.
	Cognitive Strategy	Analyse the problem in more detail so that it is easy to solve.	Volunteers get information about empowerment theories and practices.

Source: researcher data processing, 2023

Capabilities in the Assessment Stage at the assessment stage, namely site surveys and exposure to service locations, will be taught to have three capabilities, namely verbal information capabilities, intellectual capabilities and cognitive strategy capabilities, by mastering indicators, namely remembering the information provided during debriefing, being able to provide something concrete for existing concepts, being able to use abstract concepts to solve problems, and being able to use rules to solve problems and being able to analyse problems into more detail so that they are easy to solve.

Table 2

Outcomes of Capability Indicators Mastered by Volunteers in the Community Empowerment
Assessment Phase of Youth Service #5

Activities in the Assessment Phase	Capabilities Mastered by Volunteers	Indicators	Indicator Achievement
Survey of Service Location Data Exposure of Service Location	Verbal Information	Given the information provided	Volunteers can understand information about location data
	Intellectuals	Using rules to solve problems	Volunteers began to develop programmes that were suitable for
	Cognitive Strategy	Analyse the problem in more detail so that it is easy to solve.	Volunteers analysed the problems in the location data and thought of a programme to address the problems.

Source: researcher data processing, 2023

Capability in the Alternative Program Planning Stage, the alternative planning stage of the youth service activity programme #5, namely by assisting in making the service work programme, helps volunteers compile work programmes according to the direction of the facilitator. So that the aspect of verbal information capability is that volunteers can understand what work programmes will be carried out. The intellectual capability aspect is that volunteers analyse the problems in the service location, and cognitive strategy capability. Namely, volunteers can develop detailed strategies to solve problems at the service location.

Table 3

Outcomes of Capability Indicators Mastered by Volunteers in the Community Empowerment
Assessment Phase of Youth Service #5

Activities in the Assessment Phase	Capabilities Mastered by Volunteers	Indicators	Indicator Achievement
<ul style="list-style-type: none"> • Survey of Service Location • Data Exposure of Service Location 	Verbal Information	Given the information provided	Volunteers can understand information about location data
	Intellectuals	Using rules to solve problems	Volunteers began to develop programmes that were suitable for
	Cognitive Strategy	Analyse the problem in more detail so that it is easy to solve.	Volunteers analysed the problems in the location data and thought of a programme to address the problems.

Source: researcher data processing, 2023

Capability in the Action Plan Formulation Stage, the action plan formulation stage of the #5 youth service programme is the presentation of the work programme. So that aspects of verbal information capability, namely volunteers, can understand the programmes that will be carried out as a whole, not just their division's programmes. The intellectual capability aspect is that volunteers analyse the problems presented in the presentation, and the cognitive strategy capability is that volunteers accept suggestions from others and can provide input to other division programs.

Table 4

Outcomes of Capability Indicators Mastered by Volunteers in the Action Plan Formulation Stage of
the Community Empowerment Programme of Youth Service #5

Activities in the Action Plan Formulation Stage	Capabilities mastered by Volunteers	Indicators	Indicator Achievement
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Work Programme Presentation	Verbal Information	Given the information provided	Volunteers can understand what work programmes will be carried out.
	Intellectuals	Using rules to solve problems	Volunteers provide analyses of the problems that exist in the service location
	Cognitive Strategy	Analyse the problem in more detail so that it is easy to solve.	Based on the work programme presentation results, volunteers can develop detailed strategies to solve problems at the service location.

Source: researcher data processing, 2023

Capability in the Implementation Stage, the implementation stage of the #5 youth service programme is the implementation of various youth service activities. This is an aspect of verbal information capability, namely that volunteers can understand what must be done based on the concept that has been prepared. The aspect of intellectual capability is that volunteers can analyse the program's objectives. The cognitive strategy capability is that volunteers can prepare plan A and B C if the plan A program has problems and cannot be carried out. Attitudinal capability is that volunteers can behave according to the work programme to be carried out, and motor capability volunteers can use tools and materials activities according to their functions. For example, the health division can use *general checkup tools* properly when conducting examinations and treatment in the community.

The Health division's programme Basofil (Free *General Check-Up*) is a comprehensive health check-up programme. Through this examination, it is hoped that a disease or health problem can be detected early. This test is also helpful in planning appropriate handling and treatment methods before the disease develops. Desa Siaga Darah is a free blood type-checking programme using the ABO rhesus system. In this program, blood type checks will be carried out for people who do not know their blood type, and they will be interspersed with education about each type. Fun Socialisation to Prevent Stunting is an educational activity that teaches the community about stunting. The activity is carried out using animated videos, *power points*, material *handouts*, posters, and other supporting indicators such as pretest-posttest. Pretest-posttest is used to test the community's understanding of stunting. By

holding this activity, it is hoped that the community can improve the quality of health either individually or in groups. PHBS counselling is an activity of providing health education with the target of school children for health education materials related to PHBS, namely teaching how to wash hands clean, teaching the importance of hand washing, and time to wash hands. Counselling activities were conducted at SD Belik Gunung Kidul, targeting grade 2 children, totalling 35 people. Anaemia Prevention Counseling is a traditional medicine counselling activity that can be used to prevent anaemia. Traditional medicine is made of coconut, beetroot, and date juice. In this programme, it is hoped that the community can improve the quality of their health.

Figure 5

Examples of Health Division and Environment Division Programmes



Source: Documentation of Yayasan Arah Pemuda Indonesia

The Environmental Division's Galaksi Programme, is an acronym for the educational signpost movement to raise awareness of the Duwet Hamlet community's importance of preserving the environment and maintaining natural beauty. This planning activity is implemented by making signs with educational content or symbols of positive things for the environment. *Clean up - The beach* is a community service activity that involves cleaning up and collecting garbage around Siung Beach. This programme will also invite the cooperation of three other divisions (education, ecotourism, health) and all elements of the Duwet village community and communities engaged in the environment in Yogyakarta. The *Clean up - Beach* programme is part of the implementation of the first programme, which is environmental education, which classifies the types of waste and how to manage waste

properly. The Duwet community, especially children and youth, will jointly clean up the beach environment by mapping the types of waste into the bins provided. Then, the environmental division will follow up on the waste.

Figure 6

Examples of Education Division and Ecotourism Division Programmes



Source: Documentation of Yayasan Arah Pemuda Indonesia

The Education division's programme, *Gebyar Literasi*, is a series of events to increase students' interest in literacy. This activity includes reading habituation, *storytelling*, role-playing, watching educational videos and dream writing. In addition, this activity was also initiated and aimed at teachers, especially those learning media education. According to Dr Bolang, this activity is a non-formal learning that is carried out outside the classroom (*outdoors*) and packaged through environmental exploration activities and games related to the chosen themes of literacy, culture, and nationalism based on *sustainable human development*. Later, participants will be divided into groups to follow *tracking* and assignments at each post during the trip. At the end, a clog game will be held to introduce traditional games to children.

The economic and tourism division program, namely, homestay socialisation. In this activity, the tourism division team will socialise the importance of awareness of the Duwet Village community in

managing regional potential, especially in ecotourism. Donations and Bazaar: in this activity, the team from the ecotourism division will raise donations consisting of clothes, books, and goods worth using and donations in the form of money. The results of raising these donations will be sold through the bazaar activity process. The money obtained from both the bazaar and direct donations will be collected and used to help fulfil the needs of the Duwet Hamlet community.

Table 5

Outcomes of Capability Indicators Mastered by Volunteers in the Implementation Stage of the Community Empowerment Programme of Young Volunteers #5

Activities in the Implementation Phase	Capabilities Mastered by Volunteers	Indicators	Indicator Achievement
Implementation of community empowerment activities in four divisions	Verbal Information	Given the information provided	Volunteers can remember work programmes through teamwork such as during bazaar activities.
	Intellectuals	Using rules to solve problems	Volunteers can use self-confidence to solve problems, such as when the queue for the clothes bazaar is piling up.
	Cognitive Strategy	Analyse the problem in more detail so that it is easy to solve.	Volunteers can allow ten people to enter the bazaar for 5 minutes to condition the clothes bazaar.
	Attitude	Select and perform actions according to the concept	Volunteers remained calm and polite even though the clothes bazaar was very crowded and queued.
	Motoric	Develop appropriate physical movements when using materials or equipment according to procedures.	Volunteers can use the <i>speakers</i> to organise the people joining the bazaar

Source: researcher data processing, 2023

Capability in the Evaluation Stage: The evaluation stage of the #5 youth service programme is achieved by *awarding* and evaluating the #5 youth service activities. So, the aspect of verbal information capability, namely volunteers, can determine what things are obtained when participating in youth service #5. Aspects of intellectual capability, namely volunteers, can analyse whether young service activities #5 and cognitive strategy capabilities benefit themselves. Namely, volunteers, can understand what programs the community receives and the benefits for themselves.

Table 6

Outcomes of Capability Indicators Mastered by Volunteers in the Evaluation Stage of the Community Empowerment Programme of Youth Service #5

Activities in the Evaluation Stage	Capabilities Mastered by Volunteers	Indicators	Indicator Achievement
Awarding Programme Evaluation	Verbal Information	Given the information provided	Volunteers can share what they learnt while participating in youth service #5.
	Intellectuals	Using rules to solve problems	Analysing whether youth service activity #5 was beneficial to him/her
	Cognitive Strategy	Analyse the problem in more detail so that it is easy to solve.	Understand what programmes the community receives and the benefits to them

Source: researcher data processing, 2023

Capabilities in the Programme Termination Stage: The termination stage of the youth service activity programme #5 is determined by reading the evaluation results. Thus, the aspect of verbal information capability is that volunteers understand the results of the evaluation carried out. The intellectual capability aspect is analysing what programs will be continued and what programs will not be continued. Cognitive strategy capability is, namely, developing strategies to continue the programme.

Table 7

Achievement of Capability Indicators Mastered by Volunteers in the Termination Stage of the Young Volunteer Community Empowerment Programme #5

Activities in the Action Plan Formulation Stage	Capabilities Mastered by Volunteers	Indicators	Indicator Achievement
Evaluation Results	Verbal Information	Given the information provided	Volunteers understand the results of the evaluation
	Intellectuals	Using rules to solve problems	Analysing what programmes to continue and what programmes to discontinue
	Cognitive Strategy	Analyse the problem in more detail so that it is easy to solve.	Develop a strategy to continue the programme

Source: researcher data processing, 2023

How to Develop Volunteer Capabilities in Pengabdi Muda #5 of Arah Pemuda Indonesia Foundation

The way of developing volunteer capabilities in youth service activities #5 is developed through a series of activities: pre-service briefing, a survey of activity locations, presentation of service location data, work programme presentations, national seminars, national symposiums, community service activities, and awards. This is done to develop verbal information capabilities, intellectual capabilities, cognitive strategy capabilities, attitude capabilities, and motor capabilities. This is also in line with the vision and mission of Yayasan Arah Pemuda Indonesia. The following are general capability indicators Arah Pemuda Indonesia Foundation for Volunteer Youth Service #5 applied.

Arah Pemuda Indonesia Foundation has a vision as a forum for Indonesian youth to develop their potential, talent, and character to contribute significantly to Indonesia and be globally competitive. The Arah Pemuda Indonesia Foundation's vision is to develop youth potential. Increase the interest of youth in collaborating. Developing the talents and potential of the youth optimally and Forming activities engaged in youth empowerment. Yayasan Arah Pemuda Indonesia also has a goal that *we aim*

to increase the human development index, especially youth development, and no one is left behind in Sustainable Development Goals. 'We aim to increase the human development index, especially youth development, and no one is left behind in the Sustainable Development Goals'. To achieve the vision and mission, Arah Pemuda Indonesia, in each of its activities, conducts various ways to improve the capabilities of its volunteers, in this case, the youth. One of the activities of Arah Pemuda Indonesia Foundation is Pengabdian Muda #5. Pengabdian Muda #5 also has a series of activities to improve the capabilities of volunteers to prepare their volunteers to go directly to the community. Luthfiyyah Adji also said this, the facilitator of Arah Pemuda Indonesia;

"We always strive and are committed to improving the capabilities of our members, in this case volunteers, to ensure that volunteers are ready to go down during the activity so that they do not experience *culture shock*."
(Interview on 06 June 2023)

Arah Pemuda Indonesia Foundation hopes that the series of capability development activities can have an impact, prepare volunteers to go down to the community, and provide experience to volunteers. This was also said by Muhammad Ikhsan, one of the Arah Pemuda Indonesia facilitators;

"We make various efforts because these volunteers come from different agencies and regions, and not all of them have experience; many are still new. So before going to the field, we do various activities so that volunteers love the activities carried out, have an overview, and understand the purpose of holding youth service activities #5."
(Interview on 06 June 2023)

Luthfiyyah and Ikhsan said the same thing: the Arah Pemuda Indonesia Foundation seeks to provide provisions for volunteers for various activities. This is also in line with the vision and mission of the Foundation, which is to provide provisions for youth so that they can develop their potential.

The following table shows the Capability Indicators of Volunteer Youth Service #5 Yayasan Arah Pemuda Indonesia;

Table 8

Capability Indicators of Youth Service Volunteers #5 Yayasan Arah Pemuda Indonesia

CAPABILITY	CAPABILITY INDICATORS
Verbal Information Capability	<ul style="list-style-type: none"> - Can communicate interactively with the community - Ability to communicate interactively with the team - Understand the activity overview
Intellectual Capability	<ul style="list-style-type: none"> - Can understand how the programme strategy will be carried out

Cognitive Strategy Capabilities	<ul style="list-style-type: none">- Can design work programmes according to problems in the community.- Ready for changes in the field- Can provide solutions to the community
Attitude Capability	<ul style="list-style-type: none">- Be polite to the community- Can work with a team
Motor Capabilities	<ul style="list-style-type: none">- Can operate activity tools and materials according to procedures

Source: researcher data processing, 2023

The above capability indicators must be achieved by Youth Service #5 volunteers in order to they have provisions for carrying out Youth Service #5 activities. Capability development conducted by Arah Pemuda Indonesia Foundation starts three months before the activity is carried out, so there is enough time to prepare volunteers for the field.

Discussion

Research conducted by Nabhan in 2013 entitled The Development of Dynamic Cooperation Capabilities to Improve the Business Performance of Islamic Financial Services Cooperatives in Central Java found the results that the process of learning ability, good resource integration ability and organisational effectiveness will improve the performance of cooperatives businesses and research conducted by Eva Nuriyah Hidayat in 2018 with the title Strengthening the Capability of Local Organisations in Local Economic Development in Kuningan Regency found the results that Regency MSME products resulting from strengthening capabilities became better known by the native and outside brass, increasing market demand. This is in line with volunteers in youth service activity #5, namely that if the capability is well improved, it will have implications for community empowerment programmes that the community will receive to be more optimal. Research conducted by Budi Baihakki in 2016 with the title Stages of Community Empowerment Through the Urban Farming Programme of Yayasan Bunga Melati Indonesia (YBMI) in Perigi Baru found that in the establishment of the perigi jasmine waste bank, a follow-up programme is still needed, namely the urban farming programme. This is in line with what will be done by young service volunteers #5 to achieve community empowerment programmes, further programmes need to be carried out so that it is not only at the awareness stage but will also reach the enrichment and capacity stage so that the community empowerment programme becomes more optimal.

Youth service activity #5 is a community empowerment activity with four divisions, namely the Education Division, the Environment Division, the Ecotourism Division, and the Health Division, which

is carried out for one week in Duwet Hamlet, Tepus, Gunung Kidul. The activities of Young Servants #5 were prepared for three months with online preparation and going down to the field for 1 week, where activity participants directly stayed at the community's house and also interacted with the community. The empowerment process carried out by Young Servants #5 has several stages, namely the awareness stage, in which the community can take advantage of information by being given socialisation to deal with problems. The capacity building stage is in the form of training according to the needs of the target, the stage of giving power according to the skills that have been possessed, the stage of developing action plans and implementation and the evaluation stage. The youth service team #5 internally carries out the evaluation stage, with the community representatives. The community felt that the activities of Youth Service #5 had benefits, but there were some obstacles. The following are the results of the researcher's interview with Nengsih, 54, one of the residents of Duwet Hamlet, who stated what was felt during the youth service programme #5;

"I feel happy with the programme from young people who come from various regions. They are very able to communicate with me and other residents, especially during the health check programme. I am very enthusiastic because I can check directly with the doctor without having to go to the hospital, but I think the programme is only for a short time, I hope it can be longer so that the benefits can be felt for me and other communities."

(Interview dated 06 June 2023)

Based on the results of informant interviews and the review conducted by researchers, the researchers concluded that the activities carried out by the Youth Service #5 team were still limited in empowering the community because the enrichment and capacity-building stages were not optimal, but the awareness stage had been carried out and as an excellent agent of change. The Youth Service Programme #5 only stops at the awareness stage and has not yet completed the capacity building and enrichment stages. The following table shows the achievement of community empowerment indicators in youth service programme #5;

Table 9

Achievement of community empowerment indicators in youth service activity #5

STAGE	INDICATOR	INDICATOR ACHIEVEMENT
Awareness	Empowered targets are made aware that they can become empowered and can do so if they can break out of their powerlessness;	Youth service activity #5 has carried out the awareness stage by providing information through socialisation, for example, the

		socialisation of homestay management, the socialisation of anaemia and stunting prevention. So that the community is given knowledge of existing problems in the form of socialisation
Capacitisation	Giving capacity to individuals or groups to receive power through training, seminars, and the like.	Youth service activity #5 has provided a stage of capacity building by providing socialisation, but it has not been optimal because there is no follow-up to the socialisation provided.
Enablement	Given power, authority, and opportunity by the skills that have been owned	Youth service activity #5 did not carry out the enrichment stage because the activities carried out did not make the community.

In order to encourage young service activities, #5 only stops at the awareness stage, as the capacity-building and empowerment stages have not been carried out optimally. Youth Service #5 activities require various ways to achieve community empowerment activities. The following are researchers' recommendations regarding youth service activities #5, among others;

1. Awareness Stage

At the awareness stage, the young service team #5 has carried out activities well, namely with the aim of providing awareness for the community of existing problems and presenting information on solutions to existing problems. For example, in the socialisation of anaemia and stunting prevention activities, because stunting and anaemia are the majority of diseases in Duwet Hamlet, the community is given socialisation so that the community gets knowledge about preventing stunting and anaemia.

2. Capacity Building Stage

In the capacity-building stage, Young Service Team #5 should conduct *social mapping* more thoroughly and systematically so that the community can receive the work programme of preparing the programme plan, the Young Service Team #5 should also involve the community so that the community feels joint ownership of the programme and is responsible for the programme to be carried out. This stage should take place in stages. For example, to realise a Blood Alert Hamlet, make sure the community knows why it should be a Blood Alert Hamlet and what benefits it has for the community

so that the community comprehensively understands why they must have the capacity to blood alert community members.

3. Enablement Stage

Youth service activity #5 has not reached the enrichment stage because the activities carried out are charitable and *charity*. For example, *bazaar activities*. The community is only given decent clothes and various kinds of donations. Activities provide benefits to the community but only briefly, not empowering the community. So it is suggested that for the next activity, the young service team #5 try to arrange a program which can make the community become empowered, for example, taught about optimising local potential, namely cassava processing, because in Duwet Hamlet, there are many cassava trees, but have not been used. Cassava can be used as chips, taught how to make it to marketing *offline* and *online*. During the evaluation and termination stages of the programme, the community can move on its own and be empowered.

For this reason, so that the activities of Young Servants #5 deserve to be called community empowerment activities, they must fulfil the awareness, capacity, and enrichment stages. To achieve these stages, it is necessary to extend the time when the next service activity is not only one week but can be carried out for 2 - 3 months. Future activities should also continue the activities that have previously been carried out so that the activities of Young Servants #5 are not only in the awareness stage but also in the capacity stage and the enrichment stage to make the community empowered and worthy of being called community empowerment activities.

4. CONCLUSION

The #5 youth service community empowerment programme carried out by Yayasan Sarah pemuda Indonesia can improve the capabilities of volunteers through pre-service briefing activities, a survey of activity locations, presentation of service location data, work programme presentations, national seminars, national symposiums, community service activities, *awarding*. The elements of the stages of community empowerment, namely the awareness stage, the capacity stage and the enrichment stage, have not been fulfilled by the activities of Youth Service #5. Youth Service Activity #5 is still limited in empowering the community because the enrichment and capacity-building stages are not optimal. However, the awareness stage has been carried out and is a perfect agent of change. The Youth Service #5 programme has also not empowered the community and made it independent.

Therefore, longer activity planning is needed so that the community empowerment activities of young servants #5 can be sustainable and *long-term*. This requires support from volunteers at the volunteer selection stage. They have been given a longer activity estimate so that the volunteers who

are netted have more time for community empowerment activities and the readiness of the service location. The survey method must also be carried out in-depth so that the programmes will be carried out longer; the community is also ready to welcome the programme and feel that the programme is their own so the community will also be responsible.

Regarding capability improvement, the Arah Pemuda Indonesia Foundation should also conduct a *pre-test* and *post-test* in the next activity with the hope that later, the development of capabilities will be more measurable and get the things needed by volunteers so that volunteers will feel more directed in carrying out community empowerment activities. Further research should also study how empowerment activities sustainably take place, not only in the short term.

For Youth Service Activity #5 to be worthy of being called a community empowerment activity, it must fulfil the awareness, capacity, and enrichment stages. To achieve these stages, it is necessary to extend the time when the next service activity is not only one week but can be carried out for 2 - 3 months. Future activities should also continue the activities of the previous activities or make a series of serial activities so that the activities of Young Servants #5 are not only in the awareness stage but also in the capacity stage and the enrichment stage and can make the community empowered and deserve to be called community empowerment activities.

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