

# Youth Empowerment through a Local Potential-Based Entrepreneurship Training

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**Keywords:** Empowerment, youth, training and local potential.

**Abstract:** The youth-dominated unemployment rate at productive ages is a current social problem that should be addressed immediately. The youth should be the economic driving force by utilizing local potentials. The present study was aimed at empowering the youth through a local potential-based entrepreneurship training. This paper describes the empirical conditions of the target area and how the local potential-based entrepreneurship training is implemented. The study was conducted using a qualitative descriptive method. The data were collected through interviews, observation, literature review, and document analysis. The respondents were 9 persons. The results revealed that the society in target area was heterogeneous in terms of sex, occupation, and education background. The training was implemented using a management approach consisting of the following phases: preparation, assessment, alternative program planning, action plan formulation, implementation, evaluation, and termination.

## 1 INTRODUCTION

Globalization offers a global challenge and competition that demand peoples to improve their qualification. Globalization is actually not a new thing and has started since the era of empires in the 15th century and developed with the establishments of nation-states in the 17th century. The inventions of advanced communication and transportation technologies that facilitate cultural exchange and international economic transactions have accelerated the process of globalization, resulting in a social change (Mubah, 2010; Yuniarto, 2014).

James Petras and Henry Veltmeyer said that globalization can be construed as a process of national and global market liberalization resulting in a free trade, capitalization and information with a belief that this situation will boost economic growth and improve human welfare (Petras, 2001).

As a result, a country's development process is inevitably influenced by the effects of globalization. The key factor that should be paid great attention to in the development is human resources (HR). According to Emil Salim, there are two important things worth paying attention to in an effort to improve the quality of HR. *The first* is the improvement of HR in terms of physical quality including health, fitness, and community nutrition. *The second* is the improvement of HR in terms of

non-physical quality including education and skills, mental and spiritual development, work ethic improvement, and work productivity improvement (Yunus, 2010).

Therefore, it can be said that the HR improvement in terms of material and spiritual quality are equally important. The ultimate goal is how to empower the community so as to improve their education and welfare to free them from ignorance, poverty and backwardness so that they can live a decent and independent life.

The quality of the youth can be improved through the provision of education and training by the community learning center (CLC). This is in line with what the UNESCO described that a community learning center is a non-formal educational institution for rural and urban communities managed by the community itself to provide them with opportunities to develop various learning models in order to develop the skills so that they can improve the quality of life and create an active community learning center (UNESCO, 2000) to support the fulfillment of the millennium development goals (Jensen and Esterhuysen, 2001; Rahman, 2005; Kamil, 2012; Oana and Victor, 2015; UNESCO, 2000; Indah and Indah, 2015).

The youth is an asset upon which a nation's progress rely (Ersas, et. al., 2017). They are parts of human resources and our nation's basic capital that

can greatly contribute to the national development. They can be a significant moral force, social control, and agent of change of the nation. Therefore, youth development should be given a high priority. Otherwise, the youth unemployment rate will increase.

Statistics Indonesia (BPS) data shows that from February to August 2014, the unemployment rate in Indonesia increased by 0.09 million people or from 7.15 to 7.24 million people ([www.bps.go.id](http://www.bps.go.id)). From February 2014 to February 2015, the number of unemployed in Indonesia increased 300 thousand people, from 7.24 to 7.45 million people. This unemployment rate is dominated by the youth at their productive ages, ranging from 15 to 24, who are supposed to be the economic driving force. In addition to the youth-dominated unemployment, poverty also becomes a social problem that should be addressed immediately in today's globalization era. Global poverty and impoverishment can be defined as poverty as a result of the globalization of free trade advocated by developed countries (Wiranta, 2007).

Looking at this unemployment phenomenon, it is necessary to empower the youth through a need-based entrepreneurship training especially by utilizing local potentials. The importance of the youth empowerment through this training is amplified by the statement of Ida Bagus Permana that in 2020-2030 Indonesia is projected to have the so-called demographic bonus, i.e., the number of productive population (ages 15-64) will reach approximately 70% of the total population, and the non-productive people (ages below 14 and above 65) are only 30% ([www.bps.go.id](http://www.bps.go.id)).

The local potential-based training to improve the youth capacity and capability can become a key solution to the social problems by optimizing the local conditions, characteristics, and potentials.

Therefore, the youth empowerment through a local potential-based entrepreneurship training is worth studying in the field of community empowerment and education. The result is expected to positively contribute to the social problem solving.

## 2 METHOD

This descriptive study was conducted at the Ash-Shoddiq CLC, involving 7 respondents that consisted of 4 youth students, 1 CLC administrator, 1 tutor, and 1 supervisor. The aim was to describe the social problem occurring at the site and its development in the recent years.

The study was conducted using a qualitative approach. Using this approach, this study is expected to provide a full description of the research object.

The qualitative approach was selected in accordance with the research problems and upon the following considerations: 1) a qualitative approach is suited for studying real phenomena, 2) a qualitative approach can directly describe the nature of researcher-respondent relationship, and 3) a qualitative approach enables a deep analysis.

The focal point of the study was to describe the empirical condition of the target area of the youth empowerment and the implementation of the youth entrepreneurship training. The data were collected through field note taking, documentation, observation, and interviews (Moleong, 2007).

## 3 RESULT AND DISCUSSION

The study on the youth empowerment through local potential-based entrepreneurship training present two discussions:

### 3.1 The Empirical Condition of Pagerwangi Society

Pagerwangi is a village in Lembang, Bandung Barat. Its elevation is 1,300 m above sea level, its rainfall is 188 mm, and its average temperature is around 20 °C. It is located 3 km from the subdistrict of Lembang, 37 km from the capital city of Bandung Barat, and 19 km from the capital city of Jawa Barat.

Geographically, Pagerwangi is mountain area located in northern Bandung at an elevation of 1,442 m above sea level and has a total area of 415.534 ha. It belongs to the administrative subdistrict of Lembang, Bandung Barat.

The results of interviews and document analysis revealed that the society in target area was heterogeneous in terms of sex, education background, and occupation. These three HR potentials should be optimized through a community empowerment in a local potential-based training setting.

Local potentials are all kinds of beneficial resources existing in a community environment. They are the dominant factors that cannot or hardly be found in other areas (Sudjana, 2004).

The study of local potentials provides an overview of the community tradition in utilizing natural and social resources wisely to ensure a balanced environment. This means that the society are demanded to have a management skill to optimize the locally available resources. Below a more detailed discussion:

1) Population by Sex

On record, the population of Pagerwangi in 2016 was 10,185 consisting of 5,300 males and 4,885 females. The density is moderate. The number of nuclear families was 3,030. The detail is presented in Figure 1.

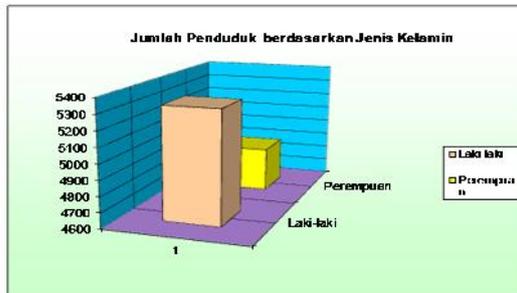


Figure 1: Population by Sex.  
Source: Authors' Documentation, 2016.

2) Population by Occupation

The population of Pagerwangi are varied in their occupation. 1,367 are farmers, 978 are farmhands, 975 retailers, 78 civil servants, and 28 police/military officers. 452 private employees, 387 skilled workers, 489 service professionals, 34 craftsmen, 229 others/unemployed. The detail is presented in Figure 2:

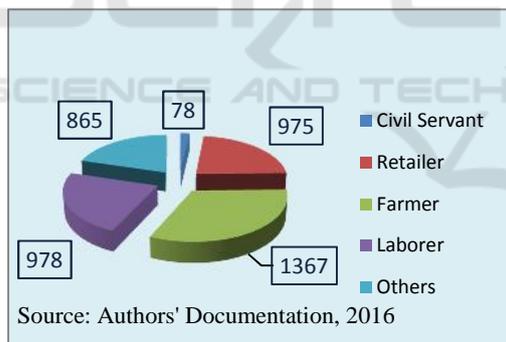


Figure 2: Population by Occupation.

3) Population by Education

Based on the education background, as many as 1,478 are elementary school graduates, 519 are junior high school graduates, 539 are senior high school graduates, and 91 are higher education graduates. In other words, their awareness of education is relatively high.

The detail of Pagerwangi population based on their education background is presented in Figure 3.

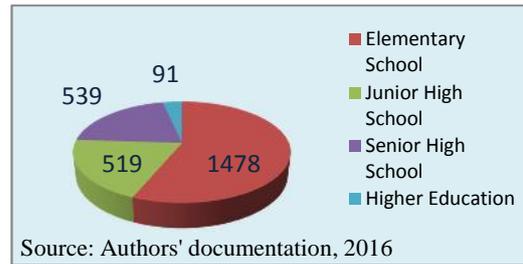


Figure 3: Population by Education.

### 3.2 The Implementation of Local Potential-Based Entrepreneurship Training

The local potential-based entrepreneurship training developed and organized by the non-formal education institution, which is the CLC, was implemented using a managerial approach and participatory andragogic method. This is in line with what Kindervatter said that the role of non-formal education is an empowerment (Kindervatter, 1979; Ife, 2008).

Technically, the training has the following components:

- (a) The instructional materials consisted of three categories: (1) skill materials, (2) general materials, (3) supporting study groups.
- (b) The training used participatory andragogic and problem-solving methods.

The instructional techniques were discussion, lecture, simulation, question-answer, and demonstration. The training phase is illustrated in Figure 4:



Figure 4: Training Implementation Phase.

Below is the explanation of the above training implementation phase:

- a) Preparation Phase.  
In this phase, the organizer did two things: (1) the preparation of field workers (facilitators) who would be assigned to explore data (target trainees and resource person) and (2) feasibility study of the natural and HR potentials of the target area.
- b) Assessment Phase.  
What was done at this phase were as follows: (1) Identifying the needs of the society and the local potentials of the target area. It was revealed that Pagerwangi society chose to earn their livelihood from food processing industry. This came as no surprise as their natural potentials are such vegetables as broccolis, tomatoes, chilis, and cassavas that had not been optimally processed to be prospective beneficial products. In the assessment process, the target trainees were actively involved in order for them to identify their own needs. (2) Identifying resource person: The resource person in the training was Mr. Sulaeman. He lived in Babakan Bandung, Pagerwangi, Lembang, Bandung Barat. He was a pilot joint business group leader. (3) Identifying the target trainees: the participants were business women,

unfortunate family members, and primary and secondary school graduates. (4) Identifying business partners: The business partners were the parties who provided assistance to the trainees in improving their skills in order for their products to meet the food standards set by the Health Office. The business partners were retailers at the Panorama Market, Lembang. (5) Mapping and analyzing the situations: the prospective joint business groups prepared the production workshop, ensured the basic material supplies, and obtained the business permit from the related officials.

- c) Alternative Program Planning Phase.  
At this phase, the organizer, supervisor, and target trainees had a sharing session about the trainees' needs. The organizer and supervisor acted as the facilitators who encouraged the trainees to raise their opinions. Having analyzed the needs of the trainees, the organizer assigned the trainees into business groups consisting of a leader, treasurer, and product marketing staff.
- d) Action Plan Formulation Phase.  
At this phase, the organizer and the supervisor provided assistance to the joint business group in arranging a business proposal to be submitted to the financiers. At this phase, they should be able to determine their short-term target and how to achieve it.
- e) Implementation Phase.  
This is the most crucial phase in the process of training in which the organizer, target trainees, community leader, and government must work collaboratively to ensure that the training is implemented according to the plan. Some activities at this phase are as follows:
  - 1) Program socialization: This was carried out to provide the trainees, related government officials, and the community leader with theory and practice of the training program. The program socialization began with business training for women, attended by target trainees, resource person, and facilitator, and local government officials including village head (*kepala desa*), subdistrict head (*camat*), the Pagerwangi Family Welfare Movement (PKK), and Education Office. Chair of the organizing committee Mr. Syahidin conveyed a report speech about education program and life skills, the subdistrict official delivered a speech, and

the non-formal education supervisor Ms. Neneng officially opened the training of Pagerwangi kecimping processing.

At this stage, the trainees were asked to draft a learning contract to ensure their sincerity to participate in the training and practice what they learn in the real business activities.

- 2) Training: The training took place for two days, followed by a two-month mentoring program. The instructional activities consisted of both theory and practice.
  - 3) Technical assistance: the trainees practice the knowledge and skills they obtained from the training by preparing and developing food product models. Their products were tried out, assessed, and tested by the resource person and business partners. When the product is deemed feasible for sale, the mass production and marketing began.
- f) Evaluation Phase.  
Evaluation is basically a continuous observation, measurement, and guidance conducted since the preparation phase to the implementation and follow up phase. The aim is to measure the achievement of program objectives. The evaluation were carried out not only to measure the product quality but also the instructional process, implementation, result and effect. The evaluation was even focused on the production process (instructional activities), implementation management, trainees' activities, packaging, and marketing, both online and offline.
- g) Termination Phase.  
This phase is the termination of the relationship with the target community. This is frequently done not because the target community have been considered to be self-reliant, but because the project is over. The post-program intervention is carried out through a mentoring program.

The mentoring program is a process of participating, closely accompanying, and collaborative working to achieve the desired mutual objectives. The mentoring in this program was done through supervision, assistance, and guidance.

## 4 CONCLUSIONS

The youth empowerment through an entrepreneurship training by optimizing local

potentials becomes a key solution to the social problems. This training could improve the entrepreneurship skills of the youth in particular and Pagerwangi society in general. The training was implemented using a management and participatory andragogic approach consisting of the following phases: preparation, assessment, alternative program planning, action plan formulation, implementation, evaluation, and termination.

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