Pedagogia Jurnal Ilmu Pendidikan

Learning Organizations to Build Community Empowerment

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ABSTRACT

The education level of rural communities tends to be low, resulting in them needing help to fulfill their needs optimally. The role of youth as agents of change is the village's potential to make the community more independent through learning communities so that welfare goals are achieved. Therefore, a collaboration between the community in Manggugebang village and Universities (PT), especially the PLS department, is expected to provide benefits in the form of creating a creative economy through the utilization of village potential so that the community can enjoy it as an effort to improve the welfare of the community. Describing and analyzing learning organizations is to build community empowerment in Munggugebang, Benjeng District, Gresik Regency. The research method uses a qualitative approach, and data collection techniques are observation, interviews, and documentation. Data analysis techniques are data collection, reduction, display, and levers. Meanwhile, researchers used dependence, dependence, conformability, and transferability to test the validity of the data. This study shows that the implementation of mentoring gives a significant role in the activities of 1) thinking changes and 2) mental empowerment 3) creative skills.

1. INTRODUCTION

Education becomes social capital for the community if it can develop its abilities through the environment. The support of personal abilities in the community can solve problems that, in development, will impact society in general and the providers who support the community. Community development will increase the capital developed by the environment, among others, through reputation, development of resources, ease of carrying out processes and assistance in solving needs, reducing unnecessary costs, efficient production and support of local services, and increasing local workforce (Pani-Harreman et al., 2021). Through the development of people's abilities, educational institutions will improve the reputation of the people through the ability and education to solve the problems they face. Increasing people will also mean increasing the number of people in government and other customers (Shahrabi, 2012; Rogers & Singhal, 2003).

Improving the community's ability through education cannot be ignored. In terms of more significant and long-term interests, paying more attention to education will have a more significant impact, especially in developing the village as a place where individuals or communities are located. Some things need to be considered as a focus in human resource development through education: (1) development of resources that are very useful for development, (2) making it easier to accept various changes, (3) avoiding costs and risks, (4) production becomes more efficient due to service support from the surrounding environment. (5) the presence of local workers, (6) increase capacity (Areekul et al., 2015).

The village is an area inhabited by residents. Indeed it has potential that can be developed. However, it is different from the Munggugebang village, which still needs attention and impartiality in education because this village has obstacles that can hinder the pace of change that should be more adaptive and transformative. Therefore, in helping the village, there needs to be a party with genuine concern and action to identify the existing problems and what potentials will be developed. A group of village youth who are concerned for the residents of Munggugebang village have formed a learning group whose activities are based on training by providing knowledge and skills based on agricultural products. Through these activities, the community can gain these youths' knowledge, skills, and attitudes. These skills can only occur if the community members take a learning process (DuFour, 2004). Learning can be interpreted as a conscious and deliberate activity that contains several reasons to develop community members as human resources. There are several reasons why humans need to be developed through learning. The first reason, human life is a learning process and experience. The second reason, learning is an effort to solve problems that always arise in human life. The third reason, learning is an activity to foster the learning process for learning (Shantini et al., 2019). Study group activities lead to gathering several learning residents who carry out learning activities and have the same goals in their orientation. This group shows that they realize the importance of learning and an approach to always integrate quality aspects in designing and developing non-formal education programs and education that involves all stakeholders, which is a strategy to answer these challenges; this is because non-formal education programs that do not pay attention to quality will not be effectively implemented (Pramudia et al., 2017). Non-formal education is a voluntary program requiring students' involvement in the program's conceptualization and implementation stage (Tang et al., 2017; Villalba-García, 2021)

Human resource development through non-formal education/out-of-school education provides an opportunity to elaborate further in two forms: non-formal education and informal education (Jamaris, 2019; Țurcanu, 2021). Therefore, it highlights the development of human

resources explicitly through nonformal education as follows: (1) non-formal education needs to be more proactive in reforming its vision, mission, and strategy to change programs that are oriented towards graduates as job seekers, (2) elements of the non-formal education system need to be carried out thoroughly, which includes components, processes, and objectives, (3) improving the vision, mission, and strategy of developing non-formal education, (4) non-formal education increases the orientation of its partiality to the people. (5) non-formal education needs to develop three aspects (triad) of internal institutional development with research, management and production efforts, and (6) repertoire of improving the educational mission broad non-formal sector, the program organizers and implementing agencies cannot work independently without any linkages with other parties (Ayub et al., 2014).

With the development of human resources through the school education system and the out-of-school education system, human resources can be improved both quantitatively and qualitatively, meaning that from the quantitative aspect of human resource development seen from the goal, namely to ensure the number of workers and from the qualitative aspect of human resource development for ensuring the right quality of workers, by forming study groups capable of being an effective learning vehicle for community members in a village. Study groups function as a learning process, and study groups are very beneficial for them as learning citizens because learning activities can be used as a means to empower the community, meaning an effort to increase the dignity of the community in its current condition are unable to escape the trap of poverty and underdevelopment. If it is associated with non-formal education, it is helpful for the community in solving problems. Through this education, the community can find various alternative solutions that come from the community itself (Susilo, 2017). Each interacts individually with other individuals by sharing experiences in study groups. Every individual has the same opportunity to develop abilities in learning to form group independence, namely "people gaining un-understanding of and control over social, economic, and political forces in other to improve their standing in society" (Suzanne Kindervatter, 1979). Thus, study groups in which there is an interaction between learning citizens are efforts to empower the community and demand society amid globalization as it is today.

Each learning citizen who interacts in learning has their own experiences, and with their experiences, they teach each other. Each person's experience becomes learning material for others in the study group. Experiences that can be shared with others contain the value of new knowledge and skills for others who have not known or understood them before so this situation will become a positive dependency in learning (Slavin, 2011).

The study group in Munggugebang village is supported by several community leaders, especially traditional leaders who significantly influence the continuity of life-related to the customs and habits in the village. Each character has a different role depending on his role. This can help the study group develop more in learning activities, partnerships, and long-term sustainability (Hatefishojae et al., 2021). Through study groups and "activities of civil society organizations such as Youth organizations, trade unions, and political parties" (Pilz & Wilmshöfer, 2015).

To develop study groups that are not only in the context of learning activities but must be appropriately managed through organizing efforts. There are parties or groups of individuals in the organization responsible for carrying out their functions so that the learning group can function as a place of learning and be a place for the modern organization. The management elements in the organization must be met so that the study group can develop according to

the times (Musa et al., 2020). Each element has a valuable function associated with the role and learning of citizens in the learning group. The community in Munggugebang village can develop by forming study groups whose activities begin with functional training according to the daily lives of the people they face. The community is invited to identify the problems they face and their expectations if they are related to the problem (Rahma et al., 2019). The more people can explore the problem, the more they are responsible for solving the various potentials that exist in the community. Learning groups formed from, by, and for the community, managed by the community itself, and supported by community leaders indirectly produce organizations rapidly developing by the citizens' expectations. In this context, the community is an agent of change in its environment and will be better prepared to face any changes. The learning process in the community continues with the presence of study groups. Therefore it can broadly impact improving human resources in Munggugebang village.

The presence of study groups that become a forum for a learning community organization directly impacts knowledge, attitudes, and behavior changes. These changes will form learning interactions between learning citizens and community members around them. If this continues to be applied, it can form a learning community, mainly if it is supported by community leaders who are very supportive of the learning group activities.

2. METHODOLOGY

This study uses a qualitative approach to the circumstances and individuals (holistic) (Bogdan et al., 1975). This approach is a method that produces descriptive data in the form of written or spoken words (narrative) from people and observable behavior. In the qualitative approach, the researcher collects data and information from a database using words and images described by the problems studied (Marshall et al., 2018). The location of this research is in the village of Munggugebang, Benjeng District, Gresik Regency. The phenomena in this research study are related to the role of learning citizens in study groups, an organization in study groups, and the independence of learning citizens in community empowerment—research subjects to become informants of this study using the purposive sampling technique.

Data collection includes observation, interviews, and documentation studies (Glaser & Strauss, 2017). First, interviews in qualitative research are open and general and aim to understand the central phenomenon in the research focus. Aspects asked about the focus of research and things related to the focus can enrich data or information. Second, the observations in this study were carried out by researchers by observing and observing the activities of study groups in Munggugebang village and the interaction of study groups in the management of learning activities. Third, the documentation researchers did here was recording images, sounds, and photos. Documentation in the form of photos is carried out by collecting several photos of the activities of learning residents in study groups or daily activities related to the research focus.

Analysis of field data on learning organizations as community empowerment institutions, in this analysis using data analysis techniques, can be described as follows. (1). Data collection, 2). Data reduction, 3). Data display, 4). Data verification. The technique of checking the validity of the data is necessary to determine the extent to which the data is valid. In order to determine the validity of the data, an examination technique is needed. The implementation of the examination technique is based on several specific criteria (1). Credibility, 2) transferability, 3). Dependability 4). Confirmability. Data collection was obtained by researchers using several research instruments (Moleong, 2011).

3. RESULTS & DISCUSSION

3.1. The Role of Learning Citizens in Study Groups

Learning group activities occur in the learning process so that the bonding as learning citizens allows them to progress together. This learning process is known as the social learning process that involves humans in the social process, namely the socialization process wherein the social learning process citizens learn to learn the desired behavioral models. This socialization process takes place in an atmosphere of tight and closed relationships, so the learning process is deeply embedded in every learning citizen (Hofstra et al., 2015).

Social interactions between learning citizens are essential in increasing knowledge, attitudes, and behavior. As a learner, applying all of his experience in the group learning process to improve his life. Citizens learn to awaken their needs, aspirations, and learning responsibilities to find solutions to problems and create a conducive learning climate or help increase the selfactualization of learning citizens and create an atmosphere so that citizens learn together in their learning direction (Houde, 2006).

Learning provides new knowledge, skills, and abilities to learning citizens and improves their quality of understanding of each other. Learning is done after they experience business problems that cannot be solved alone. Improving the knowledge and skills of learning citizens becomes the impetus for them to apply participatory learning aspirations in their study groups. Applying the principle of learning for participation means training tutors to find solutions to problems appropriately and correctly and is a high-level learning or independent study.

Social interaction between learning citizens can foster interpersonal relationships that seem more substantial and, between them, create a deep mutual understanding. Interpersonal relationships result in a learning atmosphere that stimulates continuous learning, which will bring citizens to learn to analyze the problems faced in their business, be open, not afraid, feel valued, and be recognized for their skills; this is per the broad objectives of the training, namely "involves not only changing what exists already (afraid, false, ideas, not confidence, hesitate) but also introducing something new (knowledge and skill) (Andersson & Gadolin, 2020).

Study groups have positive values for learning citizens, namely changes in the person concerned, and these changes include:

- Replacement of the negative characteristics that residents of urban learning have so far become positive characteristics, such as; not being afraid, confident in their abilities, being open, and no longer shy in associating with partners with other parties in the business field.
- We are updating old and new knowledge and skills related to work or business.

3.2. Organizing in Study Groups

The organizing function involves gathering individuals in study groups and carrying out their respective duties following the division of roles agreed upon informally and formally to carry out their duties. This situation reflects a systematic effort, that is, each individual who has been agreed as either the administrator/manager of the group carries out their function to control the group that has been formed with the same goal. In this case, study groups can continue to run well if managed by managers with the ability and loyalty to an institution (Capraro, 2004; Leidner, 2020; Schein, 2016).

After being assembled in a study group, there needs to be a party that can influence and invite each group member to learn and work well according to their plans and the interests of

the group members. The main task of the group manager is to mobilize, encourage and support each individual in the learning process to be dynamic with the needs or challenges of the group. The conditions that make every learning citizen have the enthusiasm and are moved to carry out learning activities to the maximum and fun prove a driving function carried out by group leaders (Maduretno & Fajri, 2019; Raes, 2013; Senge, 2017).

In order to ensure the quality of learning and the continuity of the study group as a dynamic organization, it is necessary to monitor or control this quality. Supervision is carried out individually and in groups, reminding each other that citizens learn as adult learners. Formal supervision is carried out by the group leader (Briker, 2021; Nurabadi et al., 2019). Therefore, the head of the study group acts as a supervisor for other learning citizens in ensuring the continuity of the quality of learning in the study group.

The stronger the supervision carried out individually and in groups, the better the learning and learning groups will run. Learners can supervise their responsibilities in learning and supervise each other in groups to create dynamic supervision (Terry et al., 2020; Young, 2019). Thus, supervision in learning and groups as organizations where learning citizens learn from each other will increasingly provide comfort in a study group.

3.3. Independent Citizens Learn in the Context of Community Empowerment

The empowerment formed in learning activities in study groups is an effort to enable the Munggugebang village community, which has been considered to have no or less role in increasing and having better abilities to their status and role in the social system. In principle, community members as learning citizens in a social system learn together in groups, are facilitated by resource persons, and teach each other. In the context of adult education, it is a "facilitation process that aims to provide support in the ability to direct and develop oneself, an individual's natural ability. On this basis, Knowles elaborates a series of training methods to ensure proper negotiation between teachers and students regarding learning objectives, methodical management, and assessment of training (Aliping & Parcasio, 2018; Carvalho, 2021).

Figure 1. Munggugebang Village Head Office

Learning residents living in villages have a fundamental problem: they need more knowledge and skills to develop and optimize local natural and non-natural resources in their area. Therefore a set of applications and solution skills are needed to take action together to utilize their skills to develop their village (Wahyuingsing & Hidayati, 2018). Armed with the skills received in learning in study groups, learning residents will be able to develop their local resources.

There are several indicators of empowering learning citizens that can be seen in learning activities in study groups that reflect learning outcomes, among others, a) Access, learning citizens have an enormous enough opportunity to get resources in their lives, including the opportunity for further development. b) Leverage, residents learn in study groups that there are efforts to raise enthusiasm and bargaining power against others if they have more abilities in terms of knowledge, attitudes, and skills. c) Choices, learning citizens have the ability and have the opportunity to choose various choices in determining their lives in society. d) Status (status), learning residents improve their self-image and self-satisfaction and have a positive feeling for their cultural identity formed during the learning process in study groups. e) Critical reflection capability, citizens learn to use the experience to measure their potential superiority over various opportunities for problem-solving options; f) Legitimacy, learning citizens have abilities based on rational reasons for their needs; g) Discipline, setting their quality standards for the work they do to other people, h) Creative perceptions, learning citizens have a more positive and innovative view of their relationship with their environment, especially in their field of work (Belwalkar et al., 2018; Dieleman, 2013).

Therefore, learning in study groups is carried out by prioritizing the results of the identification of the needs and problems faced by learning residents by using strategies including; (a) community organizing to activate the community in improving and changing social, economic, and environmental conditions; (b) self-management and cooperation, to capture the strength of cooperation through fostering good relations between members; (c) adopt a participatory approach, to prepare people to control the nature and direction of the planned change; and (d) providing skills to help people learn to be more confident and have provisions for a better quality of life.

4. CONCLUSION

Social interactions between learning citizens are essential in increasing knowledge, attitudes, and behavior. As a learner, applying all of his experience in the group learning process to improve his life. To ensure the quality of learning and the continuity of the study group as a dynamic organization, it is necessary to monitor or control this quality. Supervision is carried out individually and in groups, reminding each other that citizens learn as adult learners. Community members, as learning citizens in the social system, learn together in groups and are facilitated by resource persons and teach each other. In the context of adult education, it is a facilitation process that aims to provide support to direct and develop oneself, an individual's natural ability. The implementation of mentoring gives a significant role in the activities of 1) thinking changes and 2) mental empowerment. 3) creative skills.

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