

Optimizing Team Building Through Training for Karang Taruna Youth in Pasir Tanjung Village, Bogor

Gita Irianda Rizkyani Medellu¹, Santi Yudhistira¹, Herdiyan Maulana¹, Anggi Mayangsari¹, Rayhan Alif Agustian¹, Muhammad Rayendra Rafif¹, Muhammad Iqbal Alamsyah¹

¹Universitas Negeri Jakarta, Indonesia

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ABSTRACT

Pasirtanjung village has many young people who have an essential role in the village. However, although the number of youths is quite large, the Karang Taruna in Pasirtanjung Village is still unable to function optimally because members are not active enough to contribute. Therefore, Karang Taruna does not function like a youth organization. Meanwhile, to make the organization function optimally (achieve its goals), it is necessary to have contributions from each member. Community service activities are designed to build a better village community, in this case, Karang Taruna. This activity resulted in a program to improve team building for youth organizations. This is done to strengthen teamwork, improve group performance, and increase emotional attachment between group members and trust between members. Moreover, it optimizes the role of Karang Taruna in achieving its goal as one of the community institutions that helps build the village. The first step in building team building is strengthening group cohesiveness within the youth organization. A series of programs were designed to improve team building: 1) providing materials, 2) training, and 3) Focus group discussions. These team-building activities have been proven to help improve group performance. Systematic team-building activities can increase emotional attachment between group members and trust between members. This series of activities can ultimately be measured through pretest-posttest measurements related to group cohesion. The results show that the understanding of youth regarding group cohesion in youth organizations has increased after being given training. This training can provide new insights to the trainees that developing an organization requires an active and mutually supportive team.

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* Corresponding Author.
gitairianda@unj.ac.id
(Gita Irianda Rizkyani Medellu)

INTRODUCTION

Youth have a significant role in village empowerment. Youth is a resource for change in society, so youth organizations and young leaders need to be strengthened and given more space to perform, influence, and empower (Diraditsile & Boitumelo, 2020). Based on Law No. 40 of 2009, youth are Indonesian citizens a critical important growth and development period aged 16 to 30 years. Chronologically, early adulthood starts at the age of 18 and goes on until the age of 40. Santrock (2008) believes that early adulthood is a period of transition, both physically, intellectually, and in social roles.

When viewed through the age of individual development, youth can enter the adolescent and early adult development phases, considered a generation that can actively participate in village institutions. Youth adapt to life patterns in new social expectations (Hurlock, 1980). So, regarding psychological development tasks, young individuals have a broader social role and contribute to their environment.

In Indonesia, one of the youth organizations is Karang Taruna. Based on Minister of Social Affairs Regulation Number 25 of 2019 concerning Karang Taruna, it is stated that Karang Taruna is an organization formed by the community as a forum for the young generation to develop themselves, grow, and develop based on awareness and social responsibility from, by and for the young generation, which is oriented in achieving social welfare for society. Karang Taruna itself is a community institution that has an active participating role in village communities. Almost every village has a Karang Taruna, including Pasir Tanjung village. Pasirtanjung Village has Youth Organizations spread across both village and RW levels.

Pasirtanjung Village is a village that has a population of 5,987 people, with an average annual increase of around 65%, which was recorded in 2019. This shows that the increase in the new generation is massive and will influence changes in the village. However, even though the number of youths is quite large, the Karang Taruna in Pasirtanjung Village is still not functioning optimally because there are members who are only registered but do not actively contribute. This results in Karang Taruna not functioning as a youth organization. Meanwhile, to be able to make an organization function optimally (achieve its goals), there needs to be a contribution from each member.

One way to help encourage each member to achieve organizational goals is by conducting team-building training (Fapohunda, 2013). Team building is a learning process with an experimental approach that aims to improve internal group functions such as cooperation and better communication and reduce dysfunctional conflicts between group members (Kreitner & Kinicki, 2008). Based on previous research, team building can increase organizational effectiveness by increasing cohesiveness between organizational members to achieve its goals (Burke et al., 2014). So, it can encourage each

member to be involved in realizing its activity programs. Thus, it is necessary to hold team building training for Karang Taruna in Pasirtanjung Village as an effect the team building of Karang Taruna in Pasirtanjung Village, so that youth in the village can contribute optimally to developing their village together.

A successful team will monitor its effectiveness and progress. Any team member who observes that the team is performing poorly is responsible for bringing it to the entire group and appropriate action can be taken to correct the problem. Sometimes there may be group members who are not there to advance the group's goals, but perhaps to advance their own goals. If the person is still unwilling to prioritize the group's goals he or she may be removed as a member, or transferred to another group that better suits his or her personal goals. High-performing teams take whatever steps may be necessary steps goals.

Karang Taruna itself needs to get empowerment and guidance to maximize its function. The same article explains that Karang Taruna empowerment is a process of developing abilities, and opportunities, and giving authority to Karang Taruna to increase potential, prevent and handle social problems, and develop pioneering values through the use of human resources, natural resources, social resources, and technology.

Meanwhile, Karang Taruna coaching is an effort, action, and activity carried out on Karang Taruna efficiently and effectively to obtain better results. The existence of Karang Taruna is one form of village community development, especially in terms of the contribution of the younger generation. Karang Taruna is a great resource owned by the village to strengthen the relationship between individuals and organizations. In this case, how the village community is bound to its village and seen from the perspective of community development.

Community development will bring together resources from several groups in an area, such as neighborhood and community organizations, religions, businesses, schools, youth groups, libraries, and other community resources (Kaye & Wolff, 1998; Kretzmann & McKnight, 1993). Community development can focus on several domains, one of which is the improvement of the social environment such as the promotion of the development of the younger generation such as Karang Taruna. Therefore, through community service programs based on village needs to develop the community, a program was created to improve team building for Karang Taruna youth. This is done to strengthen team collaboration and optimize the role of Karang Taruna in achieving its goals as a community institution that helps develop villages.

LITERATURE REVIEW

a. Early Adulthood

Early adulthood with ages ranging from 18 to 40 years is an important period in human development (Santrock, 2018). At this stage, individuals face various significant developmental tasks, such as

1. Achieving Economic Independence

Early adulthood is likely to strive to become financially independent, often through further education, entering the workforce, and developing a career. This involves financial planning and managing a personal budget.

2. Building an Intimate Relationship

Establishing and maintaining meaningful intimate relationships is an important task at this stage. These include serious romantic relationships, marriage, and deep friendships. Communication and conflict resolution skills are key to forming healthy relationships.

3. Developing Personal Identity and Values

Early adulthood is a time to deepen self-understanding and establish clearer values and life goals. Individuals begin to form their identity in professional, personal, and social contexts.

4. Maintaining Physical and Mental Health

Maintaining health through a healthy lifestyle, such as regular exercise, a balanced diet, and stress management, is crucial at this stage to ensure long-term well-being.

b. Community Development

Community development is a collective process in which community members work together to improve their quality of life economically, socially, culturally, and environmentally (Ledwith, 2011). The process involves empowering individuals and groups by providing them with the necessary skills, knowledge, and resources to create positive change in their communities. Community development often emphasizes the active participation of all community members, where they are involved in problem identification, solution planning, and implementation of actions that will improve the well-being of the community. Through this collaborative approach, the goal is to build local capacity, reduce dependence on external assistance, and create self-reliant and sustainable communities.

Some theories and approaches in community development include empowerment, social capital, asset-based community development, participatory development, and sustainable development

(Kretzmann, 1993). Empowerment theory, for example, emphasizes the importance of giving community members the control and power to make decisions that affect their lives. Social capital theory underlines the importance of social networks and trust in achieving common goals. Asset-based approaches focus on identifying and utilizing existing local strengths and resources. Direct participation of community members at every stage of the development process is key to success, and a sustainable development approach ensures that progress can be sustained without damaging the environment or degrading the quality of life for future generations.

c. Empowerment

Empowerment in community development is the process of empowering individuals and groups to take control of their own lives (Ledwith, 2011). This is done by giving them access to the resources, knowledge, skills and decisions needed to improve their quality of life independently. Through this approach, communities can overcome internal and external challenges, and strengthen their capacity to participate in sustainable development processes.

Community development is a strategy to improve collective well-being and reduce social disparities. This approach does not only focus on physical development, but also on strengthening social networks, establishing local leadership, and improving the capacity of community organizations. By building solidarity and collaboration among community members, community development aims to create an inclusive and sustainable environment.

d. Training

Training in community development is a training process designed to empower individuals and groups within a community with the skills, knowledge, and abilities necessary to facilitate effective community development (Eade, 1997). This training involves various aspects, including leadership capacity building, project management, technical skills, as well as strategies to encourage community participation and collaboration. By providing relevant training, community members can more effectively identify local needs and problems, plan and implement solutions, and build strong networks of cooperation. Training also often covers aspects such as facilitation techniques, conflict management, and effective communication to ensure that all community members can contribute to their full potential.

Training in community development also plays an important role in promoting community sustainability and self-reliance. Through the Asset-Based Community Development approach, training helps communities identify and utilize existing local resources, both in the form of individual skills and natural resources. In addition, the training emphasizes the importance of sustainable development, where communities are trained to implement practices that maintain a

balance between economic development, social welfare, and environmental sustainability. By increasing local capacity, the training not only helps communities to achieve short-term goals but also ensures they have the tools and knowledge to continue to grow and adapt to future challenges (Kretzmann, 1993).

MATERIALS AND METHODS

Activities Methods

A series of training-based activities were arranged to improve team building among young people at Karang Taruna. Training is needed when there is a gap between expected and current performance. Training can compensate for the lack of skills or knowledge that causes current performance to be suboptimal (MOI/DOLA, 2004). In this case, the needs analysis carried out is the stagnation experienced by youth organizations. The function of youth organizations is ineffective because the formation of youth organizations is just a formality. Therefore, strengthening closeness within youth groups or team building is a necessity. Team building can be built through group attachment or group cohesiveness. Group cohesiveness is the level at which group members are interested in remaining together and uniting in the group's main goals.

In general, the following are the stages of implementing activities:

1. Doing initial survey to Pasir Tanjung Village to obtain an overview of the phenomena occurring in this area through observations and interviews with residents.
2. Conduct a needs assessment for Karang Taruna in Pasir Tanjung Village so that the community service program can align with the needs of the target participants.
3. Design community service activities/programs based on the needs assessment results.
4. Prepare before carrying out activities.
5. Doing activities
6. Carry out activity evaluations

Activities are carried out in three major activities with pre- and post-activity measurements. The description of the activities is as follows:

1. Material Presentation

Theory intervention can help groups understand the meaning of attributes/concepts through their experiences. Concept formation can help individuals to place information more easily.

2. Providing Training

Roleplaying is intended to provide group experience related to concepts through experiential learning. Training has the aim of improving individual performance in a particular job. Activities were intended to provide, obtain, improve, and develop personal skills in response to the expectations or demands requested.

3. Focus Group Discussion

FGD is a systematic process of collecting information or data regarding a problem through group discussion. In short, it is a form of directed and systematic discussion regarding a particular issue or topic (Irwanto, 2006). In this case, the previous series of activities providing direct experience related to the concept will be examined further to strengthen the topic that wants to be optimized through experiential discussion.

4. Evaluation Plan

In implementing this training program, the primary benchmark for activity achievement is seen from the measurements taken at the beginning and at the end of training. This team-building activity was held on Saturday, July 2, 2022. Before the activity was carried out, try out a pre-test first to measure the degree/level of team building they had through a questionnaire given by the community service team. Then after the activity is finished, participants are asked to do a post-test by filling in the same questionnaire as the pre-test using a measuring scale.

RESULT AND DISCUSSION

Result

This training activity is evaluated by measuring changes in the knowledge possessed by training members. This evaluation was carried out as an effort to answer the previous gap due to the lack of understanding of group members who needed to measure the success of their improvement through a measuring instrument in the form of a questionnaire. Data collection is carried out initially before the treatment is given and then measured again after the series of training from the pre-test and post-test statistically by the community service team.

Table 1.
Paired Sample T-test (1)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	29.00	18	4.187	.987
	Posttest	31.00	18	4.393	1.035

Table 1 above shows comparative data between the average pre-test and post-test scores, which ensure the participants' team building. From these results, the average pre-test value was 29.00, while the average post-test value was 31.00. So, the average post-test score is greater than the pre-test, meaning that the team building training program provided increases team building among Karang Taruna Youth in Pasir Tanjung Village.

Table 2.
Paired Sample T-test (2)

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	18	.598	.009

Apart from that, table 2 shows a significant relationship between the pre-test and post-test with a relatively high correlation, the results also showed significant results. So, it can be concluded that there are changes in the team building aspect before and after the training. This training can improve team building among the youth of Karang Taruna Pasir Tanjung Village.

Discussion

Team building optimization activities for the Karang Taruna youth of Pasir Tanjung Village were carried out as training for members and cadres. This team-building training was carried out with the aim of encouraging members and cadres to participate actively in developing the organization to improve the group's internal functions. The emphasis on group cohesiveness was made so that each member and cadre of the Karang Taruna group feels that they have ownership of the organization and become part of the organization so that they can maintain their commitment and embrace and develop Pasir Tanjung Village. Apart from that, this team building training is also expected to provide benefits for youth organizations, namely increasing cooperation, establishing good communication between

training participants, and helping training participants deal with potential conflicts and obstacles that may be experienced in the future. Participants were members and cadres of the Pasir Tanjung Village Youth Organization which are representatives of various Community Associations (RW) in Pasir Tanjung Village. Participants are determined to be 16 – 30 years old so that participants who take part in the training still have high enthusiasm and are candidates for the next youth organization management so that they subsequently have a long-term impact.

Training to participants was given in three sessions, namely providing primary material regarding team building and group cohesiveness, Team Building Training, and Focus Group Discussion. Before the activity begins, participants are given a pre-test questionnaire to see the cohesiveness of their group towards the organization, then given a post-test after participants have attended the entire series of training from the first session to the third session as an evaluation of their point of view towards the organization which is the effect of the training provided. This entire process is summarized in a training module distributed to participants.

In the material session, training participants showed enthusiasm in following the material by responding to several challenges given during the delivery. They are also enthusiastic in responding to examples of successful youth organizations in electronic media. Several participants briefly commented on the Pasir Tanjung Village Youth Organization. The response and enthusiasm of the participants indicated that they were starting to be able to relate the situation presented in the material to the situation that occurred at the Karang Taruna village of Pasir Tanjung.

During the training session, the atmosphere of the activity changed to become more focused and dynamic. The requirement for participants to develop strategies, communicate directly, and work together makes them more active in providing opinions when conducting simulations. In this session, the working group, divided into several groups, looked stiff initially. However, after some time they could adapt to their respective tasks and discuss communicatively. This session focuses on aspects of cooperation and communication both within groups and between groups. Groups that complete the simulation tend to use effective strategies in dividing roles, listening to the opinions of other members, and not being reluctant to express their own opinions. This process shows that training members are starting to understand and internalize the values contained in the training provided. They can understand that to achieve a common goal, they must work together as a team and actively participate (add journal).

The final session is a focus group discussion. This session invites training participants to reflect on the lessons they can take from the previous two sessions and the applications they can apply in running the Karang Taruna organization in Pasir Tanjung Village. The reflections they got from this activity include: 1) There must be solid cooperation to achieve a common final goal; 2) Strategy is needed but must pay attention to its effectiveness; 3) Working together is faster and better than prioritizing everyone's opinion; 4) clear communication can help speed up the simulation process. From the four points stated, it can be identified that the participants can understand the meaning contained in this training. To build team building in an organization, good group cohesiveness is needed to actively participate in achieving goals. Groups with high group cohesion tend to have practical group activities; their members are cooperative and friendly and respect each other to achieve goals (Purwaningtyastuti & Savitri, 2020).



The results of these observations align with evaluations through pre-test and post-test which, show differences in group cohesiveness between before and after the series of activities were carried out. The results of the paired sample t-test show that the pretest mean is 29.00 and the post-test mean is 31.00. With a significant p-value of 0.009, it can be concluded that there is a significant difference in group cohesiveness in providing team-building training for the Tanjung Village Youth Organization. With an increasing mean value, the cohesiveness of the group of training participants also increases. Thus, this training has a positive impact on improving the team building of training participants. This training can provide new insight to training participants that developing an organization requires a team that is active team.

Based on the results of interviews conducted with training participants, participants received benefits from this training, including 1) this training awakened participants' mentality to play a more significant role in developing the village; 2) understanding the importance of cooperation in groups; 3) helpful in raising awareness among young people to care more about their village; 4) training participants are more interested in developing activities at the youth organization and want to create new, exciting things together; 5) young people who take part in the training can gain something useful for themselves, for the youth organization for the village of Pasir Tanjung. Apart from that, in this interview, the participants also expressed their hopes for the youth organization in the future, namely: 1) The young people in Pasir Tanjung Village will be more active and innovative in developing Pasir Tanjung Village; 2) Hopefully, the youth organization will run conductively by fostering close cooperation and relationships, and that there will be no obstacles in carrying out activities by building good communication within the organization; 3) Other young people who have never joined the youth organization are expected to be able to join the youth organization in the future.

In carrying out activities, various factors support the implementation of activities smoothly and well, including 1) financial assistance from Jakarta State University so that activities can be accommodated according to field needs; 2) full support from Pasir Tanjung Village, starting from providing a place, collecting data on participants, managing time, preparing food at the right time, and other facilities that make activities run smoothly; 3) Active participation from training participants and youth organization administrators who are enthusiastic about each session held and willing to take part in activities from start to finish; 4) the location in one of the schools, such as the availability of projectors, classrooms and simulation fields, makes the series of activities run well.

Even though the series of activities ran smoothly, it cannot be denied that there were various obstacles to implementing the training, including 1) activities carried out during the day made the class atmosphere stifling and hot. This causes participants to sometimes lack focus and need to drink a lot while working on the simulation; 2) some of the participants who attended did not match the target, namely the administrators and members of the youth organization. This was because at the same time

several, administrators were taking part in a football tournament, so the administrators decided to involve youth organization cadres; 3) participants who are not used to long series of activities require facilitators to provide more detailed and repeated explanations in carrying out training activities, especially in training sessions with group building simulations; 4) Activities carried out in the afternoon to evening make the implementation duration shorter than planned, so there are parts that must be summarized to make them more effective, especially in the final session. Nevertheless, the entire series of activities ran well and smoothly.



CONCLUSION AND RECOMMENDATION

Conclusion

This team-building training was carried out to encourage organizational members and cadres to participate actively in developing the organization to improve the group's internal functions. This team building is expected to provide benefits for youth organizations, namely increasing cooperation, establishing good communication between training participants, and helping training participants deal with potential conflicts and obstacles that may be experienced in the future. Participants in this training were members and cadres of the Pasir Tanjung Village Youth Organization which were representatives of various Community Associations (RW) in Pasir Tanjung Village. Training to participants was given in three sessions, namely providing essential material regarding team building and group cohesiveness, Team Building Training, and Focus Group Discussion. Evaluation through pre-test and post-test was carried out to see whether there were differences before and after the training was given. Apart from that, the interview method was also carried out to see the qualitative participants' qualitative results of the training showed their enthusiasm and active participation in the entire series of activities. Based on the results of the pretest and posttest results can be differences in group cohesiveness in providing team building training at the teambuilding Village Youth Organization. Thus, this training has a positive impact on improving the team building of training participants. This training can provide new insight to training participants that to develop an organization developing an organization requires an active team.

Suggestion

For further service, a more in-depth survey is needed to see the continued needs of the Tanjung Pasir Taruna Youth Organization. It is recommended that the next activity with the survey results and specifications for new and existing youth organization members so that the benefits provided are more pronounced for organizational development. Apart from that, the next servant can also choose a more conducive time so that the activity's duration by the plan that follows. Establishing good communication and strong coordination in designing and implementing activities is recommended so that activities can run smoothly.

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