



Asian Social Work Journal (ASWJ)

Volume 2, Issue 2, November 2017

e-ISSN : 0128-1577

Journal home page:
www.msosocialwork.com

Implication of Mentoring and Coaching to the Self Empowerment of Economical Joint Effort Group

Sri Putri Permata¹

¹Department of Social Welfare, Faculty of Social and Political Sciences,
University of Bengkulu, Indonesia

Correspondence: Sri Putri Permata (sriputri_jar0703@yahoo.com)

Abstract

Poverty is still a prime issue in Indonesia. One of strategy which had been conducted by the government to handle poverty, by a social ministry of Republic of Indonesia is the group based empowerment for the poorest called KUBE FM (economic joint effort group). In order to endorse the development of KUBE FM, therefore, accompanied with mentoring by village mentor as well as sub-district mentor and supervision by district social services and provincial social services. The purpose of this research is to describe and analyze the implication of mentoring and coaching which had been conducted to the self-empowerment of KUBE FM. This research used a qualitative approach to a case study, located in North Bengkulu Regency of Bengkulu Province. Location of this research determined purposively which consist of 2 villages with developed KUBE FM and 2 villages with less developed KUBE FM. The result of this research indicates that there was difference on mentoring of KUBE FM. On developed KUBE FM, there was positive implication such as increasing solidarity and awareness of the importance of education, increasing business and motivation, group function run smoothly, more harmonious relationship, increasing participation and group solidity as well. On less developed KUBE FM there were not positive implication such as decreasing solidarity and awareness of the importance of education, decreasing business and motivation, group function could not run smoothly, less harmonious relationship, decreasing participation as well as group solidity. The conclusion of this research, there was the interaction between the process of mentoring and coaching to the self-empowerment of KUBE FM.

Key words: poverty, empowerment, mentoring, group based empowerment, economic joint effort group

Introduction

Poverty is still a major issue in Indonesia, especially after the economic crisis of 1997-1999. According to Indonesian statistics 2015, in September 2014 the number of poor people in Indonesia were 27,727,780 people (21.92%). The figure was consist of urban poverty as many as 10,356,690 people (8.16%) and rural areas as many as 17,371,090 people (13.76%). Meanwhile, in September 2015 the number of poor people in urban areas was 10,619,860 people while in rural areas as much as 17,893,710 people. One effort or strategy conducted by the government in this regard through Ministry of Social welfare, in addressing the problem of poverty was implemented poor empowerment program

through the methods of a group, in this case through the Economical Joint Business Group of the Poorest (KUBE FM).

The existence of KUBE FM was very important in empowering the poor because it was targeted for those who have limitations in various things such as income, housing, health, education, skills, capital ownership, communication, technology. In order to run this program smoothly, therefore accompanied by coaching and mentoring so that the process of empowerment of the poor became more effective and efficient in terms of finance, manpower and time spent. On the other hand, the group members could help each other and share the information, knowledge, skills, capital, and others as well as to enhance the knowledge and insight of the members in managing their business. The members of KUBE FM is also expected to explore and utilize the resources available in their environment, foster togetherness, brotherhood, mutual cooperation, caring, social solidarity and organizational skills. In other words, KUBE FM was aimed to improve the ability of members in fulfill the needs of everyday life, prevent and handle problems that occur both in a family or in the social environment and in performing social roles (Ministry of Social Affairs, 2013).

Bengkulu Province is one of the provinces in Indonesia which had implemented KUBE FM since 2005. However, by 2016 the level of development was still low, about 40% (Bengkulu Provincial Social Services of Bengkulu, 2016). In an effort to accelerate the development of KUBE FM then mentoring was done by villages and sub-districts mentors as well as coaching by the Provincial Social Services of Bengkulu and District Social Services of North Bengkulu. This research was aimed to describe and analyze the implications of mentoring and coaching which had been done to the self-empowerment of KUBE FM.

Literature Study

According to Ife (1995), there are four roles and skills that must be performed by actors of change in the process of empowerment. Those roles and skills were facilitative, educational, representative and technical.

On the developed KUBE FM, the village mentors performed their duties better than those of the less developed KUBE FM. On the developed KUBE FM, the village mentors were more able to act as a good motivator and facilitator so that the group becomes harmony. They were characterized by democratic leadership, the existence of good relations between group members, as well as balance working distribution. These could motivate group members to actively participate in running activities and group businesses so that they could develop as expected. The meeting with the leader and the members of the group also occurs more intensively. During the meeting, they discussed the progress and the problems faced by the group. The village mentors also gave a briefing on the development of business while simultaneously monitored the group's progress. In addition, to accelerate the development of KUBE FM the village mentors were also intertwined cooperation with the government and individuals / private sector who interested in developing the business of KUBE FM.

Instead, on the less developed KUBE FM, the village mentors were not able to carry out their duties well. They were not able to act as a good motivator and facilitator. They rarely meet because there were not monthly meeting. The leader applied the pattern of autocratic leadership. The result was a split in the group, relations between members of the group was getting worse, unbalance working distribution led to decreasing participation of the members. The meeting between the leaders and the group members were not intensive. On less developed KUBE FM the village mentors neither monitored the group's progress nor made working with other parties. These had caused the negative impact on the development of the group as well as group business were not able to develop as expected.

As agents of change, village mentors had played the facilitative role such as giving the motivation to act, building consensus, facilitating groups, utilizing the resources and skills and organizing groups. On the other sides, village assistants also conduct educational role in raising awareness, providing

information and guidance. They were also played representative role by making cooperation. Based on the findings, it can be said that the greatest role in determining the progress of implementation of KUBE FM was village mentors. This is mainly because the village enters most often interact with the leaders and members of KUBE FM. In other words, village mentors roled as a spearhead of KUBE FM. On the developed KUBE FM, village mentors played an important role since the group formation, planning and also implementation. On the less developed KUBE FM, village mentors were not able to perform their responsibility well. After guiding the process of group formation, selected the committee and guided group business proposal, the village mentors was no longer interact intensively with the leaders and members of the group. These had caused bad relation among leaders and group members. Furthermore, on the less deloped KUBE FM, group business could not develop well.

The sub-districts mentors played the less important role in determining the development of KUBE FM. This was because they di not interact directly and intensively with the leaders and members of KUBE FM. The sub-district mentors more roled as coordinator for the village mentors. However, indirectly, they were also played important roles in monitoring, coordinating, guiding and reporting activities and performance of village mentors.

Meanwhile, the coaching process carried out by the District Social Services of North Bengkulu and Provincial Social Services of Bengkulu, also did not contribute directly to determine the development of KUBE FM. It was also because the District of Social Services of North Bengkulu and Provincial Social Services of Bengkulu did not interact directly with the leaders as well as members of KUBE FM. The coaching process carried out by the district of social services was more intensive than those of provincial social services of Bengkulu. The District of Social Services of North Bengkulu roled as coordinator and supervisor in the implementation process KUBE FM program in North Bengkulu district. Provincial Social Services of Bengkulu also serves as coordinator and supervisor in the implementation process of KUBE FM program in Bengkulu Province.

Referring to the opinion of Homan, Ife and Cattaneo and Chapman, it could be concluded that empowerment was a very important strategy in "empowering" clients so that they were able to be independent and could determine options to achieve their welfare. Empowerment was essentially intended to improve the empowerment of the vulnerable/disadvantaged, in this case, was the poor people.

Thus, with regard to this study, the empowerment of the poor through KUBE program became relevant. In the empowerment process, members are given the opportunity to participate in group activities so that they feel meaningful because they had become an essential part in the dynamics and development of the group. Their confidence in the group's success in achieving the goal will be a motivator for each member in order to perform duties and roles well. By working together in the bonds of the group access to resources will become easier and group's goals will be more easily achieved. This was consistent with the opinion of Kenny (2006), who said that in order to do the empowerment, the disadvantaged groups should have the confidence of their ability to be able to quickly set up the life and increase their participation. They should be able to overcome the pessimistic feeling (pessimism) and easily give up attitude (fatalism).

In the process of empowerment, the roles of change agent were very important. Empowerment, in this case, was done through a mentoring process performed by the village mentors as well as the coaching process carried out by the district and provincial social services. On the other hand, empowerment was also an interactive process, where a person who less empowered to set the goals individually to increase the power, took all actions that were directed to achieve these goals, resting on a growing self-confidence as well as using a wide range of knowledge and skills to achieve the goals (Hogan, 2000; Cattaneo and Chapman, 2010). In the context of empowerment through the KUBE FM, an interactive process was the interaction between members and mentors which were intertwined in the process of mentoring and coaching KUBE FM. In this process, the mentors treat clients (the poor) with all their limitations, as people who were able to act to improve their social functioning.

Referred to the opinion of Chattaneo and Chapman (2010), based on the findings, it seemed that the empowerment process begins with a commitment to empower poor communities in this regard through KUBE FM (define or redefine meaningful goals and objectives). In order to realize these objectives carried out various actions, namely recruited and selected candidates for members, facilitated the group, as well as conducting mentoring and coaching (carry out actions toward goal achievement). It was conducted in order to run the process of empowerment well and directed the mentors to monitor developments and evaluate the group (observe and reflect on the impact of actions in relation to goal achievement). The process of empowerment was based on growing capabilities of members of KUBE FM (self-efficacy), in this case by giving support or motivation, improve their knowledge through awareness-raising and by providing a wide range of knowledge and information required (knowledge). In addition, by improving their skills and competence (competence) through training, resource utilization, collaborate and drive business development.

According to Green (2012), the poor people actually have the amount of capital that could be used to empower them, in this case through KUBE FM. However, there were differences in assets of the developed KUBE FM compared to less developed KUBE FM. Referred to the opinion of Green, both on developed KUBE FM and less developed, have the same money capital (financial capital) in the form of money fund to run their business. On the developed KUBE FM, the money fund was used to buy goats, while in the less developed KUBE FM it was used to buy the equipment of tarub (tents for the traditional ceremony) and tents (tents for the modern ceremony), as a group business. Nevertheless, the developed KUBE FM had more assets as capital to the process of empowerment than the less developed KUBE FM. In this case, the developed KUBE FM had better human capital, who were those mentors that had high commitment in implementing the mentoring process, accompanied by the high motivation of the members to carry out various activities in order to achieve the goals. Besides, it also had good social capital (cooperation with various related parties) and cultural capital (high mutual assistance and cooperation). In addition, the developed KUBE FM also had environmental capital (environmental capital) which was suitable to breed the goats. Meanwhile, on the less KUBE FM had bad human capital, social capital and cultural capital (lack of commitment to carried out duties and lack of motivation to carried out various activities, no cooperation with various stakeholders, lack of cooperation).

On developed KUBE FM, the process of mentoring and coaching had caused the positive impact on the development of KUBE FM. In this case, especially mentoring process that had been done by the village mentors who actively providing various guidance and information, and motivation so that KUBE FM could develop as expected. The implications in the social field have been characterized by an increased sense of solidarity among the group members. This was because balance working distribution which had motivated them to work well together in performing activities or running group business. Good cooperation between the leader and group members made the relations between them became harmonious. Besides, there had been increasing awareness of the importance of education. Increasing business of group members had motivated them to send their children to higher school. In the economic field, their business had grown that caused an increased income of the group members, which means there was an increase in their families welfare. In addition, the development of this business had motivated them to diversify the group business. In other words, working motivation of the group members enhanced as well. In the institutional sector, marked by a management group that had functioned properly. In this case, the leader, secretary, and treasurer had been able to carry out their duties well. In terms of group dynamics, the developed KUBE FM relationship among members was more harmonious. This led the members to actively participate in all activities and in running the group business. Thus it could be said that on the developed KUBE FM the group were more solid and became more dynamic as well.

According to Kenny (2006), about the characteristics of empowerment, on the developed KUBE FM had happened self-empowerment of the group. This was evident from the increased participation in running group activities and social participation that help other members (have participation), working together in a growing mutual trust (trust each other and share resources). The role of mentors had motivated them to learn to express opinions and seek the best solutions to the problems they faced (have reason to believe that participation in decision-making process is meaningful and productive).

This had made them more excited and felt that they could do something useful for themselves (belief in the right to control their own destiny).

Instead, on less developed KUBE FM, the process of mentoring and coaching had not brought a positive impact yet to the development of KUBE FM. This was because the mentoring process carried out mainly by the village mentors did not run properly. Village mentors did not provide guidance and information as well as less motivation so that KUBE FM could not develop as expected. Village mentors also less intensively interact directly with the leader and group members. The obvious implications in the social sphere was a decrease of solidarity among the group members. This was due to the absence of a balanced working distribution so that they were less motivated to work well together in activities or conduct group business. The cooperation between the leader and the group members was not good that made the relations between them became strained. In addition, the awareness of the importance of education for their children's future had not increased yet. In the economic field, there was no increase in group members' income because group business had not developed yet. This meant that there had been no improvement in their families welfare.

Group business that had not developed made them not compelled to diversify their groups business. In other words, working motivation of the group members reduced. In the institutional sector, the management of the group was not functioned well. In this case, the leader, secretary, and treasurer had not been able to carry out their duties properly. In terms of group dynamics, on less developed KUBE FM relationships among members were less harmonious. This made the members were reluctant to participate in any activity or conduct group business. Thus it could be said that on the less developed KUBE solidarity of the group decreased so that it became less dynamic.

The process of mentoring and coaching that had been done had implications to the dynamics of KUBE FM. The dynamics are something that connotes strength power, always moving, evolving and adapting to circumstances or situations. The dynamics also means the interaction and interdependence between the members of the group and with the group as a whole. This situation could happen as long as the group still existed. Meanwhile, the spirit of the group (group spirit) continuously exists in the group. Therefore, groups are dynamic meaning that the group could change.

The dynamics of the group is a group of two or more individuals who have clearly a psychological relationship between members of one another, which can take place in a situation experienced together. Group dynamics can also be defined as a concept that describes the process of a group that is always moving, growing and can adapt to changing circumstances. Cramer (in Hutchison, 2003) states that the group dynamics are characterized by their dynamic interaction, the roles undertaken by all members of the group, communication and leadership aimed to achieve group goals.

Referring to Gershenfeld opinion, that a group is a number of people who interact, interdependent, mutually cooperate, to carry out tasks in order to achieve their goals. In connection with this study, the KUBE FM is a group that has a number of members, that work together, interacts, and runs a number of activities to achieve group goals. In order to achieve goals more effectively, the group needs someone who can organize and direct the activities of the members of the so-called chairman or leader of the group. Thus, to analyze the group dynamics that occur, the parameters used are the relationships between members, working distribution, cooperation, patterns of leadership and commitment to the goal.

On the developed KUBE FM, there were regular and nonregular meeting. meeting that is both regular and non-regular. At KUBE FM Rajawali, the regular meeting was a kind of social gathering which was held every 1st of each month. At this meeting, the members and the leader discussed their group's business development and problems faced together. During the meeting, they also talked about their respective news. Besides the meetings held each month, the members also sometimes met incidentally for instance when they met street or in a certain place. The group leader also frequently visited members. On that occasion, they discussed the development of the livestock. Intensive meetings made communication between them running smoothly. It was also an impact on the relationship among members more harmony and group ties become stronger.

On the less developed, there were no regular meetings or monthly. At KUBE FM Parkit, meetings are happening merely incidental, for example when they meet on the street or in a celebration. It can be said that communication between members on KUBE FM is not going well. Communication between the leader and the members-only happened during the formation of the group. After that communication among members is almost never done anymore because everything associated with the group's activities including group business held by the group leader. The management of the group can be said to be not functioning. This situation makes the relationship between members in the group becomes disharmony. As a result, the group ties was is become weaker.

Referring to the opinion of Gershenfeld and Shaw, with regard to relations between members of KUBE FM, then the level of interaction among members play a very important role because it influenced the solidity of the group. Judging from the level of interaction, on the developed KUBE FM, it appears that the intensity of the meeting among members was often both routine and incidental. Through these meetings, the members communicate each other and solve the problems they face together. This situation made the members felt that the group belonged to them together. In addition, awareness of the importance of working together to achieve common goals is a very strong motivation, so that the relationships between the members more harmonious. Furthermore, a harmonious relationship is also enhanced solidarity and solidity among the group members.

According to Gershenfeld and Shaw, the quality of interaction was very important because it was influential to the group solidarity. On developed KUBE FM, an intensity of the meeting was frequently enough, periodically or incidentally. In the meeting, they communicated and discussed regarding their problems. This situation had made the members felt that the group belonged to them. Besides, the consciousness of the importance of cooperation had been a strong motivation in achieving the group's goals. This also had grown high solidarity and solidity among the group members.

Based on findings, on developed KUBE FM, higher intensity of the meeting among leader and members could stimulate them to breed their cattle well. On less developed KUBE FM, the situation was different. Quality of interaction was lower. Because there was no periodic meeting. There was only incidental meeting for instance when they were on the way at met at the certain place, but it seldom happened. This made communication among them was not fluent. Furthermore, it caused envy feeling among leader and members. This condition had made their relation getting worse. It also impacted on lower productivity. The members did not want to participate in running group business. Based on the facts, their business was not developed as expected.

Research Methods

This study used a qualitative approach because it can dig in-depth information using a variety of data sources that can be used to analyze the problems in a comprehensive manner. Type of research selected was the case study with KUBE FM as the unit of analysis. The research location was in 4 villages selected purposively, which consists of 2 villages that had developed KUBE FM and 2 villages that had less developed KUBE FM in North Bengkulu district. Cases selected by the criterion that had similar characteristics in terms of access, socio-economic conditions and the formation year of KUBE FM but had contrasting levels of development. The developed KUBE FM were Rajawali and Garuda, while the less developed KUBE FM were Parkit and Gelatik. The informants were the leaders as well as members of KUBE FM, village and sub-district mentors, district coach and provincial coach. Data were collected through observation, in-depth interviews, documentary and literature studies. Data were analyzed using qualitative data analysis.

Research Result

Based on the findings, on the developed KUBE FM and the less developed KUBE FM, the village mentors performed the mentoring process which consists of three stages namely the formation of groups, planning, and implementation stages. In the process of mentoring, the village mentors had

given various of information, guidance, and motivation required of the members of KUBE FM. These were conducted so that they were able to carry out various activities as well as group business.

However, there were similarities and differences related to the implementation of the mentoring process. The similarities were in group formation stage and planning activity stage. On the developed KUBE FM and less developed KUBE FM, the village mentors collected the data of the poorest, selected the candidates, accompanied by socialization process. Guided the formation of the group and selected the committee. The village mentors guided business selection and helped making group business proposal on the planning stage. On this stage, he or she also accompanied the leader to withdraw their money from a business. The village mentors directed how to run and develop their business. They were also, accompanied when buying utilities for business. On developed KUBE FM, the group business was breeding goats while on the less developed KUBE FM the group business was tent renting (tent for the modern ceremony) and tarub renting (tent for the traditional ceremony). The difference was on the implementation stage. On the developed KUBE FM, village mentors guided business development and monitor the development of the group. In addition, to accelerate the development of KUBE FM they also co-operated with the government and private sector who were interested in developing a business of KUBE FM. This had caused a positive impact on the group's progress. Conversely, the less developed KUBE village mentors neither provide guidance on the development of their business nor to monitor the group's progress and cooperation with other parties. It had brought a negative impact on the group's progress.

The sub-district mentors participated in the process of socialization held simultaneously for some KUBE FM which was located nearby. The purpose of socialization was to identify perceptions of all parties concerned with the empowerment of the poor through KUBE FM. In addition to providing knowledge and skills, especially for the members of KUBE FM on the determination of a group of business and management. To improve the performance of village mentors, the sub-district mentors conducted various efforts including a village mentor's guide in terms of increasing the participation of members of the group and develop the group business. In order to accelerate the development of KUBE FM, the sub-district mentors also cooperated with various related agencies as well as with private companies interested in developing business KUBE FM. Such cooperation, for example with the department of animal husbandry, industrial department, health department and the department of religion. They also monitored the performance of village mentors, and report them in the form of mentoring periodic reports. This report will then be submitted to the district social services of North Bengkulu every three months.

Coaching was done by district social services of North Bengkulu on pre-implementation and implementation stages. Pre-implementation activities included collecting data of KUBE FM, performed validation and verification proposal, recruited mentors, facilitated mentors training, facilitated account opening of KUBE FM, socialized with relevant agencies, provided funding recommendations, and ensured the accuracy of the receiving and disbursing funds. On implementation stage, the activities were included the dissemination and technical assistance, interlaced partnerships, conducted monitoring and evaluation and made periodic reports. Meanwhile, the coaching process carried out by the provincial social services of Bengkulu have included dissemination and technical guidance, facilitated training mentors, made networking, conducted monitoring and evaluation, and held a contest of KUBE FM and mentors of KUBE FM achievement.

Regarded the self-empowerment of KUBE FM, on the developed KUBE FM, the process of mentoring and coaching had brought the positive impact. Socially, there had been an increased in social solidarity among group members and the awareness of the importance of education to their children's future as well. Economically, their group business had developed and this caused increasing working motivation. Institutionally, the management of the group had functioned as expected. The solidity among group members stronger made the group more dynamic. Conversely, on less developed KUBE FM, the process of mentoring and coaching had not brought positive impact yet. Socially, social solidarity was decreased as well as the awareness of the importance of education to their children. Economically, the group business was not developed yet and this caused decreasing working

motivation. Institutionally, the management of the group had not functioned properly. The solidity of group members weaker made the group less dynamic.

Conclusion

The implementation of KUBE FM program had brought various implication socially, institutionally and economically. On developed KUBE FM, it had the positive implication. Socially, it implication was in increasing social solidarity among group members as well as the awareness of the importance of education to the future of their children. Institutionally, the management of the group had functioned properly. Economically, the group business was developed as well as their working motivation. This intensive mentoring process and coaching as well had made the group more dynamic.

On the other side, on less developed KUBE FM, the implementation of KUBE FM program had not brought positive impact yet among group members. Socially, social solidarity was decreased and either their awareness of the importance of education. Institutionally, the management of the group had not functioned well. Economically, the group business had not developed and their working motivation decreased. Less intensive mentoring and coaching process had made the group became less dynamic.

Good quality of mentoring process especially which conducted by village mentors had caused better implication to the self-empowerment of KUBE FM members. Conversely, bad quality of mentoring process by village mentors had brought negative implication to the self-empowerment of KUBE FM members.

References

- Statistic Center Bureau of Bengkulu Province. (2015). Bengkulu in a figure. Bengkulu.
- Cattaneo, L.B & Chapman, A.R. (2010). The process of empowerment: a model for use in research and practice. American Psychological Association. Vol 65 no 7, Proquest.
- Green, Gary Paul & Anna Haines. (2012). Asset building and community development (3 rd ed). USA. SAGE Publication.
- Hogan, C. (2000). Facilitating empowerment:: a handbook for facilitators, trainers, and individual. London. Stylus Publishing Inc.
- Homan, M.S. (2008). Promoting community change: making it happened in the real world (4th ed). USA. Thomson Brooks / Cole
- Hutchison, E. D. (2003). The dimension of human behavior (2nd ed). USA. SAGE Publication.
- Ife, Jim. (1995). Community development: creating community alternatives, vision, analysis and practice. Australia. Longman.
- Ife, Jim. (2002). Community development. Australia. Pearson Education.
- Kenny, S. (2006). Developing communities for the future (3 rd ed). Australia. Thomson.
- Shaw, M. E. (1981). Group dynamics: the psychology of small group behavior (3 rd ed). New York. Mc Graw Hill Company.