The Correlation between Community Engagement and Capability Building Through Outbound Activities of *Karang Taruna* Members at Bencireng Kebontunggul, Mojokerto, Indonesia

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Abstract. Capability building for a group of society is necessary to build the rural community in order to grow the economic potent. One of the communal organization is *Karang Taruna* (Youth organization), which is expected to empower its youth members so that each member improves competencies for community and self. Capacity building can be accomplished through training programs, and one program often used for capacity building is outbound training. A specific outbound training can be designed for youth so they can comprehend their role in society through outbound implementation. This research is going to measure the correlation between the community engagement and capability building of the *Karang Taruna* members through implementing outbound activities. The data are collected through questionnaires distributed to all *Karang Taruna* members who join the outbound activities, and the questionnaires are constructed with the Likert scale from strongly disagree to agree strongly. The number of outbound participants is 16, and each participant is given treatment by outbound instructors about capability building so that each can implement the ability during the outbound. The data analysis is using cross tabulation, and the results show that the outbound training material can improve the skills of the participant during the outbound sessions, can increase the community engagement and motivate the *Karang Taruna* members, and can enable self-development through continuous learning processes about the outbound. The instructors' ability to explain the training material can accelerate new experiences for outbound participants, can bring new insights to face problems, and can continuously improve the self- development of each participant.

Keywords: Communal organization, community members, instructors ability, outbound training.

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1 Introduction

The development of villages and rural areas is an important factor for regional development, poverty alleviation, economic growth, and reducing disparities between regions. Rural area development must be seen as an inseparable part of urban areas. Comprehensive and not dichotomous understanding becomes important and fundamental in drafting regulations or rules relating to rural and urban areas, so that synergy and balance of regional treatment occur especially for development actors [1].

According to the Law of the Republic of Indonesia No. 6, 2014, a village is a legal community unit that has the territorial limits and is authorized to regulate and manage the government affairs, the interests of local communities based on community initiatives, and the original or traditional rights that are recognized and respected in the governmental system of Republic of Indonesia. Village authority includes the authority in the field of administering village government, implementation of village development, village community development, and empowerment of village communities based on community initiatives, original rights, and village customs. The village head is in charge of organizing village governance, carrying out village development, village community development, and village community empowerment. The village social institutions refer to a forum for the participation of the village community as partners of the village government. Village community organizations are assigned with empowering village communities, participating in planning and implementing development, and improving village community services. The implementation of programs and activities originating from the Government, Provincial Governments, Regency or City Governments, and non-Governmental institutions are obliged to empower and utilize existing social institutions in the Village. Village community institutions such as neighborhood units, community units, family welfare development, youth clubs, and community empowerment institutions, or other names. Village community organizations are tasked with helping the Village Government and are partners in empowering the village community. Village community institutions function as a forum for village community participation in development, governance, community, and empowerment that leads to the realization of democratization and transparency at the community level and create access so that people play an active role in development activities [2].

Empowering village community organizations in developing *Karang Taruna* or youth organization is a good thing for increasing the competence of youth organizations and improving the village economy. As an organization engaged in youth, *Karang Taruna* is also expected to be able to empower young people to be able to empower and possess skills that will benefit themselves. This skill can be obtained by participating in training programs organized by youth clubs through youth empowerment programs [3]. Youth empowerment will contribute to the progress of the village. Empowerment for human resources will provide advantages and uniqueness of a village compared to other villages. The empowerment of human resources is a distinct advantage for the village area that is owned.

Community engagement provides capacity building for the surrounding community. Community engagement carries out spectrums of understanding the needs of the community, providing assistance to problems, making improvements to problems encountered, collaborating with the community in solving problems, and empowering the community to be able to solve potential problems [4]. The correlation occurs between the development factors that are developed with people's expectations in the online community [5]. Measurements made by researchers in understanding the development factors are in the form of community motivation, community satisfaction, roles of community, and community engagement metrics.

Community engagement is a process of knowledge transfer program with mutually beneficial collaboration between the role of universities, the role of industries and the role of community [6]. There are stages to be carried out in community engagement, with the first stage of information is an activity in providing balanced and objective information to the community to help the community in understanding problems, finding solutions to problems, and solving them. The second stage, consult, is namely providing assistance to the community in understanding the problem, selecting alternative problems and solving problems. The third stage involves resolving directly with the community the problems faced by the community consistently. The fourth stage is to collaborate with the community in solving all problems faced by the community, and finally, the fifth stage is empowerment, which is empowering the public so that all decisions are in the community that has been empowered.

This research is by empowering *Karang Taruna*. *Karang Taruna* is a social organization that facilitates the development of young people who grow and develop on the basis of social awareness and responsibility from, by, and for the community, especially the younger generation in rural or urban areas, and in the field of social welfare businesses. Community engagement is used to providing training to *Karang Taruna* in developing outbound as a potential that the local village has. This study aims to correlate the outbound training development that has been given to youth organizations as an engagement of village human behavior in exploiting the potential of the village.

2 Theoretical foundation

2.1 Community engagement

Community empowerment is the stage of the effort made to provide power (empowerment) or strengthening to the community to be able to understand the problems encountered and be able to solve them with the potential they have [6]. Community empowerment should lead to a better cognitive formation of the community. Cognitive conditions are essentially the ability to think based on people's knowledge and insights in order to find solutions to the problems they face. Cognitive condition is an attitude of formed community behavior directed at behavior that is sensitive to the values of development and empowerment. Affective condition is a sense that is owned by the community, which is expected to be intervened to achieve empowerment in attitudes and behavior. Psychomotor abilities are skills possessed by the community as an effort to support the community in the context of carrying out development activities [7]. Community empowerment is done by empowering to increase capacity by strengthening the potential or power possessed by the community, including concrete steps.

2.2 Outbound development

Outbound is a form of learning through activity or activities with full challenges in open nature. Outbound is a means of increasing knowledge gained from a series of adventurous experiences so that it can stimulate a person's enthusiasm and creativity. Outbound is an effort to self (both thought and physical), which is very useful for the improvement and development of motivation, performance, and achievement in order to carry out the tasks and interests of the organization better. Outbound is a combination of simple games, agility games, and sports, and is filled with adventures. Those elements ultimately form the elements of dexterity, togetherness, and courage in solving problems [8]. The increase in China's outbound tourism is due to the empowerment of tourist destinations, tourist information, and source markets [9].

2.3 The relationship between research concepts

Karang Taruna empowerment is considered as the empowerment of the members of the youth village organization, or *Karang Taruna*, on the role of work, in attachment, people use and show themselves physically, cognitively, and emotionally while playing work activities [10]. The cognitive aspect of engagement members is paying attention to employees' beliefs about the organization, for example, leaders and working conditions. The emotional aspect concerns how members feel one of three factors and whether they have a positive or negative attitude towards the community and its leaders. The physical aspect of engagement members concerns on the physical energy used by individuals to carry out and complete roles. Engagement is a psychological way as well as being physically present when occupying and performing a role in an organization. Empowerment is done by providing the ability to perform outbound services to the community in utilizing the potential of the village they have.

Kebontunggul Village has pioneered in a tourism village, to be exact as an integrated educational tour of the Bencireng Valley. Kebontunggul Village is formed by a valley and therefore has a good natural landscape because it is located between two mountains, Mount Welirang and Mount Anjasmoro. The advantages of tourist attractions are often used as outbound places for schools and communities around Mojokerto. So far, Kebontunggul Village, especially Lembah Bencirang, has been used for outbound activities, but outbound implementers and trainers always come from outside the local village. The collaboration that has been happening place and food when outbound comes from the village, but the outbound facilitator or implementer comes from outside the village. This condition does not affect the members of the village youth group who are routinely involved in management. The purpose of this community service is to improve educational outbound services as a tourism component by empowering the members of the *Karang Taruna* village of Kebontunggul Mojokerto. In achieving the activities, training and assistance are carried out on an ongoing basis for youth *Karang Taruna* in the village so that they can be an outbound facilitator or implementer.

3 Research method

The research is exploratory research that discusses in detail about the phenomena and symptoms occurring in the training process and outbound assistance to provide empowerment for youth. Data collection techniques are the most strategic step in research because the main purpose of the research is to obtain data. In this research, the authors conduct a study with two data collection techniques, by interviewing and distributing questionnaires to outbound participants [11].

The questionnaire collects the data from all outbound participants, and the questionnaire is constructed using a Likert scale of strongly disagree (i), disagree (ii), sufficient (ii), agree (iv), and strongly agree (v). Outbound participants are asked to provide answers that are most appropriate for the assistance and development provided. The next process is an interview in order to be able to describe the actual facts for further analysis. Analysis of the data used by descriptive data analysis is to provide an explanation with certain characteristics possessed by an object. The use of descriptive analysis is used by calculating the average value, standard deviation and the correlation between outbound implementation and the involvement of the *Karang Taruna* of Becirang Village.

4 Analysis and discussion

Cross tabulation or crosstab is a simple analytical method but is widely used to explain the correlation among variables. Because of its simplicity, there are several principles that need attention in designing the crosstabs so that the results show clear correlations among variables. Therefore, these analytical crosstabs are using descriptive statistic.

The respondents' characteristic who join the outbound training is 16 participants and is depicted in the cross-tabulation analysis between gender and occupation (Table 1).

Table 1. Gender*

| | | Occupation | | | Total |
		Students	The Farmer	Entrepreneur	
Gender	Male	3	2	4	9
	Female	3	3	1	7
Total		6	5	5	16

* Occupation Cross tabulation

Table 1. shows that the respondents' characteristics as male and the occupation as an entrepreneur are four respondents. This shows that in the village, there are four *Karang Taruna* members who are businessmen and can create job opportunities.

Table 2. Education*

| | | Occupation | | | Total |
		Students	The Farmer	Entrepreneur	
Education	Junior High School	1	0	3	4
	Senior High School	5	4	2	11
	Graduate	0	1	0	1
Total		6	5	5	16

* Occupation Cross tabulation

Table 2. depicts the respondents' characteristics on their job as students and farmers with the level of their education of senior high school as many as five and four respondents. This reveals that the rural community tends to pursue education as high as senior high school level. Therefore, they are less competent in giving a good education for the outbound participant, so they need training as a form of *Karang Taruna* engagement.

Table 3. Education**

| | | Instructor mastering training materials | | | Total |
		2.00	4.00	5.00	
Education	Junior High School	1	2	1	4
	Senior High School	0	6	5	11
	Graduate	0	0	1	1
Total		1	8	7	16

**Instructor Mastering Training Materials Cross tabulation

Table 3. Describes the opinions of respondents on the training material provided by outbound instructors. It is apparent that many stated grades 4 and grade 5 totaled 11 in senior high school education. This describes that the training provided has been able to be understood by youth groups and the material provided is very interesting to improve their competencies. Based on the correlation of Education with training materials, it has shown an increase in youth empowerment. The average value of the perception of youth groups

is 4.3125. This illustrates that the delivered material provides skill improvements for village *Karang Taruna*.

Table 4. Occupation*

		Instructor mastering training materials			Total
		2.00	4.00	5.00	
Occupation	Students	0	4	2	6
	The Farmer	0	3	2	5
	Entrepreneur	1	1	3	5
Total		1	8	7	16

* Instructor Mastering Training Materials Cross tabulation

Table 4. provides an explanation that the *Karang Taruna* members who are students state that the training material is good enough and provides the ability for them to develop and run he outbound.

Table 5. Instructor mastering training materials*

		Experience progress in outbound			Total
		3.00	4.00	5.00	
Instructor Mastering Training Materials	2.00	1	0	0	1
	4.00	0	6	2	8
	5.00	0	2	5	7
Total		1	8	7	16

* Experience progress in the outbound Cross tabulation

Table 5. provides an illustration that the training material provided with the progress of knowledge in outbound obtains the highest value in the statements of 'agree' are from six respondents, and the statements of 'strongly agree' are from five respondents. This gives an illustration that the material provided structure is in line with the level of skill progress possessed by the *Karang Taruna*.

Table 6. Instructor mastering training materials**

		I don't give up easily to do outbound when I find something difficult		Total
		4.00	5.00	
Instructor Mastering Training Materials	2.00	0	1	1
	4.00	7	1	8
	5.00	2	5	7
Total		9	7	16

** I don't give up easily to do outbound when I find something difficult Cross tabulation

Table 6. gives an explanation that the provided material by the training instructor is able to empower the youth and is able to motivate the youth. It states that the training material is well stated and is able to motivate by seven respondents, and statements of strongly agree are obtained from five respondents. This shows that the instructor is able to provide good motivation for participants.

Table 7. Instructor mastering training materials***

| | | I develop myself by learning continuously to increase knowledge about outbound | | Total |
		4.00	5.00	
Instructor Mastering Training Materials	2.00	0	1	1
	4.00	6	2	8
	5.00	2	5	7
Total		8	8	16

***I develop myself by learning continuously to increase knowledge about outbound Cross tabulation.

Table 7 shows the training material provided by the instructor is able to provide self-development with continuous learning to increase knowledge about outbound. It is obtained that the greatest statements on 'agree' are from six respondents, and the statements of 'strongly agree' are from five respondents. The material given affects the self-development of outbound training participants

Table 8. The instructor can explain well*

| | | Experience progress in outbound | | | Total |
		3.00	4.00	5.00	
The instructor can explain well	2.00	1	0	0	1
	4.00	0	6	2	8
	5.00	0	2	5	7
Total		1	8	7	16

* Experience progress in the outbound Cross tabulation

Table 8 shows that the instructor's ability to explain the training material will provide progressive experience for outbound participants. Statements of 'agree' are from 6 respondents and 'strongly agree' are from five respondents. This condition provides progress in the outbound experience for participants due to the instructor's outbound abilities.

Tablel 9. The instructor can explain well**

| | | Glad to carry out outbound | | | Total |
		3.00	4.00	5.00	
The instructor can explain well	2.00	1	0	0	1
	4.00	0	7	1	8
	5.00	0	3	4	7
Total		1	10	5	16

** Glad to carry out the outbound Cross tabulation

Table 9 demonstrates that the instructor is able to explain well in giving happiness to outbound training participants. This can be seen from seven respondents who state 'agree,' meaning that the instructor is able to explain well and provide fun for outbound participants.

Table 10. The instructor can explain well***

| | | I don't give up easily to do outbound when I find something difficult | | Total |
		4.00	5.00	
The instructor can explain well	2.00	0	1	1
	4.00	7	1	8
	5.00	2	5	7
Total		9	7	16

***I don't give up easily to do outbound when I find something difficult Cross tabulation

Table 10 shows that the instructor has been able to explain the outbound training well through the material that has been given and has been able to give an impact to the outbound participants, especially in facing the encountered problems. This can be seen with the statement of 'agree' to the instructor's ability to explain from seven participants, and the statement of 'strongly agree' from five participants.

Table 11. The instructor can explain well* *

| | | I develop myself by learning continuously to increase knowledge about outbound | | Total |
		4.00	5.00	
The instructor can explain well	2.00	0	1	1
	4.00	6	2	8
	5.00	2	5	7
Total		8	8	16

* *I develop myself by learning continuously to increase knowledge about outbound Cross tabulation

Based on Table 11, above, the instructor's ability to explain outbound material well has an impact on developing outbound participants on an ongoing basis by increasing their abilities. This can be seen from six respondents who state 'agree' and five respondents who state 'strongly agreed.' It can be said that the respondents reveal that outbound instructors or trainers are able to explain the outbound material well and very well.

Table 12. The instructor can explain well* **

| | | I have been able to provide safety explanations to outbound participants | | Total |
		4.00	5.00	
The instructor can explain well	2.00	0	1	1
	4.00	6	2	8
	5.00	1	6	7
Total		7	9	16

* **I have been able to provide safety explanations to outbound participants Cross tabulation

Table 12. demonstrates that the instructor's ability to explain the material well as a form of engagement for youth is able to provide development for participants because they are able to use outbound equipment in accordance with the safety standards. This illustrates that the training given as a whole is able to provide engagement for outbound participants. Besides the ability of the instructor, the outbound training material provided by the instructor has an impact also. Based on the explanation above, descriptively, the impact of outbound training is obtained through good instructors who are able to make an impact on the empowerment of *Karang Taruna* or youth organizations in the Bencirang Valley of Mojokerto.

5 Conclusion

Based on the results of the cross-tabulation analysis in the discussion above, it is concluded that the improvement of outbound participants can be increased by providing training with adequate material and the ability of instructors. Some conclusions obtained include: training materials provided are able to improve the progress of skills possessed by youth in implementing outbound, training materials provided by training instructors are able to provide empowerment for youth and are able to motivate *Karang Taruna*, training materials provided by instructors are able to provide development yourself by learning continuously to increase knowledge about outbound, the instructor's ability to explain training materials provides progress experience for outbound training participants, the instructor is able to explain well in providing happiness for outbound training participants, the instructor has been able to explain outbound training well through material that has been given an impact on outbound participants to be able to deal with the problems encountered, the ability of instructors to explain the outbound material well has an impact on the development of outbound participants on an ongoing basis by increasing their abilities, and the ability of instructors to explain the material well as a form of youth engagement is able to provide development for participants because they are able to use outbound equipment in accordance with safety standards.

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