

# Development of Teaching Materials for Facilitation and Management of Changes in Community Empowerment

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**Abstract.** The facilitation and management of changes can support the success of community empowerment. In the process, appropriate facilitation and management of changes in teaching materials are needed. This study aims to construct the teaching materials for facilitation strategies and management of changes by Indonesian society's socio-cultural characteristics. The research and development method was carried out using the Borg and Gall model to achieve this goal. The result shows that the teaching material needed in the facilitation strategy and management of changes includes three aspects: knowledge, skills, and attitudes. Overall, facilitators know empowerment facilitation but still feel they lack facilitation skills in practices. The personal communication skills most needed are probing and paraphrasing. The collaboration skills most wanted to improve in the community group are building group dynamics and teamwork, building belief and confidence, encouraging full participation, supporting conflict resolution, encouraging inclusive solutions, giving and receiving feedback, encouraging mutual understanding, and monitoring the role and group level. The most preferred attitudes for a community empowerment facilitator are unconditional trust in group abilities, building empathy, building interest in others, and an unconditional positive outlook. According to the audience, suitable teaching materials use easy-to-understand language, illustrated pictures or videos that work well, and include real examples in the field. Teaching materials must be designed to be attractive and user-friendly. In this case, it can be done in further research.

**Key words:** community empowerment; facilitation; management of changes; teaching material

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## INTRODUCTION

Facilitation is an essential competency that a community educator must have (Sasmita et al., 2020). This ability will significantly assist the facilitator in carrying out participatory community education programs. The program is structured based on the objectives formulated, planned, implemented, and evaluated with the community (Laufer et al., 2019).

Facilitation skills must be prepared as best as possible in the higher education process to produce graduates as community educators (Ramadani et al., 2020). The preparation is started by looking at various things that make the learning process more comfortable. The learning process cannot be separated from the use of teaching materials. Teaching materials have an essential role in achieving these competencies (Indrawini et al., 2015).

Facilitation and management of changes are usually presented as a study only, but it is not easy to find its existence as teaching materials. Even though public education practitioners, including academics and their students, need this material in one package of teaching materials (Purnomo et al., 2020). Teaching materials can determine the success of learning.

Learning depends on the insight, knowledge, understanding, and level of creativity in managing

teaching materials (Fajri, 2018). Teaching materials have a crucial role in the learning process. Teaching materials are all materials (information, tools, and texts) arranged systematically, which displays a complete figure of competencies that will be mastered by learners and used in the learning process to plan and study the implementation of learning (Ilanah & Raharjo, 2014).

For learners, the function of teaching materials is also a tool in independent learning. They can learn anytime and anywhere and are adjusted to each learner's ability. Teaching materials can guide learners in directing their activities in the learning process (Nakazawa et al., 2014).

Some several benefits or uses are obtained by developing the teaching materials. The benefits of developing the teaching materials include: (1) teaching materials that match the demands of the curriculum and needs; (2) no longer dependent on textbooks which are sometimes difficult to obtain; (3) teaching materials become more prosperous because they are developed using various references; (4) increasing knowledge and experience in writing teaching materials; (5) teaching materials will be able to build effective learning communication; (6) obtained teaching materials that can assist the implementation of learning; (7) get the opportunity to study inde-

pendently with teacher guidance; (8) find the way more comfortable to learn every competency that must be mastered (Zuriah et al., 2016). Therefore it is necessary to develop the design of teaching materials regarding facilitation strategies and management of changes (Sasmita et al., 2020). This teaching material will help educators to be more effective in carrying out learning.

Nowadays, functional facilitation materials are relatively easy to find on the internet (Mulyadi et al., 2020). There are also quite a lot of materials regarding change management. The material for facilitation and change management is quite spread out and accessed by community education activists, facilitators in community empowerment, or social workers (Macknish & Tomaš, 2018). However, until now, the material has not been integrated into a package of teaching materials.

Teaching materials for facilitation strategies and management of changes are needed by the Community Education Study Program in Indonesia (Hazizah & Ismaniar, 2020). However, until now, there are no teaching materials that can be accessed by practitioners, academics, observers, and the learners themselves. This teaching material will contribute to the scientific development of community empowerment, where facilitation strategies and management of changes are needed as core competencies for community empowerment.

This thinking is also inspired by Ling How Kee Privatization of Social Work (Research and Practice in Sarawak), which must adapt to the social work approach because there are differences in socio-cultural characters between Western and Eastern society. Many teaching materials of facilitation strategies and management of changes have been found in the world.

However, the construction is not under the socio-cultural context of Indonesian society. Adjustment to the local context is critical. Learning from his experience when he tried to implement social work measures he had acquired in Australia to Malaysia, he got an unexpected response, namely being expelled with threats from residents. This experience is an essential point of adapting science to the Indonesian socio-cultural context (Sastriawan, 2017).

In this case, the problem is how to design the development of teaching materials of facilitation strategies and management of changes by the needs and sociocultural character of the Indonesian society (Rasyad et al., 2019). The design of the development of teaching materials is directed in modules that can be used for both practical and academic learning. This study is urgently needed by Higher Education, which produces facilitators under the socio-cultural Indonesian society.

The construction of this teaching material is also needed by community empowerment activists that can be used as material for refreshing facilitation competencies and managing community empowerment changes (Augendra Bhukuth, Bernard Terrany, 2020). This research's specific objective is to construct the module as teaching material for facilitation strategies and management of appropriate changes to the Indonesian socio-cultural context.

## METHODS

This study uses a research and development method known as research and development (R&D) to achieve the goal. The research and development method is very appropriate to be used to produce specific products as well as produce a quality assurance instrument. Besides, this method can be used to measure the effectiveness of the products it produces. It is necessary to identify and analyze needs and test and improve it continuously (Yusanti & Rakimahwati, 2019).

This method allows teaching materials to be constructed in stages, from gathering information regarding the basic needs of facilitation, preparing the construction of teaching materials, testing quality and feasibility, trying out in practice, and evaluating the results. The research and development method is used to produce products that can be applied, which is more critical than merely improving learning outcomes (White, 2011). This research is applied research based on the statement of the National Science Foundation (Foundation, 2018).

This research is a longitudinal study carried out in stages over a while (in a few years). This research activity produces information on users' needs (need assessment), while development activities are carried out to produce a learning device. As previously stated, this research does not stop at the need assessment or need analysis but continues with making development plans, conducting exploration by collecting and analyzing data, conducting expert validation, and empirical testing.

The following is a development procedure after a needs analysis is carried out, namely: (1) Planning; (2) Exploratory studies; (3) Development of initial product forms; (4) Validation: a) Expert validation and b) Field test; (5) Data collection and analysis; and (6) Revised learning models and tools based on the validation results. The research and development method has the characteristics that differentiate it from other research methods. The model uses in this research and development is Borg and Gall model. There are several steps modified based on that model as below: (1) Needs analysis; (2) Analysis of curriculum; (3) Analysis of learning resources; (4) De-

termine learning resources; (5) Compiling teaching material map; (6) Making teaching materials; (7) Validation of teaching materials; (8) Revision of teaching materials; (9) Trial of teaching materials; (10) Revise the teaching materials; (11) Dissemination of teaching materials.

**RESULTS AND DISCUSSION**

Based on the needs analysis, it is known that facilitators need teaching materials of facilitation and management of changes in the field of community empowerment and prospective facilitators who are still studying in higher education (Imam Shofwan, Ghanis Putra, 2019). Because of this result, the initial teaching material is constructed and summarized in the structure below.

The structure of the facilitation material is a series of materials that must be mastered by the facilitator. Based on the competency, here is the material structure as well as the competence of a facilitator (Action for the Rights of Children (ACR), 2005; Ellerani & Gentile, 2013; Laufer et al., 2019; Sasmita et al., 2020; Splete & Hoppin, 2000).

**Table 1.** Structure of Teaching Material of Facilitation

Facilitator Competencies	The aspect of Facilitator Competencies
Knowledge about facilitation	Knowledge of problems and solutions in society Knowledge of community empowerment Andragogy knowledge Facilitation concept
Personal communication skills	Encourage dialogue Paraphrase Probing Ask and answer questions Observation and listening
Group-centered skills	Support problem solving Encourage inclusive solutions Encourage mutual understanding Monitor role and group level Build group dynamics and teamwork Encourage full participation Give and receive feedback Building trust and self-confidence

Facilitator Competencies	The aspect of Facilitator Competencies
Skills centered on planning	Support, personal monitoring, and evaluation Supports action planning Monitor the meeting process Suggest the meeting process Assist in setting a realistic agenda
Necessary attitudes for working with others	Empathy Interest Unconditional positive outlook Unconditional trust in group abilities

The construction of the initial teaching materials has been assessed and validated by experts, then revised and tested. The trial results show that teaching materials still require further improvement and development. In the trial process, respondents were dominated by those who were/had learned about community facilitation and empowerment. Very few of them are trained, become trainers, and become facilitators of community assistance.

So that with these characteristics, the information conveyed is the information it gets in the form of concepts and theories. In comparison, experienced can confirm concepts and theories with field experience and even formulate new knowledge.

Overall, the respondents understood what the facilitator's main tasks were. Following are the results of the identification of verbs that describe the facilitator's duties in the community empowerment process.

**Table 2.** Indicator verb for community empowerment facilitator task

Type of Task	Result of task indicator verb identification
Main task	Facilitating, empowering, accompanying, assisting, increasing participation, motivating, increasing capacity, disseminating information or programs, managing
Additional task	Teaching, mentoring, reporting, practicing,

The facilitator's understanding is in line with Kolb's understanding that people called in to facilitate groups may be expected to lead, mediate, train, present new information, make process suggestions, serve as peacemakers, or take notes (Kolb et al., 2008). According to Schwarz, the term "facilitator"

refers to people who fulfill various roles in a group, including a leader, mediator, substance expert, and instructor (Schwarz, n.d., 2002).

The function of the facilitator in the facilitation process consists of the following: (a) managing group discussions and processes in such a way as to enable group members to have positive experiences; (b) provide services that promote valuable results in group dialogue, analysis and planning; and (c) provide techniques or practices that make it easier for groups to interact and achieve goals (Thorpe, 2016).

To carry out these duties requires competence. The following is a list of facilitator competencies (Thorpe, n.d., 2016): (1) Listening actively; (2) Creating a climate that supports interaction & discussion; (3) Use body language and non-verbal effectively; (4) Encourage group involvement and problem/task ownership; (5) Observe and pay attention to non-verbal in-group members; (6) Use humor effectively; (7) Dealing with annoying individuals whose behavior is detrimental; (8) Stimulates group insight and creativity; (9) Use questions skillfully; (10) Monitor group dynamics; (11) Help the group clarify goals and establish ground rules; (12) Maintain adherence to ground rules; (13) Using appropriate techniques for assignments and groups; (14) Paraphrase and summarize content segments; (15) Clarifying perspectives on disagreement; (16) Focus the group's attention on substantive issues in the conflict; (17) Show evidence of previous planning & preparation; (18) Provide feedback and encourage process skills; (19) Keeps the group focused on issues; (20) Complete follow-up activities; (21) Remain neutral on assignment results; (22) Follow the set time-frame; (23) Use technology and visual aids appropriately.

The top three competencies are (1) Active listening, (2) Creating a climate that supports interaction & discussion, and (3) Using the body and non-verbal language effectively. The competency of "active listening" is rated as the most important competency of a small group facilitator.

The following competencies appear in the top lists for facilitators: (1) Listening actively; (2) Deal with annoying individuals whose behavior is detrimental to the group; (3) Observing and paying attention to body language and nonverbal communication among group members; (4) Using questions skillfully; (5) Helps the group explain the purpose of the meeting and establish ground rules; (6) Maintain adherence to ground rules; (7) Creating a climate that supports inter-action & discussion; (8) Encourages group involvement in and ownership, problems, and tasks.

The audiences conveyed the characteristics of a good facilitator based on a general understanding and scattered concepts. There are several characteristics of a good facilitator's attitude, namely: (1) learning

from each other and mutual respect; (2) Be equal and familiar; (3) Listening and not dominating; (4) Not patronizing; (5) Impartially and not formally criticize; (6) Be open and humble; (7) Be positive; (8) Always make eye contact with participants; (9) Pay attention to the participants who are the most silent; (10) Creative and always creative (Avery, 2016; Mochran, 2018).

The facilitator must also have values that are very useful in participatory decision-making. There are four core values of participatory decision-making. These four central values can only occur if stakeholders take an active part in the decision-making process (Klassen & Kim, 2019). The four values are mutual understanding, full participation, inclusive problem solving, and shared responsibility. (1) Mutual Understanding: For the stakeholder group to reach an agreement on an ongoing basis, members need to understand and accept each other's reasons for their individual needs and goals. This necessary sensitivity to acceptance and understanding allows others to develop innovative ideas that can unify each person's views; (2) Full Participation: During the participation process, all stakeholders are encouraged to be actively involved and say what is on their minds. In many ways, this will strengthen the stakeholders themselves. They become courageous in addressing difficult problems. They learn how to express their needs and opinions mutually. Moreover, they learn to find and understand all the stakeholders involved' different opinions and backgrounds in that process; (3) Inclusive problem solving: Inclusive problem solving is wise problem-solving. The solution to these problems occurs by incorporating the views and needs of all people. This problem solving has power because it shows the real picture and the views of healthy and influential, and the truth proposed by marginalized groups, the marginalized, and the weak; (4) Shared responsibility: During the participation process, stakeholders feel a great sense of responsibility to create and develop sustainable agreements. They understand that they must be willing and able to carry out their proposals; thus, facilitators will do their best to give and receive input before they make a decision. The condition contradicts the old assumption that everyone must be responsible for the consequences of decisions made by only a few actual figures.

These values need to be embedded in attitudes. There are necessary attitudes that must have to work with others: (1) Empathy; Empathy is putting themselves in someone else's shoes to understand their perspective on a problem. Empathy is essential when working in society to understand the variety of conditions, situations, and interests. Empathy can be difficult because we have to break free from our assumptions and perceptions and try to put ourselves in their

shoes. The challenge in group facilitation and working in the community is that the facilitator has to empathize with many people simultaneously; (2) Interest; Interest is interested in people, situations, and life. Interest is the facilitator's strength to be able to listen actively. It can have an impact on the birth of a sense of appreciation and enthusiasm for conveying information. The community will feel confident in sharing their thoughts with the facilitator if they feel interested in their life and not just aspects related to the facilitator profession; (3) Unconditional positive outlook; A positive outlook is unconditional, meaning that it always respects humanity and each individual's uniqueness and respects every potential. They accept people who do not mean that the facilitator must like and agree with the community. If the facilitator cannot respect and respect the community, it will be difficult for him to facilitate them; (4) Unconditional trust in group abilities; A facilitator must be able to be neutral towards the content conveyed by the community (Sasmita et al., 2020). Content neutrality lies in the unconditional belief in the group's potential to find reasonable solutions and decisions on their problems. It means that no matter what composition the group consists of, the facilitator believes that the solution lies and that a facilitator's role is to help generate these answers.

The priority that respondents want to improve is personal communication skills. This skill is a fundamental skill in building relationships and cooperation. These personal communication skills consist of (1) Encouraging dialogue; (2) Paraphrase; (3) Probing; (4) Asking and answering questions; and (5) Observation and listening. The next skill is the skill of facilitator in facilitating groups. Group-centered skills consist of (1) supporting conflict problem solving; (2) promote inclusive solutions; (3) promote mutual understanding; (4) monitor roles and group levels; (5) build group dynamics and teamwork; (6) encourage full participation; (7) give and receive feedback; and (8) building trust and self-confidence.

Based on information from respondents, the facilitator was also faced with program organizational matters. In such cases, planning-centered skills are required. These skills are (1) support, personal monitoring, and evaluation; (2) supporting action planning; (3) monitor the meeting process; (4) advise the meeting process; (5) assist in setting a realistic agenda.

They often learn various attitudes, values, knowledge, and skills through questions and discussions, supported by videos and reading materials in the form of textbooks and modules. Some are happy with learning directly with the trial and error method. Referring to Edgar Dale's learning pyramid, the learning pattern that respondents often and likes to use is

an active learning model (Herdiana, 2013; Nielsen, 2015). This active learning model consists of engaging in discussions, expressing opinions, presentations, simulations, and real-time hands-on practice.

## CONCLUSION

Facilitation is one of the competencies that must be mastered by community educators so that the teaching materials must be well prepared. This teaching material is essential to compile so that community educators get a complete picture of the facilitation strategy and change management so that the community empowerment process can be carried out in an effective and fully participatory manner. Overall, facilitators know empowerment facilitation but still feel they lack facilitation skills in practices. The personal communication skills most needed are probing and paraphrasing. The collaboration skills most wanted to improve in the community group are building group dynamics and teamwork, building belief and confidence, encouraging full participation, supporting conflict resolution, encouraging inclusive solutions, giving and receiving feedback, encouraging mutual understanding, and monitoring the role and group level. The most preferred attitudes for a community empowerment facilitator are unconditional trust in group abilities, building empathy, building interest in others, and an unconditional positive outlook. Teaching materials must be designed to be attractive and user-friendly. Based on this research, further research is recommended to formulate teaching materials according to their needs. Teaching materials and learning media should still support the active learning process. This model is believed to be more easily absorbed by facilitating around seventy to ninety percent of the total material.

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