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MULTISTAKEHOLDER'S ROLES IN CREATING JOB VACANCY FOR YOUTH THROUGH COMMUNITY DEVELOPMENT

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ABSTRACT

The development of the Wangsakerta youth community which has been carried out since 2016 has implications for the ability and innovation of the younger generation to take part in the non-formal sector which provides benefits for themselves and the surrounding community. Various self-development activities are carried out so that the younger generation is able to have self-confidence and be able to create various jobs independently. The purpose of this study was to analyze the influence of youth characteristics and youth participation on job creation according to social capital. This study uses a stakeholder analysis method using the penta helix. The results showed that academic stakeholders or IAIN Syekh Nurjati Cirebon played a role in organizing training activities to support the abilities and insights of the youth community at the Wangsakerta nature school. Business actor stakeholders play a role in establishing relationships such as non-governmental organizations through Ms. Farida Mahri, in this case the relationship creates partners for the development of Saung Wangsakerta to date. Communities or non-governmental organizations have a role in gaining relationships or networks for the development of the Saung Wangsakerta youth community. The government, through Karang Taruna, plays a role in helping in the development and construction of Saung Wangsakerta, such as participating in the construction of Saung or places of learning. The media plays a role as a publication in promotion. The village government is not involved as a controller, regulator and provider in the development of the Saung Wangsakerta youth community.

INTRODUCTION

The development of youth actors is an activity that is an important part for various countries in the world, youth are development actors who can become agents of change to achieve the goals and objectives of the nation. This youth community is also a community that is the foundation in realizing the progress of a nation because it is part of the productive age which is an opportunity to accelerate the economy (Ife, 2013; Phillips & Pittman, 2014). In relation to the development of youth communities, interpreting the meaning of community is important. The community in question is a group of people who live in the same area and have relationships with each other and have a common identity that makes them a unified whole and unique (Cristina, 2020; Hillery, 1955).

Forming a youth community is an important alternative to anticipate the large number of unemployed youth communities. one form of organizing the youth community is the establishment of the youth community business (Rosyadi et al., 2020). In several places, youth participation is also present and excels in managing and developing local resources with local wisdom by utilizing various technologies (Ali et al., 2019; Issacson, 2002). One of them is the Wangsakerta youth

community is an example of a community with a background of out-of-school and underprivileged children who have succeeded in developing their existing potential in the fields of agriculture, animal husbandry, business and writing. The development of the Wangsakerta youth community has been carried out since 2016 which has implications for the ability and innovation of young people to take part in the non-formal sector which provides benefits to themselves and the surrounding community. Various self-development activities are carried out so that young people are able to have self-confidence and be able to independently create various jobs.

The development of the Wangsakerta youth community is inseparable from the strategic role of the stakeholders involved. Stakeholders are an important part of an organization that has a role actively or passively to develop its goals. Analysis of *stakeholder* involvement in the Wangsakerta youth community empowerment strategy is then classified according to the contribution made. Freeman's Stakeholder Theory (2019) defines stakeholders as: *"any group or individual who can affect or is affected by the achievement of the organization's objectives."* As a group or individual who can influence and/or be affected by the achievement of certain goals.

The success of developing the Wangsakerta youth community lies in the development of local communities as actors in building public awareness about identity and potential resources, producing knowledge based on local wisdom that is useful for life and humanity and building the capacity of community groups to access information on advances in science and technology. technology and be able to use it for the common good.

Stakeholder involvement in the development of the Saung Wangsakerta youth community includes Saung Wangsakerta managers, NGOs, universities and the community. The actors within these stakeholders are Ms. Mahri as an NGO, Saung Wangsakerta managers, lecturers and students as tertiary institutions and youth organizations as local communities. The involvement of various parties in the development of the Saung Wangsakerta youth community uses the penta helix method, where stakeholder analysis using the penta helix becomes an umbrella that connects academia, business, community, government and media. The concept of the penta helix is based on five stakeholders, namely academic, business, community, government and media to take roles and responsibilities individually and collectively, so that the desired goals are achieved (Lindmark et al., 2009).

Apart from the success of the actors involved in the development of Saung Wangsakerta, there are several problems where the village government as *the government* uses the penta helix method. does not contribute to the development of Saung Wangsakerta, even though these young people are the next generation who can create opportunities and employment opportunities to support village original income (PAD) in the future.

Therefore, actor analysis is needed in this research. Actor analysis is the activity of collecting and analyzing information about actors in the community. Who are the actors who have influence, have an interest in or will be affected by the development activities of the Saung Wangsakerta youth community. Actor analysis is also important to do to find out who will benefit or lose from the youth community development activities of Saung Wangsakerta. Likewise, it can be anticipated which actors will support or not support the development of the youth community.

Based on these things, the research objectives focus on multi-stakeholder role in job creation through the development of the Wangsakerta youth community in Cirebon Regency. The researchers then expect this study to contribute for a deeper insight into youth communities and their activities, especially in Indonesia, as well as their potential development in the modern era.

METHODS

This study uses a paradigm interpreted postpositivism to reveal the social reality of the community studied. The use of the postpositivism paradigm aims to connect quantitative data between variables with qualitative data according to the social phenomena studied. Based on that, this research was passed with a mixed method approach. The researcher also purposively carried out a survey method according to the representation of individuals from the Wangsakerta youth community who were able to answer related problems.

This research was conducted since February 20, 2022 to July 25, 2022. The researcher conducted a validity and reliability test first at Saung Wangsakerta with a structured interview to 31 respondents directly . Hopefully, the substance of the questionnaire can be improved to be able to reveal things or problems in the research sharply when the respondents are able to answer the variables of the research as desired (Adiyanta, 2019). This study uses a stakeholder analysis method using the penta helix. The concept of the penta helix is based on five stakeholders, namely academic, business, community, government and media (Lindmark et al., 2009).

RESULTS AND DISCUSSION

The Role of Multistakeholders in Creating Jobs through the Development of the Wangsakerta Youth Community in Cirebon Regency

Forming a youth community is an important alternative to anticipate the large number of unemployed youth communities. one form of organizing the youth community is the establishment of the youth community business (Rosyadi et al., 2020). In several places, youth participation is also present and excels in managing and developing local resources with local wisdom by utilizing various technologies. One of them, the Wangsakerta youth community is an example of a community with a background of out-of-school and underprivileged children who have succeeded in developing their existing potential in the fields of agriculture, animal husbandry, business and writing. The development of the Wangsakerta youth community has been carried out since 2016 which has implications for the ability and innovation of young people to take part in the non-formal sector which provides benefits to themselves and the surrounding community. Various self-development activities are carried out so that young people are able to have self-confidence and be able to independently create various jobs.

Starting with the friendship between the owner of the Wangsakerta Foundation and Mrs. Farida, making Mrs. Farida a driving actor in the development of the Saung Wangsakerta youth community. Mrs. Farida's involvement in every training held by Saung Wangsakerta through social issues then influenced Mrs. Farida to be involved and pro-active in building the capacity of the Saung Wangsakerta youth community.

At the beginning of the development of the Saung Wangsakerta youth community, only Mrs. Farida was a key actor. Mrs. Farida provided education in agriculture to children in Saung Wangsakerta. Among them; 1) organic fertilizer manufacturing activity program 2) organizational capacity building program by participating in various trainings in organizational and expertise fields 3) program for building and repairing facilities at the Saung Wangsakerta location .

Over time, the presence of academics who also participated in developing the Saung Wangsakerta youth community. The presence of academics is inseparable from the role of Mrs. Farida Mahri, where Mrs. Farida is a key actor who has a relationship that provides an open space for academics in the development of the Saung Wangsakerta youth community. The academics involved are IAIN Syekh Nurjati Cirebon. IAIN Syekh Nurjati Cirebon supports the capacity building process in a scientific and measurable manner. IAIN Syekh Nurjati Cirebon through the Faculty of Agriculture Lecturer provides input based on the knowledge and experience they have. It doesn't stop there, IAIN Syekh Nurjati Cirebon also provides training in agriculture, the children are given training starting from cultivating the land, making compost, making organic fertilizer starting from foliar fertilizer, fruit fertilizer to making natural pesticides for example with cow, goat urine as well as from fruits such as celery leaves to jengkol skin. Utilizing the potential of the surrounding natural resources has given impetus to the youth community in Saung Wangsakerta to gain knowledge provided by teachers from IAIN Syekh Nurjati Cirebon.

The successful development of the Wangsakerta youth community initiated by Mrs. Farida who was later also involved in IAIN Syekh Nurjati Cirebon made a difference for the Saung Wangsakerta youth community, namely having knowledge and creativity in youth both in managing their plantation land and making the most of garden produce.

The success of developing the Wangsakerta youth community lies in the development of local communities as actors in building public awareness about identity and potential resources, producing knowledge based on local wisdom that is useful for life and humanity and building the capacity of community groups to access information on advances in science and technology. technology and be able to use it for the common good. The Wangsakerta youth community is an example of a community with a background of out-of-school and underprivileged children who have succeeded in developing their existing potential in the fields of agriculture, animal husbandry, business and writing. The actors involved in the development of the Saung Wangsakerta community, namely Ms. Mahri and IAIN Syekh Nurjati Cirebon, each contributed to their fields.

The successful development of the youth community has also brought about changes at the site level, such as youth organizations and the local community of Setupatok Village who have also been involved in building facilities such as study huts, making chairs and tables and contributing to maintaining cleanliness in the environment in Saung Wangsakerta.

It can be concluded that at the beginning of the development of the Saung Wangsakerta youth community there was only one (1) actor involved, namely Mrs. Farida Mahri from a non-governmental organization in Cirebon City. Then this development placed lecturers and student actors from IAIN Syekh Nurjati Cirebon, over time the creation of two (2) key actors involved. The role of the two actors brought in other actors, namely the local community and the Setupatok

Village Youth Organization. No less important than these actors, the role of social media also has an influence as a forum for information and promotion, where social Instagram makes Saung Wangsakerta well known in Setupatok Village, neighboring villages and Cirebon City.

The development of the Wangsakerta youth community is inseparable from the strategic role of the stakeholders involved. Stakeholders are an important part of an organization that has a role actively or passively to develop its goals. Analysis of *stakeholder* involvement in the Wangsakerta youth community empowerment strategy is then classified according to the contribution made. Freeman's Stakeholder Theory (2019) defines stakeholders as: *"any group or individual who can affect or is affected by the achievement of the organization's objectives."* As a group or individual who can influence and/or be affected by the achievement of certain goals.

Stakeholder theory emphasizes relationships with agents who influence or may be affected by project or program objectives (Azis et al., 2022). Stakeholders refer to actors who have two-way interactions, so that relationships are considered socially constructed by Freeman (2019). The difference between stakeholders and actors where stakeholders are organizations or stakeholders while actors are initiators who carry out the interests of stakeholders involved in the development of Saung Wangsakerta youth.

In the local community group, although administratively there are village institutions such as the Village Head (Kades), Village Representative Body (BPD), Village Empowerment Institution (LPMD), PKK and Karang Taruna, sometimes these institutions have not been able to provide the appropriate attributes. and carry the interests of the local community. This is actually related to the culture and systems of the local community. As we know, institutions such as the village head, BPD, and LPM are institutions formed by the government as village officials. In general, there are three categories of stakeholders in society, namely (Schaltegger et al., 2019):

1) Disorganized public stakeholders. Individual stakeholders who cannot be represented by other parties. Society, community leaders, observers, and so on.
2) Organized public stakeholders, stakeholders who are gathered in an organization or certain group, where the appointed leader or member can represent the organization giving views and attitudes in the process of making or implementing a decision.
3) Pseudo-organized stakeholders. Stakeholders who have a particular organization or group, but do not have representation in decision making. Leaders and members are given freedom of attitude and opinion so that usually members cannot act on behalf of the organization. For example, several informal organizations in the community, NGOs, and so on.

Most likely, the community is more easily influenced through unorganized stakeholders, such as traditional leaders, landlords, religious leaders, and others. In the local community too, the roles of each stakeholder sometimes overlap. People cannot immediately say that individuals in the local community are community leaders, because sometimes they are also religious leaders, or other figures. For this reason, it should be remembered here that specifically identifying stakeholders in the local community, it is necessary to remember the dual roles of these stakeholders in the local community. Within the community group, several stakeholder actors were

identified, namely the Village Head who has legitimacy over the village area where the program's operations are implemented. BPD and LPMD as elements of village organizations that have legitimacy for the policies issued by the village head. As well as community, traditional, religious and women leaders who informally also have legitimacy. In the external group, the actors who have the most contact with other stakeholders are Mrs. Farida Mahri and academics.

The stakeholder grouping and the treatment that needs to be done can be seen in the table below.

Table 1. Grouping Stakeholders and Power

Stakeholders	Actor	Power
NGO	Mahari's mother	High
Public	Village Head (*Kades, Kepala Desa*)	Low
	Village Consultative Body (BPD)	Low
	Village Community Empowerment Institution (LPMD)	Low
	Indigenous People	Low
	Religious leaders	Low
	Youth Figures (Karang Taruna)	High
Academics	College Teacher	High
	Student	High
Wangsakerta Foundation	Managers	High
Media	*Instagram*	High

Based on the table above, all identified stakeholders are divided into three groups, namely; Non-Governmental Organizations (NGOs), communities and educational institutions or academics. This stakeholder grouping is based on the attributes of each stakeholder identified in table 7. In the Non-Governmental Organization (NGO) group, or stakeholders who have high power in the development of the Saung Wangsakerta youth community. The actor involved in this stakeholder is Mrs. Farida Mahri. In the group of educational institutions or academics who also have high power in the development of Saung Wangsakerta. The actors involved in this stakeholder are lecturers and students.

The last stakeholder group is a community group that has low power in the development of the Saug Wangsakerta youth community. The actors in it are the Village Head (Kades), Village Consultative Body (BPD), Village Community Empowerment Institution (LPMD), Traditional Leaders, Religious Leaders and Youth Leaders (Karang Taruna). There is only one actor with high power in grouping actors among community stakeholders, namely youth leaders or youth organizations.

In this case, actors within community stakeholders, namely the Village Head (Kades), Village Consultative Body (BPD), Village Community Empowerment Institution (LPMD), Traditional Leaders, Religious Leaders need to give high attention, namely by continuing to communicate, coordinating with other actors (stakeholder actors who have given high attention to

the development of the Saung Wangsakerta youth community). Being able to provide policies or statements from these actors can have an impact on the sustainability of the development of the Saung Wangsakerta youth community. Treatment should be carried out related to helping achieve the vision and mission of the key actors involved.

Stakeholder involvement in community empowerment can be seen from three stages, namely the awareness stage, developing potential, and strengthening knowledge or providing training and guidance (Febriandini et al., 2019). Stakeholder involvement in each subsequent stage is described through the following matrix:

Table 2. Analysis of Stakeholder Involvement in Each Stage

Stakeholders	**Awareness Stage**	**Potential Development**	**Knowledge Strengthening**
NGO	Opening a Cooperation Network, Providing Information, and Motivating		
Academic or Educational Institution	Providing information in the field of agriculture, animal husbandry, entrepreneurship, etc.	Potential Identification	Organizational Capacity Development
	Provide motivation in business development	Community Registration	Training in Agriculture (Land Processing, Fertilizers, Pesticides and Planting Practices to maintenance
		Opening Opportunities (Agriculture, Fisheries, Animal Husbandry, etc.)	Marketing
Public	Construction of natural schools and development of youth communities		
Wangsakerta Foundation	Presenting infrastructure, by supporting change in the Saung Wangsakerta youth community		
Media	Providing Information and Promotions		

Tables 1 and 2 describe the involvement of various parties in the development of the Saung Wangsakerta youth community and to facilitate analysis of their role the penta helix method is used, where stakeholder analysis using the penta helix becomes an umbrella that connects academia, business, community, government and media. The concept of the penta helix is based on five stakeholders, namely academic, business, community, government and media to take roles

and responsibilities individually and collectively, so that the desired goals are achieved (Lindmark et al., 2009). The roles of the three (5) stakeholders are described as follows.

Academics Act as Agents who Disseminate and Implement Science, Art and Technology to Gain a Sustainable Competitive Advantage

Academics have an important role in the concept of the penta helix, academics who act as drafters (Slamet et al., 2017). Such as determining how the concept or master plan is for the sustainability of the development of the Saung Wangsakerta youth community. Academics in this case are a source of knowledge with the latest concepts, theories and are relevant to the development and development that will be carried out. So that the role of academics in the development of the Saung Wangsakerta youth community is a drafter or contribution of ideas in the stages for the development process until the development is carried out.

Academic stakeholders or IAIN Syekh Nurjati Cirebon play a role in organizing training activities to support the abilities and insights of the youth community at the Wangsakerta nature school. IAIN Syekh Nurjati Cirebon as a forum for coaching, has several programs that involve all the components and potential that exist in the Wangsakerta nature school. In line with the Wangsakerta nature school program in an effort to increase youth independence, IAIN Syekh Nurjati Cirebon actually provides active support for growing and developing economic businesses through training. IAIN Syekh Nurjati Cirebon helps young people from the natural Wangsakerta school to develop the various abilities they have, both in farming, raising business and in the fisheries sector. The Wangsakerta youth community which tends not to optimize the potential and existing resources has made IAIN Syekh Nurjati Cirebon motivated to help develop it. IAIN Syekh Nurjati Cirebon brings and introduces the potential that exists in the youth community in various activities.

The role of universities in the penta helix model acts as a drafter. The role of academics through their contribution will result in the transfer of knowledge and skills which are expected to provide direct benefits in their application to the community and for the development of science itself not only to produce learning citizens who understand skills but are also able to implement the skills they have so that they have an impact on business abilities and have a job (Gianiodis & Meek, 2020).

It is hoped that these stakeholders will be able to increase capacity, knowledge and technology in the sustainable development of the Saung Wangsakerta youth community and provide a network of other state universities and private universities to be involved in the development of the Saung Wangsakerta youth community. Thus, tertiary institutions become agents of significant change capable of creating independent youth communities and creating jobs.

Business/Entrepreneurs Act as an Enabler that Presents Infrastructure, by Supporting Changes in the Saung Wangsakerta Youth Community

Business actors in this case are managers or administrators of Saung Wangsakerta in Setupatok Village. Business actors in the penta helix concept are entities that carry out business

processes in creating added value and maintaining sustainable growth (Slamet et al., 2017). Entrepreneurs at the Wangsakerta natural school located in Karangdawa Hamlet, Setu Patok Village, Mundu District, Cirebon Regency, were established as a form of concern for the social reality that exists in Karangdawa Hamlet. Including building, guiding and training the students of the Wangsakerta Nature School.

The manager of Saung Wangsakerta is an actor who is able to create opportunities for the development of Saung Wangsakerta today. The role of the manager is to establish relationships such as non-governmental organizations through Ms. Farida Mahri, in this case the relationship creates partners for the development of Saung Wangsakerta to date. The development of the Wangsakerta youth community has been carried out since 2017 which has implications for the ability and innovation of young people to take part in the non-formal sector which provides benefits to themselves and the surrounding community. Various activities are carried out by the management to develop youth so that they are able to have self-confidence and be able to independently create various jobs.

Management limitations lie in the limited budget, educators and facilities and infrastructure to support learning activities. It is hoped that the management of Saung Wangsakerta will have a permanent budget and sponsors for the continuation of the program. So that in the future Saung Wangsakerta will become a school that can create jobs for the youth community, both the youth community in Saung Wangsakerta and youth in Setu Patok Village, Mundu District, Cirebon Regency.

Communities or non-Governmental Organizations Play a Role in Gaining Relationships or Networks that Produce Partners in the Development of the Saung Wangsakerta Youth Community, Namely the involvement of IAIN Syekh Nurjati Cirebon in Developing the Saung Wangsakerta Youth Community

In the penta helix concept, the community functions as a facilitator. In this situation, society consists of people or community organizations who have a common interest in the advancement of human potential and who actively contribute to that progress (Soemaryani, 2016). They facilitate economic processes by acting as a point of contact or mediator between parties.

The role of the private sector or community self-help organization initiated by Mrs. Farida Mahri is support for the Saung Wangsakerta youth community through Mrs. Fadira's network which involves the IAIN Syekh Nurjati Cirebon college to help in the development of the Saung Wagsakerta youth community.

The role of this stakeholder is Mrs. Farida's involvement in every training held by Saung Wangsakerta through social issues and then influencing various stakeholders to be involved and pro-active in building the capacity of the Saung Wangsakerta youth community. Mrs. Farida brings social issues in an effort to develop the Saung Wangsakerta youth community. This principle then brings various parties to get involved and become the main actor.

Mrs. Farida's role is to encourage each individual youth subject to actively participate in community development in Wangsakerta. There is a synthesis between individual interests in

youth , that is, individuals are part of a youth community that cannot be separated from building strong relationships with other parties. The institutional strengthening of the youth community is proven through programs that are carried out together. These programs include; 1) an organic fertilizer production activity program organized by academics and Mrs. Farida, 2) an organizational capacity building program by participating in various trainings for organizational and expertise organized by the university, 3) a program for building and repairing facilities at the Saung Wangsakerta location.

Government: In the Penta Helix Model, the Government (Village Head and Village Officials) Acts as a Regulator

The government acts as a regulator as well as a controller who has regulations and responsibilities in developing objects. In this case it involves all types of activities such as planning, implementation, monitoring, development, promotion, financial allocation, licensing, programs, development and knowledge, innovation policy, support for innovation networks and public-private partnerships. The government also has a role in coordinating the stakeholders who contribute to the development of this collaboration (Lindmark et al., 2009).

Government stakeholders are expected to use their roles and responsibilities to work together and help each other in preparing development plans based on improving the quality of life of village communities, efforts to achieve development goals and objectives (Wahyu & Sudirman, 2019). So far the village government has not participated in the development of the youth community. For example, there is no planning, implementation, monitoring, development, promotion, financial allocation, licensing, programs, development and knowledge, innovation policies, support for innovation networks and public-private partnerships that lead to the development of the Saung Wangsakerta youth community.

The level of trust and social relations is social capital where to build social capital effectively, the government must share roles with the youth community in the sense that it must shift from being a controller, regulator and provider to more of a catalyst, organizer and facilitator. This is the expected role in the development of the Saung Wangsakerta youth community.

Media Inform Stakeholders to Develop Objects and Play a Strong Role in Promoting Them

Penta helix model plays an expender role. In this case the media plays a role in supporting publications in promotion and creating a brand image (Slamet et al., 2017). The media, in this case, namely Instagram, can be said to be an element that is quite influential in the development of the Saung Wangsakerta community. It is good at developing the youth community of Saung Wangsakerta.

The media is one of the stakeholders in the penta helix which is urgently needed by the development of the Saung Wangsakerta youth community as an effective means of information to the general public so as to help the Saung Wangsakerta youth community in informing the attractions that exist in Saung Wangsakerta in this case Instagram social media has also

participated assist in proclaiming Saung Wangsakerta as a learning forum for the youth community in creating jobs.

Instagram social media, it attracts State Higher Universities and Private Higher Universities in Bogor to come to Saung Wangsakerta to collect data as the object of their research both as coursework and final assignments, as well as a number of students from schools who come to make assignments and learn farming.

Balancing the roles of the five stakeholders, namely academia, business, community, government and media. this is not easy. Continuous and dynamic efforts are needed, so that each party is expected to always be open minded and try to do their best for the common good (Muhyi & Chan, 2017). The five stakeholders cannot move alone, therefore a synergistic and balanced cooperation is needed.

CONCLUSION

This research concludes that there are five stakeholders involved in the development of Saung Wangsakerta, namely academic, business, community, government and media. Academic stakeholders or IAIN Syekh Nurjati Cirebon play a role in organizing training activities to support the abilities and insights of the youth community at the Wangsakerta nature school. Business actor stakeholders play a role in establishing relationships such as non-governmental organizations through Ms. Farida Mahri, in this case the relationship creates partners for the development of Saung Wangsakerta to date. Communities or non-governmental organizations have a role in gaining relationships or networks for the development of the Saung Wangsakerta youth community.

The government, through youth organizations, plays a role as a petrifier in the development and construction of Saung Wangsakerta, such as participating in the construction of saung or learning places. The media plays a role as a publication in promotion. The government (Village Head and Village apparatus) is not involved as a controller, regulator and provider in the development of the Saung Wangsakerta youth community. Government stakeholders are expected to use their roles and responsibilities to work together and help each other in preparing development plans based on improving the quality of life of village communities, efforts to achieve development goals and objectives.

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