Development Of A Social Responsibility Based Mentor Training Management Model To Improve Mentoring Ability International Voluntary Service (IVS) Program

Ketut Purwantoro[1]*, **Fakhruddin[2]**, **Samsudi[3]**, **Amin Pujiati[4]**

[1]Universitas Negeri Semarang, Doctoral Student of Graduate School, Indonesia, ketut.purwantoro@gmail.com
[2]Universitas Negeri Semarang, Indonesia, fakhruddin@mail.unnes.ac.id
[3]Universitas Negeri Semarang, Indonesia, samsudi.prof@gmail.com
[4]Universitas Negeri Semarang, Indonesia, amin.pujiati@mail.unnes.ac.id
* Corresponding Author
Corresponding author's institutional address: ketut.purwantoro@gmail.com

Abstract The purpose of this research is to develop a Social Responsibility-Based Mentor Training Management model to Improve Mentoring Capability of the International Voluntary Service Program (IVS). The research method used is development research, which is carried out in three stages, namely: (1) preliminary study stage, (2) development stage of social responsibility-based mentor training management, and (3) model feasibility test stage. The subjects in the study were 21 people involved in implementing the International Voluntary Service. The research instruments include questionnaires, interview guidelines, observation guidelines, and documentation. The validity and reliability of the research instrument were tested by expert validators so that it met the criteria for use in research. The results showed that the factual model of Mentor Training Management in Dejavato had not utilized training management functions from the planning, implementation, and evaluation stages. The results of the development show that the social responsibility-based training management model is appropriate to support IVS volunteer mentoring activities and improve mentors' ability both interpersonally and interculturally. This is evidenced by an expert or expert validation tests during FGD activities and expert test results by developers and users of the model and evidenced by the results of questionnaires from developers and model users, which include model elements, content suitability, construction, language, practicality and writing organization by obtaining an average score of 85.5% is very valid to be used in IVS volunteer mentoring activities.

Keywords: training management, mentors, voluntary service.

Introduction

A volunteer program is a volunteer activity that does something voluntarily (not forced or required). Volunteer or volunteer activities include volunteering to be a schoolteacher, volunteering in the health sector by becoming a doctor or nurse assistant, volunteering for natural disasters, volunteering in nursing homes by caring for the elderly, and so on. A person who becomes a volunteer is generally of productive age, works without pay in a relatively short period, and does activities that are not mandatory in producing products or services. Rizkiawati et al., (2017)research results state that volunteer activities provide social benefits for the volunteer. Social benefits include fostering a social spirit to help each other. Furthermore, Wilson (2000) said that volunteers are people who do not have an obligation to help a party but encourage them to make a real contribution to an Activity and are committed to being involved in activities that require a willingness to sacrifice time, energy,

thoughts, and materials for given to someone else (Sanoto, 2021; Sanoto et al., 2022).

The competence of a volunteer can be defined as an individual with a social spirit who is voluntarily willing to give his time, energy, material, and thoughts to help others and contribute to society regardless of the person's background, race, ethnicity, and religion helping. According to Pauline & Pauline (2009), it was stated that two motives that underlie someone participating in volunteering activities include giving something of value to the community and serving the community. Furthermore, Katz in Pauline & Pauline (2009). Clary et al. (1998) also stated that there are six voluntary motivations, including 1) Value, where volunteer activities can satisfy the desire to express concern for people in need. 2) Understanding, namely, expressing the need for volunteers to gain knowledge. 3) Social, giving volunteers satisfaction to participate in activities considered good by significant parties for volunteers, close friends, or the community. 4) Career, as an opportunity for volunteers to be bound into specific jobs voluntarily to support their future, 5) Protection, a person's need to participate in volunteer activities to reduce negative feelings associated with the functions of the human ego. 6) Enhancement, namely the needs of the volunteers' desire to get satisfaction related to self-development (Samudre et al., 2021).

From the results of the research above, it can be concluded that to be able to adapt well to different conditions. A volunteer requires a motivation process from within the volunteer and the support of the environment where the volunteer is located. One of the most critical forms of support from the environment is the presence of a mentor (mentor) while a volunteer is carrying out his duties (Womack et al., 2020). The Dejavato Foundation is an NGO organization engaged in volunteer work in Indonesia. The Dejavato Foundation is a member of CCIVS UNESCO (Coordinating Committee for International Voluntary Service), ICYE Federation (International

Cultural Youth Exchange), NVDA (Network for Voluntary Development in Asia), official partner of the Alliance of European Voluntary Service Organizations. The IVS programs are held in the form of a short-term volunteer/workcamp program (1 - 2 weeks), a mid-term volunteer program (1 - 4 months), and a long-term volunteer (5 - 12 months)

International volunteers came to Dejavato to carry out volunteer activities and were placed in partner institutions in Indonesia. There are 220 institutions located in the provinces of Aceh (1 institution), North Sumatra (2 institutions), West Sumatra (1 institution), Bengkulu (1 institution), Riau (1 institution), Palembang (1 institution), Lampung (4 institutions) DKI Jakarta (3 institutions), West Java (3 institutions), Central Java (166 institutions), East Java (12 institutions), Yogyakarta (8 institutions), Bali (9 institutions), North Sulawesi (1 institution), South Sulawesi (5 institutions) and Papua (2 institutions).

Although the number of Dejavato partner institutions is 220, not all accept foreign volunteers simultaneously. The acceptance of foreign volunteers usually depends on the holiday season in developed countries, which generally starts in the summer period between July to September and Winter (Winter) between December to February. Outside of the holiday season, it is very rare for foreign volunteers to come and even none because the volunteers have their activities, namely working or studying in their home country.

Anderson and Shannon (1998) stated that mentoring is a natural process in which there is one person with more skills and experience serving as a role, model, sponsor, teacher, consultant, motivator, and friend to someone who is considered to have less ability and experience. Furthermore, in his research, Kurniati (2015) states that mentoring is a learning process in which a mentor can make mentees or previously dependent participants independent. Based on the description above and related to the IVS program, the role of a

mentor is very important in helping volunteers run the program well immediately, adapt to their environment, and understand conditions that are different from their country of origin (Hickey et al., 2017; Putri et al., 2020). A mentor needs to serve wholeheartedly and sincerely and is responsible to volunteers so that volunteers can immediately become independent while living in Indonesia. A mentor at a Dejavato partner institution does not get a fee incentive. Still, mentors are required to be able to work professionally, skilled, reliable, trained, and voluntary as a sense of social responsibility towards the assisted volunteers, partner institutions, and Dejavato.

The problems that arise in De Javalo are related to mentoring management, namely the mentors who have been tasked with assisting volunteers. Not all of them have experience in mentoring activities. The pre-existing training management model in Dejavato was less than optimal, especially in preparing for the IVS volunteer mentoring program. Planning activities that are less than optimal can be seen from the factual model applied in Dejavato in identifying mentor needs and formulating indicators for the success of mentoring activities so that mentors experience several obstacles and problems when carrying out mentoring activities.

Implementation in the mentoring activities of the IVS program volunteers experienced obstacles, so the activities were still deemed less than optimal and did not follow the expected goals. Most volunteers have difficulty communicating with their mentors because they lack mentor competence in mentoring activities. The factor of mastering English is also an obstacle for mentors in communicating with volunteers. The evaluation (controlling) of the volunteer program has not been optimal. It has not gone according to the expected mentoring goal plan, so there has been no follow-up to overcome the problems faced by the volunteers.

Methodology

Research Design

This study's research design used Borg and Gall's principles and steps. The purpose of this research model is a method for developing and test a product. The research stages consist of 1) the preliminary study stage as needs and contents analysis, 2) the development stage as design, development, and evaluation, and 3) the feasibility testing stage.

Such development is expected to produce products as a function of creation and innovation to improve the quality of mentor training and produce products in the form of a social responsibility-based mentor training management guide. The characteristics of the development are: 1) the product developed is based on the problems encountered in the field during the implementation of the IVS program mentoring in 10 schools or educational institutions that collaborate with Dejavato, namely the Aviation Polytechnic (Poltekbang) Medan, the Blind Education Foundation (Yapentra) Medan, SD 1 Tanjungsari Lampung, Polytechnic of Naval Science (PIP) Barombong Makassar, SD Marsudi Utami Semarang, TK Nabila Petir Semarang, SMPN 2 Semarang, SMPN 1 Mijen Demak, Indonesian Railways Polytechnic (PPI) Madiun and Poltekbang Banyuwangi 2) developed through design and testing trials, 3) trials were carried out in three stages, namely expert and practitioner testing, limited field trials, and expanded field trials, 4) the resulting product was a social responsibility-based mentor training management guide.

Sample and Data Collection

The subjects in this study were ten schools or educational institutions that collaborated with Dejavato, namely the Aviation Polytechnic (Poltekbang) Medan, the Blind Education Foundation (Yapentra) Medan, Tanjungsari Elementary School 1 Lampung, Sailing Science Polytechnic (PIP) Barombong Makassar, Marsudi Utami Elementary School Semarang, Nabila Petir Kindergarten in Semarang, SMPN 2 Semarang, SMPN 1 Mijen Demak,

Indonesian Railways Polytechnic (PPI) Madiun and Poltekbang Banyuwangi. The data collection techniques used in this study were interviews, questionnaires, and observations. The research instruments used include interview guidelines, observation guidelines, and questionnaires. The instrument used has met the criteria of validity and reliability that have been done previously.

Analyzing of Data

Data analysis used in this research is data analysis in development research which consists of qualitative analysis related to analysis or preliminary studies related to social responsibility-based mentor training. Quantitative analysis was conducted to determine the effectiveness of the development model that has been designed compared to the previous model. The analysis of the causes and indicators of problems becomes points of improvement in developing social responsibility-based mentor training.

Findings / Results

Description and Data Analysis of the Factual Model of Mentor Training Management in Dejavato

The implementation of mentoring from Dejavato has been carried out in several periods, but there are several obstacles and shortcomings. Observations in the field can show that mentoring activities are not optimal, as seen from the factual model that has been applied. Before implementing the social responsibility-based mentor training model, researchers conducted interviews with IVS volunteers who were interns at several schools that had partnered with Dejavato. The interview was conducted to obtain data about obstacles faced when running the program with mentors. So, it was found the obstacles faced by the volunteers during the internship. Aspects of volunteer attitudes or impressions of their mentors in running the program before the implementation of the social responsibility-based mentor training management development affect the achievement of activity results.

On attitudes and impressions before implementing the mentor training management development. The questionnaire is divided into five alternative answers (very high, high, medium, and very low). Based on interviews regarding volunteer satisfaction with mentors in running the program, 1) around 47.5% stated that volunteers were satisfied working with mentors. 55% of volunteers stated that some mentors could help with volunteer activities during internships, 3) 52.5% of volunteers stated that active mentors helped volunteers, and 4) volunteers said that only 55% of mentors were open-minded and able to communicate using active English. From the results of these interviews, it can be concluded that volunteer satisfaction with mentors is only 52.5% on average and is still in the medium category, meaning it is not maximized. The following is described in detail in the table below.

Table 1. Document Study Table on Mentor Training Guidelines (Before)

No.	Aspect	Explanation	
		Exist	**Not Exist**
1	Mentor Training Policy Base Document		√
2	Team documents in the formulation of the Mentor Training Syllabus		√
3	Mentor training implementation profile	√	
4	Mentor qualification documents		√
5	Mentor training guide, including:		
	a. Basic competencies		√

b. Achievements	√
c. Activity	√
d. Information about the IVS program	√
e. Instructions for implementing mentoring activities	√
f. Training result document	√

Based on the analysis results in the field, on the implementation side, most mentors do not have the competence as mentors; mentoring activities are still seen as volunteer assistance only and are limited to providing information globally about internship programs. Meanwhile, the implementation of mentoring activities should include the role of a mentor as an advisor to volunteers when facing obstacles, the role of a mentor as a motivator, the role of a mentor as a program coordinator, and the role of a mentor as a listener for volunteers. Mentoring activities that mentors have carried out are still conventional and formal, meaning they are only limited to providing direction when the volunteers arrive. This result in neglected process quality and the communicative approach has not been implemented effectively.

Mentor Training Management Model Development Study Results

The results of the comparative analysis between the results of preliminary studies relevant to the field's design findings (factual model) are obtained by a hypothetical model. In this development stage, the researcher realizes what was made in the design stage so that it becomes a product. The result of this stage is a social responsibility-based training model guide. The problems faced, obstacles, and weaknesses of the previous management model became the basis for developing a model to improve mentors' competence in conducting volunteer mentoring activities.

The development of the mentor training management model includes three aspects of the management function, including the following:

Table 2. Social responsibility-based training activities

No	Management Aspect	Development
1	Planning	1. Identify the needs of mentors and volunteers
		2. Formulate mentor training objectives
		3. Designing a social responsibility-based training model
		4. Mentor organization (mentor qualification)
2	Implementation	1. Orientation for the introduction of the volunteering program
		2. Carry out social responsibility-based mentor training activities
3	Evaluation	1. After the training activities, a placement test for the competency qualification of the mentor was held
		2. Questionnaire of mentor satisfaction after running the program 3. Follow-up

Slameto Syaiful (2011:13) suggests that learning or training is a business process carried out by a person to obtain a new change in behavior due to his experience in interaction with his environment. Based on the three aspects of management developed above, the researcher developed a model design for mentor training activities based on social responsibility. The training activities aim to develop mentor

competencies (Adha, 2019). The development carried.

Table 3. Mentor Training Basic Competency Syllabus

Basic competencies	Success Indicator	Activity
Mentor has leadership competence (Leadership)	Mentors can foster, direct, motivate, and solve problems	Introduction to IVS, introduction to leadership, team building
Mentors have interpersonal competence	Mentors can communicate well with volunteers	Introduction to the material on the role of mentors, mentor duties, social responsibility, and commitment, ice breaker
Mentors have intercultural skills	Mentors understand cultural differences, open-minded mentors	Cross culture understanding, team building

The success of volunteer mentoring lies in the competence and experience of the mentor in volunteer mentoring; therefore it is necessary to determine the qualifications to become a mentor. Choosing the capabilities of a mentor at the time of recruitment is crucial in determining a mentor's academic competence. The following are the qualifications or criteria for becoming a mentor: 1) a sense of social responsibility, 2) a desire to help, 3) a positive experience, 4) a good reputation for developing others, 5) the time and energy to be a good listener if volunteers, 6) experience obstacles) solutive, meaning having solutions or recommendations for a problem, 7) having up-to-date knowledge, and 8) being open-minded.

The improvement and development of the training model resulted in a final model, which refined several aspects, namely the planning, implementation, and evaluation stages. It is systematically described in the image below.
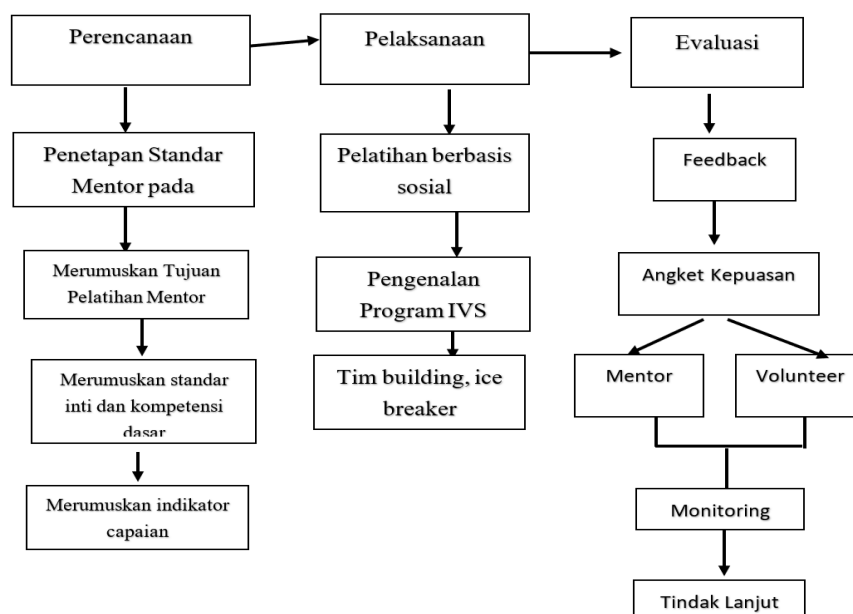

Figure 1. Mentor Training Management Final Model

The Final Model of Social Responsibility Based Training Management has several points of advantage compared to the previous model. The theoretical development implications of mentoring strengthen components in developing mentor competencies in carrying out volunteer mentoring activities in the IVS program. Crawford (2010) argues that mentoring is an interpersonal relationship in the form of caring and support for someone experienced and knowledgeable with someone who is less skilled or has less experience. The development of this theory lies in the meaning of mentoring regarding interpersonal relationships and the social responsibility of a mentor in carrying out their duties by building interpersonal skills and intercultural skills between mentors and volunteers.

The method used in mentor training management uses different training strategy concepts and adapts to the needs of mentors and volunteers. Training strategy will positively impact the ability of mentors to mentor IVS volunteers who are interns in Indonesia. The method used in training is a social responsibility approach. The concept of this training aims to foster social responsibility for mentors by having interpersonal and intercultural skills. Mentors play an active and innovative role in the process of training activities.

Discussion

The theory of training management and mentoring is a guideline for developing a social responsibility-based training management design that researchers will apply. The feasibility level of this social responsibility-based mentor, training management model can be seen from the results of the questionnaire given to users, namely mentors, IVS program coordinators, and the expert validators of the training model, which shows that 88% of the social responsibility-based training management model is feasible to be implemented in Dejavato. The practical and theoretical implications of the training management model are used as a reference for

improving mentors' competence in mentoring IVS volunteers (Djibu & Shofwan, 2019).

Institutional support, including Dejavato and the IVS program coordinator as policymakers, support implementing a social responsibility-based training management development model in Dejavato. This social responsibility-based training management model was developed to improve the ability of IVS program mentors. The importance of training activities for IVS program mentors is to meet the demands of volunteers and IVS program stakeholders and prepare mentors to become reliable and competent mentors. Based on the results of the questionnaire to the mentors after implementing the social responsibility-based mentor training activities, the training situation became very conducive and pleasant. The motivation and self-confidence of cadets in communicating during training activities are greatly increased.

Management training is a series of activities to organize activities systematically to control learning activities so that they run effectively and efficiently to achieve the expected goals. Social responsibility-based mentor training management is a solution to improve mentors' ability in mentoring program IV volunteers. The design of a hypothetical model of social responsibility-based mentor training management that was developed was then consulted with validators or experts. Implementation of mentor training management involves all actors involved, including Dejavato and the IVS program coordinator, as policymakers and mentors as assistants to IVS program volunteers.

This social responsibility-based mentor, training development model is feasible to implement in Dejavato to overcome problems in mentoring IVS program volunteers. The implementation of this model will be more effective if it meets several requirements, such as supporting facilities and infrastructure, special training rooms for ice breakers, and team-building activities that allow mentors to

move more easily. Training activities can also be carried out outdoors. In addition, this model is a motivational driver for mentors to be more confident in communicating with mentoring volunteers actively so that it is hoped that the outputs or volunteers of the IVS program who run the internship program in Indonesia can adapt well and be able to fulfill their responsibilities as volunteers during their internship at school.

The final model underwent several developments regarding training speech, planning, implementation, evaluation, training materials, and training methods. The components in the management of social responsibility-based mentor training were developed with improved implementation standards based on initial research results and refined through a series of model trials to obtain the best final model.

Conclusion

The factual model of Mentor Training Management in Dejavato has not utilized the functions of training management, including: (1) planning in formulating training objectives has not been adjusted to the needs analysis of mentors and volunteers, (2) the implementation of training activities is still limited to formalities and program introductions, (3) evaluation activities are carried out by providing volunteer satisfaction questionnaires to mentors. The training activity is still a formality of introducing both parties and the project site, so mentors do not understand their duties and social responsibilities in mentoring IVS volunteers, so the purpose of mentoring has not been optimal to be implemented and has not met the competency needs of mentors which of course has an impact on the quality of mentors.

The development of a mentor training management model is urgently needed by mentors at Dejavato. The development of the model is adapted to the needs analysis of mentors and volunteers, including 1) training materials that are tailored to the needs of mentors to support the improvement of mentor

competencies; these materials already include the syllabus and curriculum developed and systematic training programs, 2) implementation of training managed effectively, easy to understand, and applicable as well as a post-training follow-up as an effort to guide mentors, 3) facilitators/organizers who are responsible for organizing mentor training in Dejavato will follow up in the form of mentoring mentors during training, 4) instructors who are professionals in the field of mentoring, 5) facilities and infrastructure which include training places, equipment, and adequate consumption.

The social responsibility-based mentor training management model is appropriate to be used to support the competency development of mentors, both interpersonal skills and intercultural skills in IVS volunteer mentoring. The feasibility of a social responsibility-based training management model is appropriate to support IVS volunteer mentoring activities and to improve the ability of mentors, both interpersonal skills and intercultural skills. Evidenced by an expert or expert validation tests during FGD activities and expert test results by developers and users of the model and evidenced by the results of questionnaires from developers and model users, which include model elements, content suitability, construction, language, practicality, and writing organization by obtaining an average score of 85.5% is very valid to be used in IVS volunteer mentoring activities.

Recommendations

IVS program coordinator to follow up on policies and support programs related to mentor competency development so that mentoring activities run optimally. Mentors involved in IVS activities are advised to play an active role in implementing social responsibility-based training management to improve the ability of mentoring volunteers who run the IVS program. Mentors are advised to increase their social responsibilities and fully commit to their duties as mentors. For other researchers, the results of this study can be used as a basis for further

research related to the management of mentor training.

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