



Model of Success and Sustainability of Financial Life Skills (FLS) Training Program

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ABSTRACT

The financial Life Skill (FLS) Training Program is a development program for youth to be ready to work and skilled in managing finances. This program is considered very beneficial. However, there is no information for the stakeholders about how FLS Training can succeed and be sustained. This research used the in-depth interview method to the stakeholders and the survey method to obtain the most essentials roles this research used the systems thinking approach and the system dynamics approach to analyze problems to attain a conceptual framework. The interactions between variables are visualized by a causal loop. The result of this research shows that 16 variables are influential to the success and the sustainability of the FLS Training. The result is useful for various stakeholders in making decisions for the sake of success and sustainability of the FLS Training after the period of the project ends.

Keywords: Financial life skills, success and sustainability, project.

I. INTRODUCTION

A system is a unitary cluster of elements that are interconnected and organized to achieve goals, which are also made up of parts that are relevant to each other (Manetsch & Park, 1977; Marimin, 2004; Hidayatno, 2013). According to Hidayatno (2013), systems thinking is more of an approach to be able to comprehend various systems by emphasizing the relationship between the elements. In contrast to the traditional way of analysis that studies a system by separating the elements, systems thinking can view a system with a broader perspective. Hidayatno (2013) states that systems thinking helps to decipher problems in the real world, which is becoming more connected due to the advancement of technology. Therefore, a more integrative and structured approach is necessary to tackle advanced technology (Hidayatno, 2013).

The priority of a systemic approach is to resolve complex problems that are difficult to be solved with other approaches. Checkland (1981) explains that systems thinking emerged as an aftermath of natural science's inability to solve complex problems in the real world. Manetsch & Park (1977) opines that a systemic approach is the best choice to resolve complex multidisciplinary problems. Problems that are solved with the systemic approach possess the characteristics: (1) Complex, with intricate interaction between the elements, problems involving multi-discipline and multi-factor; (2) Dynamic, which means there are changes in the factor according to time and there is estimation to the future; and the last (3) Stochastic, which is the need of opportunity function in the inferences of either conclusion or recommendation.

An organization is one of the problems that can be solved using systems thinking. Cooperation that happens

inside an organization is also called collaboration. With that in mind, it is logical to say that collaboration is a relationship between parties that are mutually participating and agreeing to achieve a common purpose, to share information, to share resources, to share benefits, and to be responsible in making decisions together to solve problems. Collaboration can also be found in the YouthWin Empowerment of Project (YEP) organization.

The YouthWin Empowerment of Project (YEP) is a program which is designed to enhance youth economic participation in Indonesia from 2017 until 2020. This program is financially supported by USAID to arrange a developing program for young people ranging from 18 until 34 years old in Indonesia in some areas in West Java, Central Java, and East Java. The purpose of this project is to prepare Indonesian youth to be ready to work and to be smarter in making economic decisions, especially financially, in their life. YEP has a training program combining life skills and financial skills training, which is called the Financial Life Skills training. This program is arranged systematically and structured so that it can be sustainable even if the period of this program ends in 2020. The program starts by arranging a training curriculum and training program, establishing cooperation with partner institutions that will continue this program, shaping trainers and master trainers as the ones that will carry on the development of Indonesian youth. The partner institutions of YEP are universities and vocational training centers in some cities in Indonesia, such as Bandung, Indramayu, and Sukabumi. The involvement of partner institutions, hopefully, can be helpful in the effective implementation of the training. YEP also hopes that this training module can take part in the curriculum of those educational institutions.



The existing youth economic participation development program that is in progress can be seen as effective. This program has implemented financial life skill training to approximately 3.795 young people (from 67 institutions) and has shaped 140 trainers in West Java, Central Java, and East Java (YEP Report, 2019). The purpose of this training is to introduce a training method based on activities for Indonesian youths, to strengthen the knowledge about financial-based life skill, as a practice in providing training following the standard of FLS (Financial Life Skills)' session plan, and to introduce the monitoring and evaluation of the FLS training program.

Until now, according to YEP Quarterly Report (2019), YEP has performed ToT (Training for Trainers) two times with educational institutions as the primary target and three times with non-educational institutions as the target. FLS training has continuously been given until now. YEP has been making continuous development for this program, also to promote this program.

A right systemic approach is necessary to illustrate the condition of collaboration in YEP clearly. To be able to portray the behavior of causal collaboration in YEP, the Causal Loop Diagram (CLD) can be a decent systems modeling (Binder *et al.*, 2004). CLD is useful to record a model to represent the connection and the process of feedback in the system. As reported by Kiani *et al.* (2009), the primary purpose of the Causal Loop Diagram (CLD) is to illustrate a causal hypothesis to make a presentation of structure in an aggregate form. CLD is helpful for the users to instantly communicate about the presentation of the feedback structure and the underlying assumptions. CLD can present how systems work. Sterman (2008) conforms that CLD is a mapping form that shows causality between variables with a pointer from the cause to the effect.

II. MATERIALS AND METHODS

A research methodology is used to answer the established research questions and research purposes. The methodology used for this research consists of several steps:

First Step

A preliminary study was done by performing a semi-structured interview with the representatives of the

stakeholders that are involved in YEP-Project's programs. Stakeholders are selected because expected to make rational and wise investment decisions for FLS training sustainability (Nalurita *et al.*,2020). Subsequently, a literature review on previous researches and studies, relevant articles, and supporting documents are done to help to identify existing problems. This step used a qualitative approach and was intended to determine the research questions.

Second Step

Distribution of open questionnaires and semi-structured interviews were done to the representatives of stakeholders in every event established by YEP-Project. This step used a qualitative approach in its implementation. The purpose of this step is to identify the key variables that are influential to this YEP program. The results of the interview and the questionnaire are thereafter grouped into key variables. These key variables are, therefore, the most influential to the YEP program. Furthermore, a prior confirmation was done to the expert as an effort for triangulation before deciding the variables as key variables to create the Causal Loop Diagram (CLD). This diagram shows an actual illustration of the collaboration in this YEP program.

Informant Determination Technique

This research needs information from various informants. Therefore, purposive sampling was chosen as the informant determination technique for this research. Purposive sampling is used in this research by choosing the person who comprehends the information that the researcher needs the most as the informant. Certain considerations in determining informants can be because informants are considered as the leading and competent party to provide necessary information for the research. The existence of an informant will ease the researcher in finding specific information or in leading the researcher to obtain the right informant. The researcher also considers the experience that the informants possess related to their field. Besides, the direct participation of the informant in the collaboration process is also crucial in determining or choosing the informant. In determining the informant, the researcher considers the informant's position, experience, and the researcher's desired information. This research uses 12 informants that are classified in Table 2.1 below:

Table 2.1 Description of the informants

INFORMANTS	POSITION	DETAILS
Informant 1 Dedi Suwandi, S.ST.,M.T. Politeknik Negeri Indramayu	Head of Mechanical Engineering Department	Providing information related to the collaboration variables
Informant 2 Yunyun Ratna H, S.IP.,MM. Politeknik Piksi Ganesha Bandung	Permanent Lecturer in Financial Administration Study Program	Providing information related to collaboration variables

Informant 3 Ramayani Yusuf S.Sos.,M.M. Politeknik Piksi Ganesha Bandung	Head of Financial Administration Study Program	Providing information related to collaboration variables
Informant 4 Taufiq Hidayat Sekolah Tinggi Pariwisata Bandung	Head of Student Technical Implementation Unit	Providing information related to collaboration variables
Informant 5 Ganjar Sekolah Tinggi EKUITAS	Head of Career Centre	Providing information related to collaboration variables
Informant 6 Nina Septina, SP,MM Universitas Katolik Parahyangan Bandung	Head of Management D3 Study Program	Providing information related to collaboration variables
Informant 7 Rini Amidjono USAID YEP Project	Chief of Party	Providing information related to collaboration variables
Informant 8 Zoel Rachman LPT Panghegar Bandung	Director & Teacher	Providing information related to collaboration variables
Informant 9 Rolly Damayanti USAID YEP Project	Deputy Chief of Party	Providing information related to collaboration variables
Informant 10 Nidya Saraswati USAID YEP Project	Monitoring & Evaluation Specialist	Providing information related to collaboration variables
Informant 11 Rini Wahyu Hariyani RIWANI GLOBE	Consultant & Master Trainer	Providing information related to collaboration variables
Informant 12 Sugeng Priyanto	Consultant & Master Trainer	Providing information related to collaboration variables

Those informants provided information related to variables that are influential to the collaboration of the YEP program. Results that are obtained from those informants are recapitulated after. The result of that recapitulation is used to validate the result of the necessary variables table that has been made.

Variables

The list of variables and the stakeholders involved in the YEP program is attained from the interview with experts, observation, questionnaire, and also from performing a literature review. The explanation of the variables and the stakeholders that are involved in this research is available in Table 2.2:

Table 2.2 Definition of System Element

SYSTEM ELEMENT	DEFINITION
Resource Allocation	Support from partner institutions in the form of facilities provided. These facilities can be in the form of money, space or a place, equipment.
Trainers Time Allocation	The time given by partner institutions for trainers to carry out the training or to develop trainers' abilities
Benefits for Partner Institutions	Benefits or positive impacts felt by partner institutions in the form of international cooperation (MOU), ready-to-use training modules, training guides, certified trainers. Program implementation may be different for each cluster of the partners.
Support from Partner Institutions	A form of support from partner institutions to trainers (in the form of opportunities, time, workload)

Number of Assigned Partner Institutions	Number of partner institutions that have collaborated with YEP by signing the MOU and running the program
Number of Potential Partner Institutions	Number of partner institutions that will be targeted in collaborating with YEP
Number of Master Trainers	Number of master trainers
Number of Trainees	Number of trainees (ToY)
Number of Trainers	Number of trainers (ToT)
Training Satisfaction	Training participants' satisfaction was measured based on the results of the questionnaire
Quality of the Trainers	Quality of trainers based on measurement results from YEP (scoring)
Organizational Marketing Effort	Costs and promotional media used by YEP to collaborate with partner institutions
Trainers Motivation	Commitment to carry out a series of activities as a trainer
Potency of Partner Institutions	Reputation and credibility from the partner institutions
Program Attractiveness	The attractiveness of the program to partner institutions and also potential partner institutions
Reputation of Program Manager Organization	Credibility, brand image of YEP. Ability of the organization to be able to manage training
Workload	The workload possessed by the trainers in the form of the obligation to conduct training, personal development, the opportunity to follow the trainers' career path, and to develop the program so that the program can continue to be sustainable.

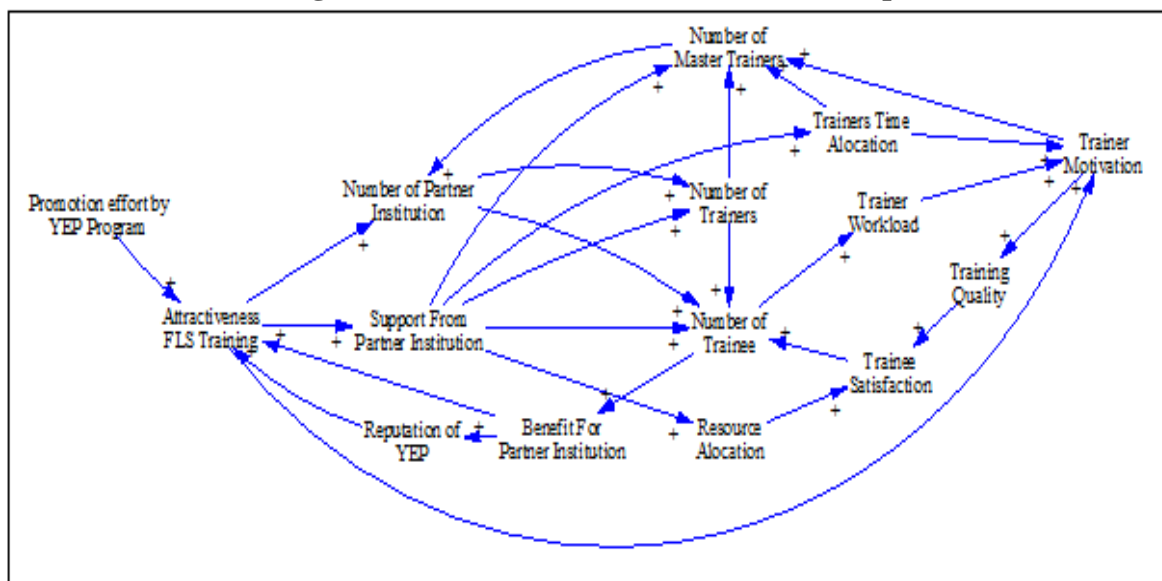
III. RESULTS AND DISCUSSION

This research uses Causal Loop Diagram (CLD) to illustrate the situation of collaboration in the YEP program. CLD is used to portray the feedback process around the main topic of the problem. The actual condition of this collaboration helps maintain the sustainability of the YEP program. This sub-system is useful to shape the overall collaboration system of the YEP program.

This YEP program has several primary stakeholders, such as the management of YEP as the responsible party and

the main manager of the program, the partner institution, the master trainers, and the trainers. These primary stakeholders were chosen because they all have important roles in the YEP program. All interactions and activities between the stakeholders are entangled and influential to each other. The Causal Loop Diagram (CLD) is responsible for portraying such entangled conditions, which can be seen in Picture 3.1 below:

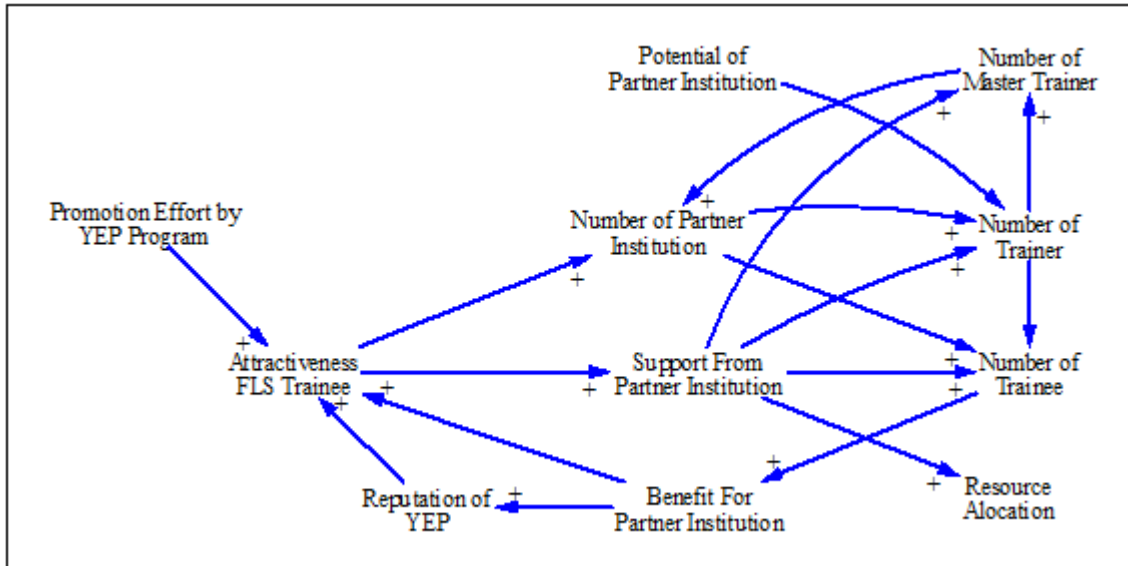
Figure 3.1 Actual Collaboration Causal Loop



The sub-system of the YEP program's sustainability provides illustrations of factors that affect the program's sustainability. The sustainability of the program is measured based on the number of trainees, number of trainers, and the number of master trainers. Overall, the continuity of this program is highly dependent on how the partner institution is

willing to maximize the usage of their resources to adopt this program as a fixed program in their institution. Therefore, the role of YEP is also vital in convincing the institution of how beneficial the YEP program is. Below is the illustration explaining the sub-system of the program's sustainability (in Figure 3.2):

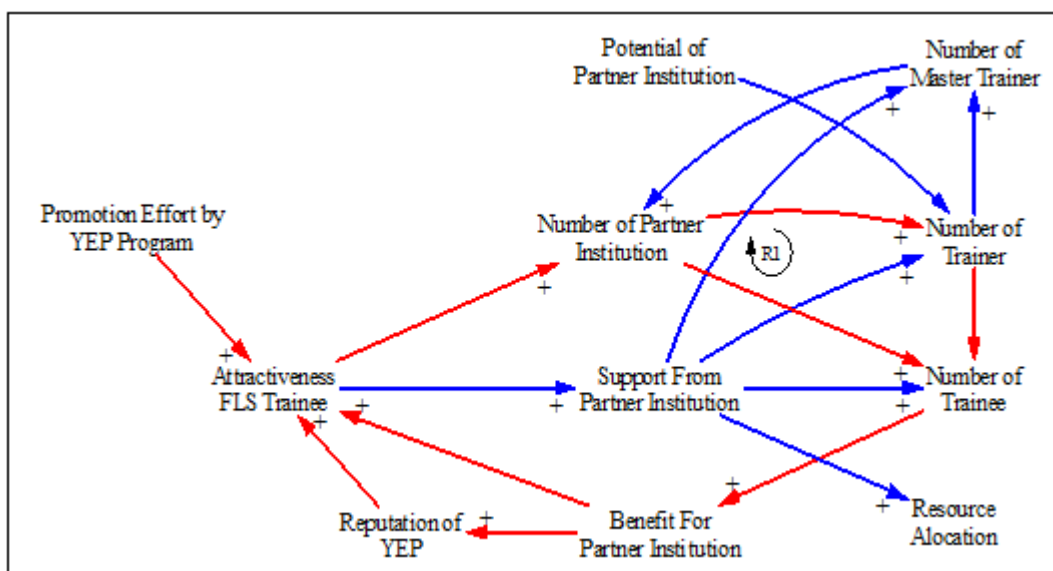
Figure 3.2 Sub-system of YEP Program Sustainability



The sub-system of the program's sustainability possesses (3) forming loops. The loops are reinforcing Loop 1, which is the number of assigned partner institutions, reinforcing Loop 2, which is the referral, and reinforcing Loop 3, which is support from the partner institution. The reinforcing Loop 1 consists of the number of assigned partner institutions-the number of trainers/the number of trainees-benefits for the partners-program attractiveness-the number of assigned partner institutions (direct) or the number of assigned partner institutions-the number of trainers/the number of trainees-benefits for the partners-the reputation of

organizations-program attractiveness-the number of assigned partner institutions (indirect). This loop is affected by external factors such as the marketing effort of the organization, the number of potential partner institutions, and the potency of the partner institutions. This loop portrays the role of the partner institutions in performing the training program to increase the number of trainees. This program's continuity is the partner institution's responsibility because YEP is no longer able to continue being the responsible party for this program. The illustration of the reinforcing Loop 1the number of assigned partner institution is available in Figure 3.3 below:

Figure 3.3 Reinforcing Loop 1-Number of Assigned Partner Institution-s

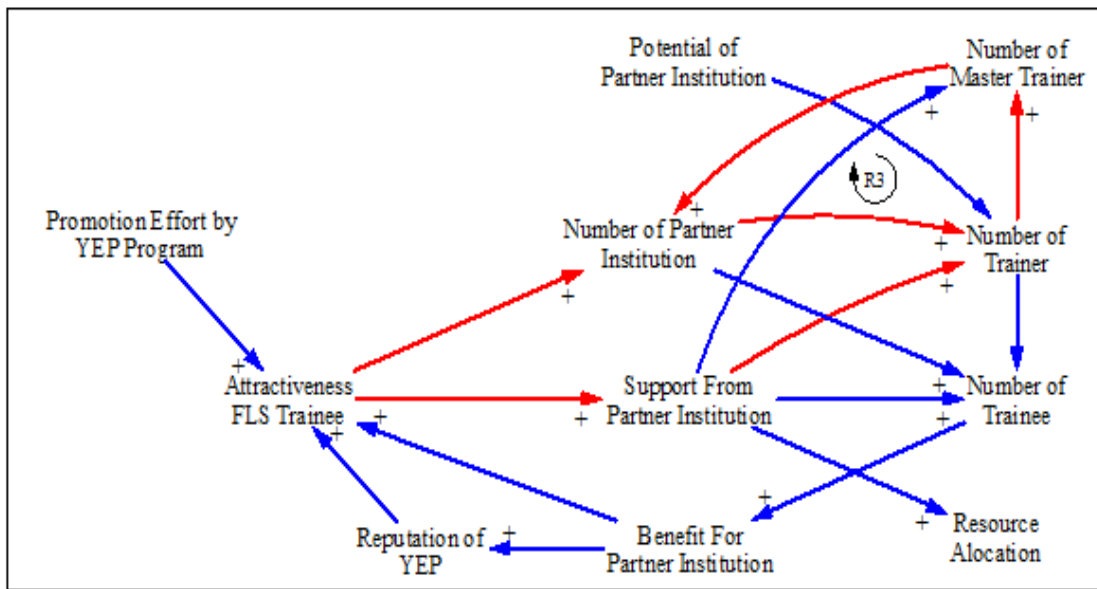


Reinforcing Loop 2 is a referral that consists of the number of master trainers-the number of assigned partner institutions-the number of trainers-the number of master trainers. This loop is affected by external factors such as the

marketing effort of organizations, the number of potential partner institutions, and the potency of partner institutions. This loop illustrates the role of partner institutions in shaping trainers and master trainers. Those trainers and master trainers

will later conduct the Training of Youth, a training targeted by assigned partner institutions. The illustration of the reinforcing YEP. The higher the number of master trainers, the more Loop 2-Referral is available in Figure 3.4:

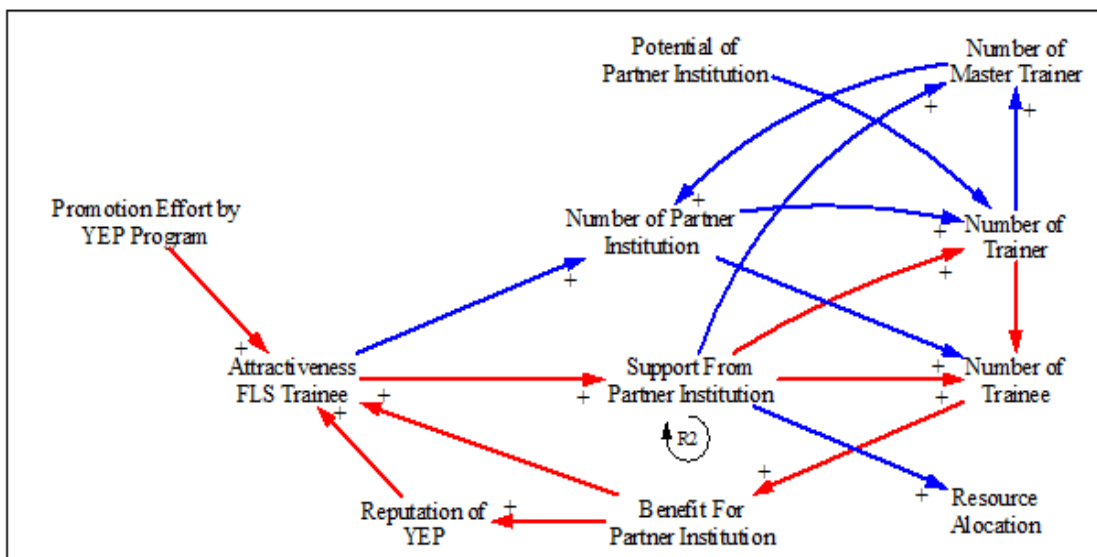
Figure 3.4 Reinforcing Loop 2-Referral



Reinforcing Loop 3 is the support from partner institutions. This loop consists of the support from partner institutions-the number of trainers/the number of trainees-benefits for partners-program attractiveness-the support from partner institutions (direct) or the support from partner institutions-the number of trainers/the number of trainees-benefits for the partners-the reputation of the organizations-program attractiveness-the support of partner institutions (indirect). The financial life skill for youth would not be successful if there were no support from the partner

institutions. The support could be in the form of monetary funds, a place for training, facilities, and the chance for trainers to perform training (time and workload). This loop is affected by external factors such as the marketing effort of organizations that have performed and were responsible for the YEP program because the partner institutions are only interested in giving support if there are clear explanations from the YEP team about the desired support coverage to make this program sustainable. The illustration of the reinforcing Loop 3-the support of partner institutions is available in Figure 3.5:

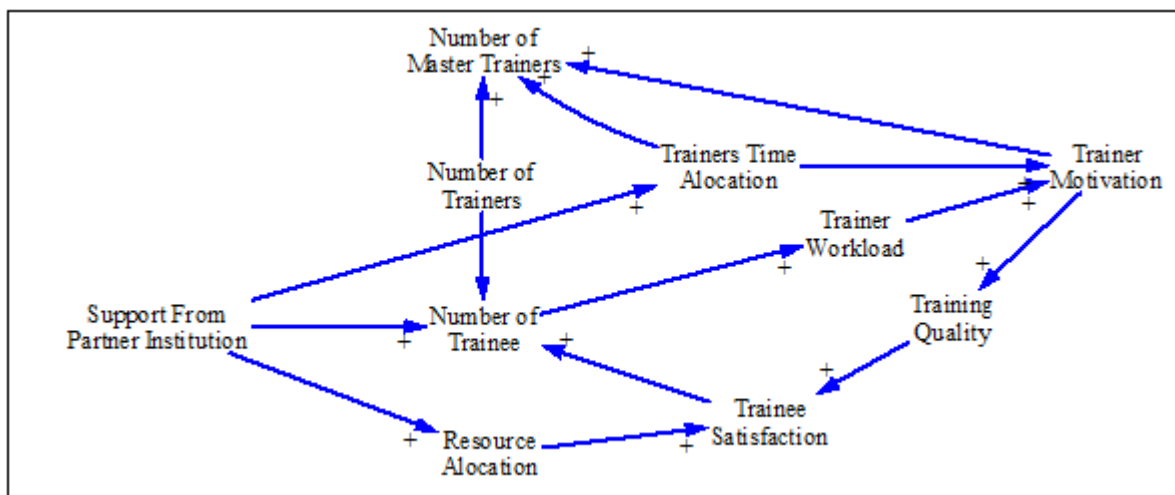
Figure 3.5 Reinforcing Loop 3-Support from Partner Institutions



The next one is the sub-system of training effectivity that illustrates the factors that influence the effectivity of the training. The training effectivity is portrayed in a parameter of

training satisfaction with influential factors such as the quality of the trainers, workload, and motivation of the trainers.

Figure 3.6 Sub-System of Training Effectivity



IV. DISCUSSIONS

Figure 3.1 shows the actual condition between stakeholders to maintain the sustainability of the YEP program. The sub-system in Figure 3.1 is the one that will shape the overall collaboration system of the YEP program. The condition of collaboration in Figure 3.1 shows that the stakeholders are actively collaborating. The existence of collaboration is considered a good thing for organizations (Fung, 2015; Barber & Bartlett, 2005).

As shown in the result of the Causal Loop Diagram (CLD) in Figure 3.2 above, partner institutions are very influential stakeholders. The continuity of this program strongly depends on how partner institutions are willing to use the available resources to adopt this program and allowing this program to be a fixed program in their institutions. Therefore, YEP's role in convincing partner institutions of the benefits of YEP programs is very important. This effort can be categorized as joint development and also technological development effort, which will be influential for the sustainability of the program. Those efforts are following a statement by Beske and Seuring (2014) that some efforts have to be made to maintain sustainability. In the CLD Figure 3.2, there are also illustrations of influential factors of the YEP program, such as the number of trainees, the number of trainers, and the number of master trainers.

Three loops can be seen in Figure 3.3. These loops are influenced by external factors such as the marketing effort of organizations, the number of potential partner institutions, and the potency of partner institutions. These loops illustrate the role of partner institutions in performing the training program to increase the number of trainees. YEP as the responsible party, is expected to trust the partner institutions to continue holding training programs while increasing the number of trainees. It will be hard to create these loops without trust between those stakeholders. YEP's trust for the competence of the partner institutions is the key to cooperation. Also, YEP's

trust in the partner institution is the key to the start of the collaboration process. This collaboration process will affect the performance of the partner institutions.

Loop from Figure 3.4 shows the role of partner institutions in shaping trainers and master trainers to perform the Training of Youth from YEP. The higher the number of master trainers, the more assigned partner institutions. YEP trusts its partner institutions to continue developing and holding training, which leads the partner institutions to be more skilled in holding training. The development by partner institutions will be difficult to do without decent communication and coordination between the stakeholders. Excellent communication and coordination between stakeholders enhance the collaboration between them (Bond-Barnard *et al.*, 2017).

As involved stakeholders, partner institutions are holding an important role. Financial Life Skills training for youths would not be successful if it were not for the support from the partner institutions. That support was an effort for collaboration by partner institutions in the form of monetary funds, a place for the training, facilities, and also chances for the trainers to conduct the training. Kumar (2012) states that collaboration is possible to create when each stakeholder has the right value. Support from the partner institutions is the offered value in the collaboration. YEP, which is one of the stakeholders, is also responsible for offering excellent value for partner institutions. Partner institutions will give strong support if there is a clear explanation from the YEP team about the desired support coverage to make this program sustainable. These values are entangled and influential to each other, presenting the loop like the one in Figure 3.5.

The sub-system of this training's effectiveness has an internal reinforcement loop of the trainers. This loop illustrates how the internal factors of trainers affect the number of trainees. That number of trainees is the effect of motivation, quality, and workload of those trainers.



The last figure illustrates the sub-system of training's effectivity. Picture 6 shows the factors that affect training effectiveness. Effectivity of the training is portrayed in a parameter of training satisfaction with factors such as the quality of the trainers, workload, and trainers' motivations. This sub-system possesses the internal reinforcement loop of the trainers. This loop also illustrates how internal factors of the trainers affect the number of trainees, which is an effect of the motivation, quality, and workload of those trainers.

V. CONCLUSIONS

Based on the discussion above, the main conclusion from the result of the Causal Loop Diagram in this research is

that the stakeholders involved in the YEP collaboration system are the organizing institutions, partner institutions, master trainers, trainers, and trainees. Also, several illustrations of the Causal Loop Diagram show two essential things in the system collaboration, which are the sub-system of the program's sustainability and the program's effectiveness. That conclusion hopefully can help to enhance the performance and the responsibility of each stakeholder so that the collaboration can be sustainable and so that the training program can continuously be held.

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