



**DOES VULNERABLE YOUTH MODERATE THE RELATIONSHIP OF
EDUCATION, TRAINING, AND E-LEARNING ON SUSTAINABLE EMPLOYMENT
GENERATION AND SOCIAL EMPOWERMENT?**

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ABSTRACT

Purpose, he purpose of this study is to look at the effect of education, training and e-learning as well as emotional intelligence on sustainable employment generation and social empowerment with vulnerable youth as a moderator. **Design/methodology/approach**, The subjects of this study are workers with a maximum of 4 years experience and have used e-learning in Indonesia. The pre-test was conducted on 30 respondents and then collected 154 respondent data. Reliability and validity testing was carried out then the data was processed using SEM analysis. **Findings**, The results of this study show that SUEG and SEMP are positively and significantly influenced by ETL. EI affects SUEG positively and significantly. next VY moderated the relationship between ETL and SEMP negatively and not significantly. Then, VY moderated the relationship between ETL and SUEG negatively and significantly. **Practical implications**, It is hoped that the results of this research can become the basis for policies to improve the abilities and expertise of new graduates so that they are then able to reduce unemployment, poverty and displaced people. With the hope of strengthening economic growth and improving the welfare of the Indonesian people. **Originality/value**, Comprehensive research from the field of education and its impact on employment and social empowerment with the added influence of Emotional Intelligence and moderation from Vulnerable Youth is very rarely done so this becomes a scientific gap that must be filled.

INTRODUCTION

In 2020 the unemployment rate reached 7.70% and the economic growth rate fell to minus 2.07% (Agrawal & Agrawal, 2017). Next, argue that the demand for competent labor is greater than the existing supply. It can be concluded that Sustainable Employment Generation (SUEG) plays an important role in reducing unemployment and increasing economic growth. This shows that the effort to create SUEG is very crucial and needed

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despite catching up due to the negative economic impact. SUEG can be formed if productive age human resources have the skills, knowledge and competencies needed in the world of work (Clarke, 2018). Nevertheless, the education system at universities in many countries including Indonesia has not focused on how to prepare students to enter the world of work (Cappelli, 2015). Even though Donald et al. (2018) in his research stated that Education, Training and E-learning (ETL) plays an important role in building superior human resources.

Previous research has shown that education has a positive impact on social empowerment and sustainable employment (Javier, Caramazza, & Kimaro, 2022). Next, education is a crucial factor in empowering youth and women because it allows them to make changes that can be made to explore their potential and use their talents for their own lives. Not only that, E-learning also has a positive impact on job skills where this will encourage educated youth to be able to compete in the job market (Mittal & Raghuvaran, 2021). A study from the Australian government shows that learning that focuses on improving skills can prepare students for the world of work (Smith, Ferns, & Russell, 2014). This is supported by Clarke (2017) that universities must develop a curriculum that can prepare graduates to face the job market, because exploring individual potential is the task of universities (Buheji & Buheji, 2020). Training or training to build individual soft skills has a significant effect on better performance (Agrawal & Agrawal, 2017). Companies not only prefer potential employees who have a good attitude, are liked, can do a good job, work hard and show good fit with the organization, but also companies look for those who have excellent communication skills, emotional intelligence, job skills. team, work experience and leadership.

Previously there was research conducted in Saudi Arabia in 2022 to explore the role of ETL in sustainable employment generation and strengthening social empowerment. With National Culture and Government Rules as moderator. The research found that ETL has a significant positive impact on sustainable employment generation and social empowerment. In addition, the results of the analysis show that government policies play an important role as a moderator between ETL and SUEG as well as between ETL and SEMP. However, no evidence was found that national culture has a significant moderating influence between ETL and SUEG or between ETL and SEMP (Singh, Singh, Alam, & Agrawal, 2022).

Previous research with ETL (education, training, e-learning) variables with their influence on SUEG (sustainable employment generation) has been conducted (Clarke, 2018). Next, previous research related to the ETL variable and its effect on SEMP (social empowerment) has been carried out. Thorough research from the field of education and its impact on employment and social empowerment with the added influence of Emotional Intelligence and moderation from Vulnerable Youth is very rarely done so this becomes a scientific gap that must be filled (Arora, Shah, Chaturvedi, & Gupta, 2015). Overall, this goal is to improve people's quality of life through the provision of decent work, better access to resources, and improved welfare.

Education, Training, E-learning (ETL)

Education is a process of acquiring knowledge, skills, values, and attitudes through various forms of learning, such as formal schools, informal learning, and experiential learning (Bassegy et al., 2014; Yang et al., 2022). The benefits of education are numerous, including personal development, improved social skills and better economic prospects (Stryzhak, 2020). Education also helps individuals develop critical thinking, problem-solving, and

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decision-making skills, which are highly valued by employers. These skills are necessary for adapting to new technologies, working in diverse teams, and developing innovative solutions to complex problems (Todaro & Smith, 2014). Training is part of education because it is a form of learning that involves acquiring knowledge, skills, and attitudes through the use of electronic media and technology.

Relationship Between Variables

The relationship between Education, Training and E-learning (ETL) and Sustainable Employment Generation (SUEG)

Research conducted in Saudi Arabia in 2022 states that Education, Training and E-learning (ETL) play an important role in the creation of Sustainable Employment Generation (Singh et al., 2022). ETL has a positive effect on SUEG (Clarke, 2018). Furthermore, a study also states that education and skills play a positive role in the creation of SUEG (Succi & Canovi, 2020). Other research also supports the opinion of Succi and Canovi, that ETL significantly affects SUEG (Sin & Neave, 2016). ETL equips individuals with the knowledge, skills and abilities needed to succeed in the modern world of work, which is constantly evolving due to technological advances, globalization and other factors. Some recruiters argue that many graduates are only good academically but do not have sufficient skills/soft skills (Hurrell, 2016). Based on the description above, the following hypothesis is proposed: H1: Education, Training and E-learning have a significant positive effect on Sustainable Employment Generation.

The relationship between Education, Training and E-learning (ETL) with Social Empowerment (SEMP)

Explained that Education, Training and E-learning (ETL) influence social empowerment because they are considered to be able to provide individuals with the knowledge, skills and resources they need to improve their lives and have a positive impact on their communities (Smith et al., 2014). Research conducted by also stated that ETL has a positive impact on social empowerment because a skilled individual can utilize local commodities and resources to create jobs. Furthermore, proved that ETL positively affects social empowerment. Positive impacts such as entrepreneurship by utilizing the skills, knowledge and skills that have been obtained from ETL. Entrepreneurship can improve economic growth due to the occurrence of buying and selling both in small and large quantities while being able to absorb labor. Entrepreneurship can improve the quality of life of a community/society because it is part of social empowerment (Habib, Aamir, Khan, & Ullah, 2020). Based on the description above, the following hypothesis is proposed:

H2: Education, Training and E-learning have a significant positive effect on Social Empowerment.

The relationship between Emotional Intelligence (EI) and Sustainable Employment Generation (SUEG)

States that Emotional Intelligence (EI) positively influences a person's success in getting a job or employment (Aziz, Raza, & Aldeehani, 2020). Next, explained that all the dimensions of EI in their research have a significant impact on better job opportunities. This

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is in line with the results of research by which also found that EI positively and significantly affects employability (Bano & Vasantha, 2022). Not only that, also explained that the higher a person's EI ability, the higher the employment opportunity he will have. Then Li et al. (2022) explained that EI is able to have a significant and positive impact for someone to have a career and good job opportunities. Based on the description above, the following hypothesis is proposed:

H3: Emotional Intelligence influences Sustainable Employment Generation in a positive and significant way.

The relationship between Moderation of Vulnerable Youth (VY) and Education, Training and E-learning (ETL) towards Sustainable Employment Generation (SUEG) and Social Empowerment (SEMP)

Ballo et al. (2022) describes the results of his research that Vulnerable Youth (VY) moderates the ETL relationship with Sustainable Employment Generation, because according to him having expertise can make it easier for someone to earn income even though they are still young, this can increase employment in the future, especially for Vulnerable Youth (Gupta, Datta, & Kothe, 2023). Showed in his research that skills and work skills can be improved through appropriate ETL, in order to be able to improve the quality of life of Vulnerable Youth in society. This is in line with the results of a study by which shows that VY moderates positively between ETL and Social Empowerment. Then explained that VY requires skills and expertise, so that ETL is able to empower VY socially (Bastable et al., 2022). Then supported the statement above by presenting the results of his research which stated that VY made ETL an urgency and needed and SEMP could not be achieved without social programs which also had a significant impact on VY and all elements of society. Based on the description above, the following hypothesis is proposed:

H4: Vulnerable Youth does not moderate the relationship between Education, Training and E-learning towards Sustainable Employment Generation in a positive and significant way

H5: Vulnerable Youth does not moderate the relationship between Education, Training and E-learning towards Social Empowerment in a positive and significant way

Based on the hypothesis above, the research model is as follows:

METHODS AND RESEARCH

Data collection used a survey method, namely by distributing questionnaires online with a target of 130 respondents obtained from 5 (times) the number of statements, namely 26 items (Hair Jr, Sarstedt, Hopkins, & Kuppelwieser, 2014). Measurements were made using a Likert scale with a scale of 1-5 (1 = strongly disagree and 5 = strongly agree). The measurement of education, training, e-learning (ETL) variables adopts 8 questions from Mittal and Raghuvaran (2021). The measurement of sustainable employment generation (SUEG) variables adopted from as many as 6 statements. Social empowerment variable measurement (SEMP) adopted from as many as 4 questions. The measurement of the emotional intelligence variable adopts from Dios (2020) as many as 4 questions. The measurement of the vulnerable youth variable adopts Katarina and Syaikat (2015) as many as 4 questions so that the total questions are 26. The data collection technique begins with the distribution of the initial questionnaire (pretest) with a total of 30 respondents. The population of this study are workers who are Tech Savvy or technologically literate with the sample

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being workers with a maximum of 4 years experience and having used E-learning in Indonesia.

This study was analyzed using Structural Equation Modeling (SEM) to verify the hypothesis using a path diagram. The data is then tested to see the validity and reliability of each item tested with CFA (confirmatory factor analysis) and reliability analysis. The validity test was carried out by looking at the values measured by Kaiser-Meyer-Olkin (KMO) and Measure of Sampling Adequacy (MSA) with values greater than 0.5 proving that the factor analysis was appropriate/valid. Reliability is carried out using Cronbach's Alpha measurements, where the results of the analysis are declared reliable if the resulting value is above 0.6, because the value that is closer to 1 is better (Hair Jr et al., 2014).

After distributing the initial questionnaire (pretest) to 30 respondents, all variables were declared valid. The KMO value for the ETL variable was 0.70, SUEG was 0.77, SEMP was 0.6, EI was 0.6 and VY was 0.81. The KMO MSA value of each variable is above 0.5, so the variable is considered valid. The Cronbach's Alpha value for 8 ETL indicators was 0.895, 6 SUEG indicators were 0.906, 4 SEMP indicators were 0.889, 4 EI indicators were 0.909, and 4 VY indicators were 0.936.

RESULTS AND DISCUSSION

First, based on the test results that have been carried out, it shows that Education, Training and E-learning (ETL) have a positive and significant effect on Sustainable Employment Generation (SUEG). This statement is then in line with the results of previous research (Clarke, 2018). It can be interpreted that an employee must continue to educate himself, attend training and utilize online learning in order to become a quality person. Having a strong and prominent self profile makes a person needed because his expertise can be the solution where he works. This encourages a person to continue to be able to compete in this rapidly changing era, such as when there is a layoff, this person will be retained or it will be easy to find another job. Next, if an employee is working in a company that doesn't provide enough support then he or she can afford to move or work elsewhere. The effect of Education, Training, and E-learning on a person is to ensure that he is able to continue working in any situation, so that a sustainable employment generation (SUEG) will be formed if the number of educated and trained employees dominates. In accordance with the results of the correlation matrix with the highest values, namely "ability to deal with uncertainty" and "using knowledge and expertise in the workplace".

Second, based on the results of the tests that have been carried out, it shows that Education, Training and E-learning (ETL) have a positive effect on Social Empowerment (SEMP). This statement is then in line with the results of previous studies. It can be interpreted that someone who has a high level of education, has expertise and attends online and offline training directly participates in improving the condition of their social status. With more and more people with good ETL mastery, the economic figures will also improve. When this person opens a business or organizes positive activities, he directly empowers many people around him. This forms individual social empowerment that moves into a wider and more comprehensive community which is expected to be able to reduce the number of neglected children, beggars, and unemployment. Based on the results of the correlation matrix with the highest scores, namely "computer science skills" and "self-control and mastery", this

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reflects that education can direct individuals to continue to behave well and be beneficial to those around them.

Third, based on the test results that have been carried out, it shows that Emotional Intelligence has a positive and significant influence on Sustainable Employment Generation. This statement is then in line with the results of previous studies (Ashaye, Mahmoud, Munna, & Ali, 2023). It can be interpreted that when an employee has good emotional intelligence then it will support him in working well. Being able to control anger, manage stress, motivate yourself, be able to make decisions and be able to work under pressure will make someone master the environment and work. This allows an employee to meet targets, avoid mistakes, and solve problems in his daily activities at work. Make it easier for them to reach higher positions because being a leader requires good emotional intelligence. Based on the results of the correlation matrix with the highest scores on "self-motivation" and "developing knowledge and skills at work" which shows that someone who has good self-management in evaluating self-deficiencies and is determined to develop himself and is able to have a positive attitude towards all things faced positive impact on their daily work.

Fourth, based on the test results that have been carried out, it shows that vulnerable youth (VY) does not moderate the relationship between education, training, and e-learning (ETL) with sustainable employment generation. This statement is then in line with the results of previous research. It can be interpreted that even though they have received an education, the situation and life background of these vulnerable youths does not benefit them in finding work or makes it easier for them to find work.

Fifth, based on the results of tests that have been carried out, it shows that vulnerable youth (VY) does not positively moderate the relationship between education, training and e-learning (ETL) on social empowerment (SEMP). This statement is then in line with the results of previous research. It can be interpreted that people with vulnerable conditions such as victims of violence, victims of bullying, and living in poverty cannot weaken or strengthen the relationship between ETL and SEMP. Because specific and in-depth policies and approaches are needed in order to empower the lives of vulnerable youth even though they have already studied.

CONCLUSION

This study succeeded in confirming that education, training, and e-learning (ETL) affect sustainable employment generation (SUEG) and social empowerment (SEMP) positively and significantly. Then it was also found that emotional intelligence (EI) influences sustainable employment generation positively and significantly. But the variable vulnerable youth (VY) failed to become a moderator between ETL and SUEG and between ETL and SEMP. The fifth and sixth hypotheses are the moderating hypotheses, both of which moderate the main variable positively. But the results of the path coefficient test show that the two moderation hypotheses negatively moderate the main variable. VY moderated negatively and significantly the relationship between ETL and SUEG. Then VY moderated negatively and the relationship between ETL and SEMP was not significant.

From the results obtained, ETL is quite strong in influencing a person's success at work and developing a certain social status (Singh et al., 2022). This shows that educational institutions must pay more attention to preparing new graduates to face the world of work. Then the individuals who essentially hold the power over their success must continue to

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develop themselves through existing facilities and infrastructure. Do not forget that having a complete and in-depth understanding of a science can make someone an expert in that field. Apart from that, having a good EI will keep a person calm and be able to read the situations and conditions that he will face.

This study certainly has limitations or limitations that can be developed for further research in the future. First, the sample used is too broad, only workers with a maximum of 4 years experience and have used e-learning. It would be better if the field or sector of workers is classified more specifically. Second, the results of the path coefficient test found that VY has a significant and positive effect on SEMP, although this finding does not have a supporting theory or the results of previous studies. It is hoped that this can be used as the subject of research in the future. Third, the results of the correlation matrix test found the lowest value on the relationship between ETL and SUEG on indicators that discuss "entrepreneurship" and "building meaningful relationships with relationships" which needs to be given more attention because by entrepreneurship one is answering the problems around him while at the same time attracting local workforce. . Next between ETL and SEMP the lowest scores on indicators that discuss "e-learning as a solution" and "self-control and mastery" which if optimized will have a good impact on oneself and many people with limited time and distance to study. Lastly is the relationship between EI and SUEG, namely indicators that discuss "empathy" and "building meaningful relationships with relationships" which can help a person be wiser and more responsible when working to avoid insensitivity and indifference between people.

Managerial implications can be seen in the roles of local governments, the Ministry of Research, Technology and Higher Education, and the Ministry of Manpower in improving education standards and job security for many people. The results of this study are expected to be the basis for policies to reduce unemployment, poverty and displaced people. With the hope of strengthening economic growth and improving the welfare of the Indonesian people.

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