THE FACILITATORS' TEAM LEARNING BEHAVIOUR IN ENABLING WOMEN SPIRITUAL EMPOWERMENT

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ABSTRACT

Preparation of the facilitating team is necessary for the facilitation and delivery of community empowerment programs. The facilitating team is required to not only plan the event but also to prepare the team's expertise and program materials. This motivates the facilitating team to participate in team learning since the knowledge and delivery skills of the facilitating team may be necessary for the empowerment process to be successful. The study focuses on observing the learning behaviour of the facilitating team. The study intends to investigate the facilitating team learning behaviors and enabling elements that affect the team learning process as they get ready to lead a program for spiritual empowerment for a women's community organization. The study adopts qualitative research design. The data are gathered through direct observation of the team's online interactions, community empowerment program, and learning workshops. The data are analyzed by using thematic analysis method. The study reveals that the facilitating team exhibits adaptable, collaborative, engaging, and participatory learning behaviors. These behaviors are influenced by three main aspects: the organizational system, team leadership and individual dimension. The study also reveals that the dynamic interaction of a team's social, psychological, and shared cognition influences the team's learning behavior. Furthermore, it shows that team learning behavior study requires considering both the social and individual dimensions of the members of the group.

Keywords: team learning, women empowerment, learning behavior, organizational system, team leadership

ABSTRAK

Persiapan untuk memfasilitasi program pemberdayaan masyarakat merupakan salah satu kunci keberhailan program kemasyarakatan. Tim fasilitator diharapkan tidak hanya mempersiapkan perencanaan teknis, akan tetapi juga mempersiapkan pengetahuan mereka serta materi program yang akan diberikan. Salah satu kunci keberhasilan program terletak pada keberhasilan tim fasilitator dalam mempersiapkan pembelajaran mereka. Studi ini bertujuan untuk menggali proses pembelajaran tim fasilitator yang akan memberikan pemberdayaan untuk masyarakat dan menganalisa faktor faktor yang mempengaruhi proses pembelajaran dalam tim fasilitator tersebut. Pemberdayaan yang

dipersiapkan adalah pembekalan perawatan jenazah yang diberikan untuk ibu ibu PKK. Fokus dari studi ini adalah perilaku belajar dalam tim yang ditunjukkan oleh tim fasilitator. Studi ini menggunakan metode penelitian kualitatif dan menggunakan observasi langsung, data interaksi online, program pemberdayaan Masyarakat serta data tim dalam mengikuti workshop. Data yang terkumpul dianalisa dengan menggunakan metode analisa tematik. Studi ini menunjukkan bahwa tim fasilitator menunjukkan perilaku adaptif, fleksibel dan partisipatif dalam belajar. Perilaku ini ditunjang oleh beberapa aspek diantaranya adalah sistem organisasi, kepemimpinan tim serta dimensi individu para anggota. Studi ini juga menunjukkan bahwa dalam menganalisa perilaku belajar tim dibutuhkan analisa dari sisi sosial serta individu anggota tim.

Kata kunci: *pembelajaran tim, pemberdayaan perempuan, perilaku belajar, sistem organisasi, kepemimpinan tim*

A. INTRODUCTION

Conducting a community empowerment program requires specific preparation. This is because the preparation of the programs is one of the precursor components that promote the success and sustainability of the program. A key factor in those preparations is the responsibilities and abilities of the program facilitators. External agents must prepare themselves to carry out the prescribed activities or manage the programs by learning certain skills before facilitating. In order to facilitate community learning, it is crucial that external actors obtain the appropriate training for acquiring new information or expanding their current knowledge (Imci, 2005). Furthermore, preparatory training for the facilitator can serve as a forum for conversation to share information and make the team ready before the real facilitation (UNICEF, 2014). This suggests that facilitator learning prior to community empowerment is crucial since it is one of the primary antecedent elements affecting empowerment results.

Numerous earlier research examined the results of community empowerment and its method, including community engagement and empowerment techniques. However, how facilitating teams learn together to prepare themselves for the program is still under-researched. Since the facilitating team's successful learning will have favorable effects on the effectiveness and durability of community programs, we (the authors) contend that the facilitating learning result and process are crucial before the empowerment process. A well-prepared facilitating team will inspire the community, build confidence and a sense of merit, and encourage deeper learning and ongoing progress. Therefore, it is crucial for teams to prepare themselves for community empowerment.

This study attempts to investigate the learning behaviors that teams display, how they interact, and how they learn before they enter the field. It is concentrated on team internal processes. The team intends to educate a particular community (with a concentration on women) on how to handle grief following a person's passing and how to

properly handle a body in accordance with Islamic law. The study is concerned with how teams learn to prepare themselves to run the program and what the enabling factors in team learning are.

Below are several relevant studies which provide background knowledge, data and inform phenomena on team learning behavior. The notion of the team learning process is applied from the context of team learning for organizational success to community empowerment effectiveness. The study's main objective is to examine how teams learn to prepare for and build knowledge before engaging in empowerment activities. The study's main objective is to examine how teams learn to prepare for and build knowledge before engaging in empowerment activities and the influencing factors.

The Significance of Team Learning

The notion of humans as social creatures implies human needs to associate and collaborate with others, including engaging in collaborative learning. Learning in a team is not only indicating human-social needs, but also necessary for building team development. A team can be defined as an individual collection who is interrelated each other, share same responsibilities, has interdependent duties, possess an intact social entity rooted in larger social system (Raes et al., 2015). Meanwhile, learning is defined as the knowledge development, including how knowledge is stored, retrieved, and implemented in positive ways (Lee, 2014).

Numerous previous studies highlight the relationship between knowledge and team process in defining team learning. As mentioned by Ellis et al (n.d.), a team learning is changes in team's knowledge level and skill which are gained through teams' collective efforts and capacity to encode, store, and retrieve. Similarly, Lee (2014) defines a team learning as a process executed by team or team members to get knowledge, share among its members and implement gained knowledge to work better.

The heart of team learning is its members' willingness to cooperate. As stated by Rupčić (2022), team learning occurs when some individuals are working collectively, develop joint-sense and gain shared knowledge to achieve expected results. The process of team learning depends on its individual (members') learning. As mentioned by Lee (2014) who emphasizes that team learning occurs based on individual learning process (including individuals' cognition, memory, and mental model). It happens through members' interaction and members' team behavior (Pinheiro et al., 2022). Meanwhile, other studies, identify team learning as two integrated and simultaneously process involving members' learning behavior by collectively discuss, identify, and resolve problems (Bunderson & Sutcliffe, 2003) and the production of collective team learning (Van den Bossche et al., 2006).

Today, team capacity to learn to work together is essential for the development of individual, team, organization and within this context is for the facilitated community. Team should be able to develop their capacity or ability to adjust to new knowledge as team is the organizational work engines (Lee, 2014). Besides becoming a means for

adjusting prior knowledge to new situation by re-constructing new knowledge, team learning is essential for integrating its' members' different skills, competences and experiences to sole dynamic and complex organizational problems (Bell et al., 2012). Moreover, teamwork promotes knowledge sharing and collaboration across different culture, context, and organization (Bell et al., 2012). Numerous previous studies reveal the advantages of team learning for organizational development. Some of those are Bell et al. (2012) who find that team learning allows fast and flexible responses towards dynamic technological, political, and economic challenges faced by modern organizations. Teams also become the backbone of organization to survive and success. Furthermore, Bell et al (2012) state that through team learning, team members can build their performance abilities, adjust to the environmental changes, renew, and maintain their works overtime. This is consistent with Senge (1990, p. 236) who finds that team learning can contribute to the development of a learning organizations through collective learning (learning together) the members can interact, develop collective sense-making, gain new knowledge to align and develop team's capacity to obtain organizational goals. team learning contributes to effective teamwork, organizational learning, and organizational changes (Rupčić, 2022).

The context transfer from organization to community indicates that today's modern organizations require highly dynamic teams. As mentioned by Rupčić (2022), modern companies today have more increasingly complex tasks which needs to be distributed or assigned in teamwork (Rupčić, 2022). Complex and adaptive learning teams may affect organizational dynamics through teams' dynamic activities and change momentum (Rupčić, 2022). Besides benefiting wider contexts (for instance organization and community), team learning also benefits individuals in team as members. As noted by Kostopoulos et al. (2011, p. 386), team learning may contain exploratory activity in which the members explore new knowledge to obtain new capabilities and exploitative learning in which the team members can improve their prior skills and knowledge. Moreover, team-based learning enables team members to practice certain concepts and solve problems leading to both conceptual and procedural knowledge gain (Michaelsen & Sweet, 2008).

Team Learning Process

One of many team activities which contribute to a team's development is team learning. How a team learns and what factors influence the success of its learning have been investigated by prior studies. They find that teams learn in various ways. Wong (2004) classifies team learning activities into two main types, the local learning in which team members learn each other within group and distal learning in which team members gain knowledge from external sources.

Within learning process, how teams' members behave has been the central of many discussions. Koeslag-Kreunen et al (2018) mention that one of the most effective team processes is team learning behavior (including discussing, sharing, reflecting on actions and knowledge) which allows team to adapt prior knowledge or construct new knowledge. The team dynamic is indicated by team members' diverse learning behaviors. As mentioned by Lehmann-Willenbrock (2017) mentions that in learning together, members may exhibit diverse behaviors, including exploring ideas, discussing differences, and solving differences to reach new shared construction. Similarly, Lee (2014) highlights varieties in learning process, including the behavioral process which relates to how members act, how the team

members obtain knowledge from experience and how team members build up or strengthen their knowledge within their team context. Team learning behaviors are also exhibited through sharing, co-construction, negotiation, working together, crossing boundaries, reflecting, storing, and retrieving ideas and knowledges (Decuyper et al., 2010).

The outcomes of the team learning process depend on some factors. Lee (2014) mentions that team learning process is initiated and determined by team composition (diversity, cognitive ability, membership change), team context (psychological safety, cooperation/cohesion and leadership) and team behavior (feedback). Consistently, Raes et al. (2015) argue that team learning outcome depends on team learning behavior which is contextually based on the changing social condition of team members, social cohesion, and members' psychological safety. Besides affected by psychological safety, team learning behavior is also determined by group potency (Raes et al., 2015).

Team learning behavior is also determined by its internal characteristics. One of the internal characteristics is team structure. One of its aspects is the team's development stages (Raes et al., 2015). Furthermore, Wheelan (2005) who divides group development stages into some phases: dependency and inclusion stage, where the members are concerned with acceptance, anxiety and uncertainty issues, counter dependency and fight stage in which the members form their identity, feel the conflict and struggle with power and trust and structure phase which is characterized by mature negotiation process, team goals, roles and structure and the last stage is work and termination stage which is indicated by members' comfortable feeling to share information. Furthermore, Raes et al. (2015, p. 21) identify that a team tend to learn better at the stage of trust and structure and structure phase and termination stage than a team which is at the stage of dependency and inclusion phase and counter dependency and fight stage. Team learning is also enhanced by encouraging leadership (Sánchez-Cardona et al., 2018). The other necessary conditions to support team learning development are work structure which is indicated by work variation, autonomy and complexity, supportive team leadership, encouraging organizational climate, team composition, team competence development and learning support (Kock, 2007). Successful team learning also relates to formation and management of team, members' contribution to team, immediate feedback and tasks which stimulate both team learning and development (Michaelsen & Sweet, 2008). Team learning process is also challenged by degree of trust, reward sufficiency and supporting leadership (Lazarević & Lukić, 2018).

Besides being influenced by team structure, team learning outcome is determined by team competencies. This indicates that members' aspects play significant roles in team learning and development. Thus, numerous studies suggest approaches to increase capacity of team. As mentioned by Kock (2007), team learning capacity can be enhanced through training and organizational re-structurization. Some other factors influencing team learning are capable human resources (London & Sessa, 2007), trained professional to help, that are particularly essential for team which is still at the initial stage of development (Raes et al., 2015). Team learning is also affected by its' individual members' characteristics. As mentioned by Ellis et al (n.d.), team learning outcome is also affected by its' members' personal characteristics, such as agreeableness, general cognitive ability and situational characteristics which include workload distribution or team structure. The other factor relates to members' perceptions on the result or impact of interpersonal threats in their

work environment or the team psychological safety factor (Edmondson, 2004, p. 241). Meanwhile, Sánchez-Cardona et al (2018) identify that team learning outcome is influenced by team positive affections. Team learning outcome is also influenced by its' individuals' learning capacity and their willingness to explore, share, and implement their knowledge (Lee, 2014). Besides depending on members' learning process, team learning is also determined by social context, such as team's socio-cognitive process which includes integration, codification, intuition, and interpretation (Lee, 2014). Social contexts, including team culture and temporal process in which team changes over time including changes in knowledge are also affecting team learning (Pinheiro et al., 2022).

Besides being affected by their internal condition, team learning is also influenced by external factors, such as their environment. As mentioned by Adams et al. (2005), to be able to learn from their experiences, team members need to have a space for conversation in which members need to have a space for conversation in which members can reflect and share their experiences. Meanwhile, Van der Haar et al (2013), integrate both the environment factor (such as the structure of the environment) with team's characteristics, including tasks (types of tasks) and team characters (such as team diversity, expertise, interdependency, lifetime, and familiarity).

A wide range of existing studies have explored the antecedents of successful team learning. Ellis et al. (n.d.) find some antecedent factors leading to team learning effectiveness, such as team capacity (collective skills, competences and personal characteristics), effective collaboration (including information sharing, team's insight and critical discussion) and commonality (including common reference frame among members). The other team learning antecedents, or the input factors are team's task interdependence, including team cooperation, shared feeling and team efficacy which include how members' belief about their competences and contributions to teamwork (Bron et al., 2018).

The above previous studies show some factors affecting team learning behaviour which can be grouped into internal and external factors. These factors may operate based on organizational mechanistic structure. Different from the above studies, this study aims to fill the gap by observing how the facilitating team learns within a flexible and dynamic team environment. Thus, it is not focusing on the rigid system of teamwork (learning). Instead, it aims to include and consider the role of social dimensions in team learning.

B. RESEARCH METHOD

The purposes of the study are to investigate how a team learns collectively while developing a program or service for the community and factors influencing team learning behavior. The analysis is focused on exploring the dynamics of learning behavior, instead of examining its learning outcomes. The study uses a qualitative study methodology to investigate how a team learns collectively in a dynamic situation for developing a community program. As mentioned by Creswell (2007), qualitative researcher explores social and human issues in a natural setting bond to the context of place and people.

The team consists of 10 members who work in the same department. Team members educate themselves and get prepared for the programs (schedule and tool preparation) before empowering the community. The team's goal is to educate the

women's PKK community organization in Desa Punggul, Gedangan, Sidoarjo on how to handle corpses according to Islamic law.

The data are collected through three main sources. The first is the team's interactions both online and offline. This is done to collect data on the team's preparation for collective learning through a workshop for the group. The second data source is a field note based on first-hand observation of the team's actual workshop interactions. The third data source is the documentation captured during the collective learning process. The sources of the data and how they connect to the study's goals and are used to inform the discussion are shown in the table below (Table 1). The collected data are analyzed by implementing inductive and thematic data analysis in which the researchers read and classify the data into some categories, as revealed in Table 3.

Table 1. The classifications of data sources

No	Data sources	Focus
1	Team's interaction	Team's work sharing, expression of ideas, schedule of activities, information sharing, supplying information, team's chic chat
2	Direct observation	Team's direct discussion, exchanging knowledge, understanding knowledge, confirming knowledge, preparing, and coordinating workshop event
3	Documentation	Team's learning activities, team workshop preparation

C. RESULTS AND DISCUSSION

The data show that the facilitating team engages in internal team learning processes to make several preparations prior to carrying out community empowerment. The two primary areas listed below illustrate how the team is preparing for its work through sharing knowledge.

Learning Vision and Shared Commitment

Before going to the field, the team strengthens their vision to empower women community at PKK Desa Punggul. This is accomplished, for example, by regularly integrating individual ambitions and interests into the common interest of the group. The team leader continuously reminds the group to collaborate sincerely for the benefit of the empowered community and to make the most of team resources to achieve better outcomes. This process of strengthening is carried out through team meetings, direct, spontaneous engagement in the workplace, and online communication. Regular team meetings assist in establishing shared commitment, inspire team members to work, and lead team actions. Team vision also helps the team to build shared voices (self-to-team alignment). As mentioned by Josie (n.d.), a team needs a collective language to enable team to reach common goals. Vision can be one of many tools to tighten team's collectivism to obtain same goals. Clear goal also enables team to focus on specific target, be more attentive, and develop more coordination to fulfil its learning objectives and explore relevant strategies to accomplish tasks (Nahrgang et al., 2013). Besides enhancing team's focus, goal formulation also motivate team to fulfil performance (DuBrin, 2012, cited in Konstantara & Galanakis, 2022, p. 791), enhance the quality of plan, stimulate members to actively reach specific performance (Lens et al., 21012) and inspire members to focus on specific relevant activities, devote energy to do more difficult activities and control effort intensity

(Georgiou & Galanakis, 2022). Furthermore, team vision brings about direction of where to go and why team should go (Gill, 2018).

The study also demonstrates that the team members show devotion while they are learning. This is demonstrated by the following learning commitment indicators that were derived from the data and organized (Table 2). Extracts from certain data samples that indicate the team's commitments are included in Table 2 below.

Table 2. Data samples indicating team's commitment.

No	Data extract from members' interaction
1	"…excuse me, I want to ask when we are going to contact Mrs Achmad? Is it at 2 or 4 June? I can contact her…" (S1C1)
2	"…Assalamualaikum, I want to inform that yesterday I got an information from Mrs Achmad that she cannot come at Friday, 2nd of June…" (S2C1)
3	"…I would like to ask an apology; I have not responded yet through wa group as I must take my child to a doctor. I am ready to support…" (S3C1)
4	"…I find difficulty in bringing the equipment to campus as it is too big. Can I get any assistance from Gus?" …. (S4C1)
5	"…Gus, please help her…" (S5C1)
6	"…I think it's better if we don't change the schedule at 10. We can invite another speaker for the workshop at 2. I 'll try to contact Mrs. Margo (a female mortuary at my place) …" (S6C1)
7	"…yes, sir…I am ready…" (S7C1)
8	"…Isya Allah sir…. (S8C1)
9	"…I have already confirmed…" (S9C1)
10	"…sir, I have time at 11. Are there anything I can help for preparing food and invitation?" …(S10C1)
11	"…it is leaning material for treating corpse. Please learn it and please revise or add some more points if there is anything you want to add or revise…" (S11C1)

S=Sample, C=Category

Some indications of the members' commitments are implied by those data samples. Some commitments from the data samples are shown in the following table (Table 3).

Table 3. Member's types of commitments

No	Commitment Indications
1	Members' initiatives to handle certain task as the members are aware that they have capacity to do the tasks (S1C1, S10C1)
2	Members' encouraging behavior for other members to help members who need specific assistance (S5C1)
3	Members' willingness to share or exchange information indicating the progress of the program (S2C1, S11C1)
4	The willingness of team members to accept the assigned tasks (through the process of agreement) (S3C1)
5	The willingness of team members to help others (S4C1)
6	Members' voices for producing perceived better results (S6C1)
7	Readiness to execute assigned or distributed tasks (S7C1, S8C1, S9C1)
8	Providing opportunity to present ideas or voices (S11C1)

S=Sample, C=Category

The study finds that the team develops commitments to learn together. They are willing to take responsibility without being asked. This demonstrates their excitement for working and contributing to the team's projects. This demonstrates the commitment of the members to their task. Instead of being compelled by job demands, they are working based on a sense of voluntarism. Members' personal initiative to take responsibility in doing a certain task shows their affective commitment (Hartog & Belschak, 2007). This also means that the members are happy and enthusiastic. The finding shows that there is potential relationship between positive feeling in doing tasks and teamwork. Positive feeling strengthens teamwork (Meneghel et al., 2014). Positive emotion also needed in organizational learning, change and knowledge growth at workplace (Wall et al., 2017).

The other behavior showing commitment to learn together is helping and supporting behavior. When a member finds difficulty in accomplishing his/her tasks, other members come to help. This shows backing up behavior. The behavior is indicated by members' willingness to help other members in obtaining goals when it is apparent that the helped member cannot reach the goal or execute the tasks (Porter et al., 2003). The data also reveal that other members' backing behavior demands openness of members who are in difficulties. This means it requires members' willingness to open or communicate their limitations and weaknesses to others to help. Backing up behavior can be performed when members understand other members' tasks and other members can help (Porter, 2005, p. 812). Besides caring for other members, helping behavior shows prosocial behavior impacting on organizational goals attainment. As mentioned by Hazzi and Maldaon (2012), prosocial behavior can be functional for accomplishment of organizational objectives. The helping and supporting behavior also indicates social caring which may strengthen team's bond.

The other committing behavior is shown through members' appreciating and motivating behavior for other members. The study shows that a member is appreciating other members to help members who need assistance in bringing too heavy corpse model. This may enhance social relationships and help members' motivation. Motivation influences members' job satisfaction establishes good interpersonal relationship and loyalty (Šijaković, 2016), channels targeted people's energy and enthusiasm on specific goal which enables optimum use of intellectual and physical resources (Hauser, 2014). Meanwhile the appreciating behavior also may indicate support and respect for the generosity of members who help others. Behavior of appreciation implies gratitude, encouragement, trust, support, and respect (Yukl et al., 2002), shows prosocial attitude, and strengthened social relationship (Locklear et al., 2022). Furthermore, this gratitude behavior impacts on enhanced wellness, relationship and moral (Locklear et al., 2022).

Besides indicating commitment through work support, appreciation, motivation, and gratitude, the helping or backing behavior shows members' intention to share workload and work burden. This work sharing may stimulate others to learn the shared

task, provide opportunity to contribute and re-distribute more equal task load to maintain team's productivity. Work sharing enables the re-organization of work and re-consider equal opportunity to learn or work (Ashta, 2019). Exchanging information is one of basic activities in team learning, altogether with other activities committing to do specific goals and negotiating in which members' influence each other behaviors and learning process (Shapira-Lischshinsky & Aziel, 2010, p. 42).

The other learning behavior performed by members are suggesting ideas or alternative ideas to facilitate learning activities. This behavior indicates member's commitment to explore and voice solution to help team to resolve the emergent problems. This also indicates members' responsibility to think together with other members. This collective thinking also indicates a member's willingness to align his or her thinking to group thinking and discuss the possibility of compromised solutions. The suggesting ideas behavior and collaborative problem solving implies team interdependency which means problems in organization contexts frequently solved at the team level (Hagemann & Kluge, 2017). Furthermore, it reflects team's interdependence in goals attainment, task interrelation and outcome or result interconnectedness (Hagemann & Kluge, 2017). Thus, the suggesting behavior also shows members' care and contribution to team. They are committed to keep on working in a team. As mentioned by Gutierrez and Hussein (2015), commitment tends to help members to withstand during team's crisis and challenging periods and explore problem solving.

This suggestion is enabled by supporting team leader who gives opportunities for members to articulate their ideas. The suggesting behavior is also enabled by the openness and willingness of team leader and members to listen, discuss, and arrive at shared decision-making process. This may stimulate members' motivation to contribute, engage and feel empowered which may increase members' affective commitment. As mentioned by Josie (n.d.), allowing or giving a space for members to voice their ideas publicly may foster team's cohesiveness by emerging members' feeling of being connected. Furthermore, providing members' chances to contribute their thinking through interaction or regular meeting may contribute to team's commitment enhancement (Josie, n.d.). Members' voicing or suggesting behavior is not only impacting on individual's and shared cognition stimulation and solved problem, but also affecting individual's and team's psychological safety, efficacy and feeling of being connected in long-term. This psychological state is needed for a team to face and solve the subsequent problems. This may grow affective commitment. This is consistent with Hulpia and Devos (2009), organization commitment is a strong predictor of members' commitment and a necessary ingredient for maintaining motivation to face complex demands.

The other committing behavior is shown by members' willingness to focus to their work and balance work-family interfaces. One of the data samples (S3) reveals that the member promises publicly that she intends to commit to work while caring for her child who is still suffering from an illness. This behavior also implies the members' intention to

avoid conflict between work task and family or domestic responsibility as a mother. Besides avoiding work-family conflict, the member reveals her capacity to work flexibly. This entails the team's social tolerance and acceptance for her condition. This indicates that team's members' commitment links to organizational work structures and practices. Work-family balance needs to be supported by some organizational factors, including flexibility in work arrangements, leaves, availability of dependent-care assistance and general resource services (Frone, 2003, pp. 157–158). Members' capacity to balance their work and family and organizational increase members' work engagement (Žnidarŝič & Bernik, 2021)

The other behavior is shown by members' readiness and compliance to do the assigned tasks and responsibilities. They are ready to do their job. In addition to showing members' commitment, it indicates their willingness to conform. Conformity leads to a team's smooth process towards goal achievement, conflict avoidance and peacefulness. As mentioned by Wong (2018), conformity leads to the maintained positive social relationship in organization, decreased internal conflict, intention to stay and maintained collectivism in team. Furthermore, conformity facilitates team's creativity through team coordination, information sharing, shared efficacy, and conflict management (Kaplan, et al., 2009), increase team-based trust and bond (Fazelpour & Steel, 2022) and strengthen team cohesion (Hellmer, 2021).

Flexible Learning Behavior of the Facilitating Team

The study reveals that the team members collaborate to learn in a variety of ways. The next table (Table 4) presents a variety of evidence from the following extract data sample.

Table 4. Data samples on facilitating team learning flexibility

No	Data Extracts
1	"…I have a guidebook for treating corpse. I got it from Mrs Achmad…" (S1C2)
2	"…I am so sorry; I haven't responded yet through this WA group. I must prepare for my younger brother's wedding for these three days. Insya Allah, I keep on supporting…" (S2C2)
3	"…dear colleagues, I plan to schedule a coordinating meeting for all of us. It is for discussing and checking our preparation for community service. The meeting will be via zoom. I will send the link…" (S3C2)
4	"…I have uploaded materials for learning how to treat corpse. Please learn it. If you find something is missing and we need to add it, please don't be hesitate to revise the materials…" (S4C2)
5	"…dear colleagues, tomorrow on June7, 2023 at 11.00, I schedule a technical meeting at our department's meeting room. Please come and we are going to align our perceptions on corpse' treatment, including the key speakers for our next workshop…" (S5C2)
6	"…dear colleagues, I have uploaded materials for treating corpse. …' (S5C2)

S=Sample, C=Category

Those data samples show some flexibility in learning. The following table (Table 5) categorizes the data samples into some learning flexibilities classifications.

Table 5. Indications of facilitating team's learning flexibilities

No	Learning flexibility Indications
1	Flexible learning method (S1C2)
2	Task structure (design) flexibility (S2C2)
3	Time flexibility in learning (S2C2, S3C2, S5C2)
4	Place flexibility (S2C2)
5	Approach flexibility in interacting and discussing with other members (S3C2, S5C2)
6	Flexibility in taking part in learning process (S2C2)
7	Creativity in thinking outside the team's collective cognition (S4C2)
8	Flexibility in voicing individual's different thinking (S4C2)

S=Sample, C=Category

The study indicates that the team tends to be flexible in learning together. This flexibility implies members' autonomy to learn which represents their individual distinctiveness. The study also indicates that a team's learning autonomy may lead to greater level of members' learning engagements.

Members' learning engagement resulted from learning flexibility is evidenced from team's activities during workshop conducted for enriching members' knowledge. Below are several learning activities during the workshop.

Figure 1. Several team's learning activities during workshop

The above pictures and data sample (presented in Table 4) show that the team members perform various learning activities. During the workshop, each member does different activities based on their interests. Some members are just sitting, listening to information given by the invited key speakers, and watching other members practicing corpse treatment. The other activities are actively practicing by imitating models provided by the key speakers, helping key speakers prepare corpse equipment and displaying to other members. Meanwhile, other members are asking some questions directly to the key speakers while they confuse, sharing their experiences and wonders with other members or with the key speakers. The picture also shows a group of members discussing and sharing their experiences and feelings in treating corpse.

Team's learning activities show members' diverse learning behaviors. Those are including listening, taking notes, watching the modelling, practicing (imitating, helping, reinforcing), discussing and sharing. As mentioned by Pinheiro et al. (2022), during the process of working or learning together, a team may undertake some process, including sharing information, co-construction, and constructive conflict.

The learning process also indicates the intertwined aspects of members as individuals and members as a collective team. In some aspects, the members are behaving as individuals in which they have their own personal experiences and backgrounds leading to individual's distinction in thinking and behaving. Meanwhile, the members are also encouraged to establish collective thinking by aligning their individuals' diverse thinking into team's collective cognition and behavior. This shows that in team learning occurs interaction among members which involves collective and individual cognition resulted in shared knowledge, shared meaning, and construction (De Laat & Simons, 2002). Thus, team learning may bring about not only internal conflict because of the failure process of individuals' alignment to team collaboration, but also some benefits resulted from collaboration. Laal and Ghodsi (2012) identify the social benefits of team collaboration, including strengthening social support, accommodated members' diversity, modelling, the growth of positive climate and the formation of learning communities. Furthermore, it brings about potential positive psychological benefits such as increasing members' self-esteem, minimizing anxiety through working together and developing social attitudes (Laal & Ghodsi, 2012). Team's individual to collective alignment also leads to shared problem solving. As it is agreed together, the shared problem solving may potentially be accepted by the members. This agreed solution may increase members' willingness to do the agreed solution and enhance their engagement. Besides emerging members' working engagement, teamwork may stimulate meaning building, its rebuilding process, the emergence of constructive conflict and escalation for co-construction improvement (Van den Bossche et al., 2006).

The alignment and intersection between individual and collective in teamwork can result in effectiveness, creativity and best solution based on the team. When every member participates in problem solving, they may bring uniqueness in proposing solutions leading to potential more effective solutions. As mentioned by Van den Bossche et al. (2006), team brings about people with different beliefs, experiences and knowledge which are potential resources for more effective problem solving than individual solution. Team members' differences can be collective social capital for solving more complex and dynamic organizational challenges (Bell et al., 2012). Team's collectivism (social cognition, networks, relationships) is one of several components which enable organizational learning (Kesavan, 2021).

It is shown (through Table 5 and Figure 1) that during the workshop, daily and online interaction, the members learn together several flexible ways. Flexibility is indicated in some aspects, including autonomy, time and process of learning. This is shown as the team members have flexibility in determining how they will learn. For instance, members are given some choices of how they are going to learn and participate, through online or offline, what types of tasks they are confident to do, how they are going to accomplish their tasks and where they are going to execute the tasks. This also indicates acknowledging members' individuals' competences and recognizing their works. Providing freedom for members to

decide how they learn and participate can psychologically empower them and transform their work potentials (Dashtipour, 2014). Work freedom also guides to members' individual's self-recognition and fulfilment (Dashtipour, 2014). Work freedom also allows self-guide, self-control, openness-to-experience-leadership, self-encouragement, creative entrepreneurship, balance of members' domestic and professional works (Nobless & Staley, 2009, cited in Adam & Adam, 2019, p. 7). Besides benefiting members, freedom in management also brings about advantages of time efficiency in decision making, assigned tasks, more access to resources for obtaining goals, time effectiveness in implement decisions (Tikhonova & Zaytseva, 2015).

The study also indicates that a team's learning flexibility is encouraged by some enabling factors. The first aspect is willingness and openness of other members to be flexible in doing tasks, developing collaboration, and establishing high mutual assistance or helping each other. As indicated by Šmite et al (2023), companies' level of autonomy is indicated by mechanism of sharing knowledge, networking, alignment. The other aspect influencing members' learning flexibility is the team structure which tends to be equal. This enables other members to help each other, share responsibility, information, and transparent communication. Furthermore, the equal team structure indicates the more equal competencies of members. Van Mierlo et al (2006) suggest that team's social structure contributes to work environment where team can be more participative and is able to control their own behaviors. The autonomy provided by organizations can impact on employees' work engagement and well-being (Suárez-Albanchez et al., 2022). Besides increasing members' work engagement, autonomy stimulates members to participate in decision making (Rafferty et al., 2001).

The study also indicates that the team leader supports members to learn in flexible ways. He uploads learning materials through WhatsApp group (online) enabling all members to download and learn at any time. Besides giving time flexibility, the team leader also gives learning mode flexibility by executing workshop (collective and implementation mode of learning) and individual modes (personal and reading ways of learning). This also shows that the team leader plays a central role in managing his team learning. As mentioned by Stray et al. (2018), leadership is a significant element in autonomous teams as the leader tends to be decentralized and distributive instead of being the one who commands.

The Dynamics of facilitating Team Learning: The Interfaces of Multiple Factors

The study concludes that facilitators need to prepare themselves before planning a community program (spiritual empowerment through handling corpses correctly). Simply getting the physical equipment prepared is not enough. In addition, the facilitators must develop their expertise by studying the relevant resources collectively, comprehending the distinctive characteristics of the community participants, planning, or organizing the program, and fortifying the team dynamics of the facilitators.

The study reveals that team members demonstrate engaged, adaptable, and participatory behaviors during learning. The team learning behavior is influenced by some components: the organizational system, team leadership and member's individual dimension. The following figure (Figure 2) encapsulates factors affecting team learning behavior.
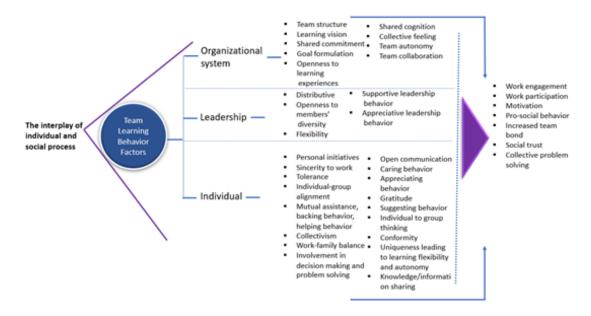

Figure 2. Factors affecting the facilitating team learning behavior.

Figure 2 shows the influencing factors in team learning. The study finds three main elements in determining the process of team learning: organizational system, leadership, and individual dimensions. Team learning behavior and process is influenced by some organizational system factors, including shared cognition, collective feeling, team collaboration, team autonomy, team structure, learning vision, shared commitment, goal formulation, and team's openness to experiences. It is also mediated by a team leader who is supportive, distributive, open to members' diversities, appreciative and flexible. Team learning process is also influenced by wide range of members' individual dimensions which include members' open communication, personal initiatives, sincerity to work, caring behavior, tolerance, individual alignment to group, backing behavior, appreciating behavior, suggesting behavior, conformity collectivism, work-family balance, involvement in decision making, members' uniqueness leading to learning flexibility and autonomy and knowledge sharing.

D. CONCLUSION

Facilitating a community program needs preparation of the facilitating team. The team engages in a number of activities prior to visiting and empowering the women's community in Desa Punggul, Sidoarjo, including collective learning for knowledge sharing

and strengthening. The study finds that the team members are performing participative, engaging, and flexible learning behavior. These learning behaviors are influenced by three main factors: the nature of organization, team leadership and the members' individual dimensions. The interplay of these factors results in both team (pro) social behavior which is indicated from members' willingness to help or back up each other, support others, develop social trust and strengthen team bond. Psychologically, the members are engaging, participating, and motivating to work together as indicated through members' behavior of taking work initiative, appreciating, gratitude and conforming behavior. The members are also participative as they are given opportunities to suggest and are involved in collaborative decision making. Besides playing roles as collective members, the members still have their individual sides. They are allowed to voice their difficulties in accomplishing the assigned tasks, convey their suggestions or their volunteer willingness to do certain tasks without being asked. This also indicates the dynamic interplay between individual and social dimensions in team learning. As a team consists of different individuals who work together, the individual dimension of members needs to be recognized and considered. Thus, the study suggests that team learning needs to be both considering the individual and social aspects of team.

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