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## Human Capital Development Strategy Based on the Glocal Approach in Forming Youth Social Leadership: A Qualitative Study of Granat's Role

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**Abstract:** Youth leadership development has increasingly been discussed as an important part of community strengthening. However, youth development is often still treated as a technical program that only provides training, skills, or short-term activities. This study was arranged to examine how human capital development can be connected with a glocal approach in forming youth social leadership through the role of Granat. The study used a qualitative approach with a case study design. Data were obtained through in-depth interviews, observation, and documentation involving youth participants, organizational administrators, community figures, and program facilitators. The analysis was conducted through data condensation, data display, and conclusion drawing. The findings were directed to understand the process of youth capacity formation through knowledge building, organizational experience, local value internalization, social networking, and community-based action. The study shows that social leadership among youth is not formed instantly. It grows from repeated social involvement, mentoring, shared responsibility, and space to take part in real community problems. The glocal approach is useful because global awareness can be introduced without removing local identity and social values. This study contributes to youth development studies by placing human capital development not only as an individual capacity project, but also as a social process that is rooted in local community life.

**Keyword:** Human Capital Development, Glocal Approach, Social Leadership, Youth, Granat.

### INTRODUCTION

Youth has often been placed as one of the most important groups in social change. This position is not only related to age or demographic number. More than that, youth is usually connected with energy, new ideas, social courage, and the ability to adapt with changes. In many communities, young people are expected to become actors who can continue collective values and respond to new problems in society. This expectation is reasonable. Still, the process of preparing youth to take this role is not always simple (Ferrer-fons et al., 2022).

In several development discussions, youth is commonly viewed through the lens of human resources. They are trained, guided, and involved in activities so they can become more productive. This view is close to the idea of human capital. Schultz explained human capital as investment in human ability, especially through education and training, while Becker placed education and training as important forms of investment in individual capacity. These classical views are still useful because youth development also needs knowledge, skill, discipline, and work habits. However, when this concept is used in social organizations, human capital cannot be limited only to economic productivity. It needs to be expanded into social capacity, civic awareness, moral responsibility, and the ability to work with others (Mouchrek & Benson, 2023).

In the context of youth organizations, human capital development needs to be understood as a process that shapes both personal quality and social function. A young person may become skilled in communication, planning, negotiation, or digital media. But those skills will have stronger meaning when they are used for community purposes (Anthony, 2024). This is where social leadership becomes relevant. Social leadership is not only about holding a formal position. It is more about the willingness and ability to move with others, understand social problems, build cooperation, and create a positive effect in the community. Studies on youth leadership and community engagement show that youth leadership programs can support social skills, leadership skills, community awareness, and social capital among young people (Rijal, 2023).

The challenge becomes more complex because youth today live in two spaces at the same time. On one side, they are influenced by global changes. Digital culture, global youth trends, online communication, and fast information flows shape how young people think and act. On the other side, they still live in local communities that have their own values, habits, social norms, and expectations. This condition makes the glocal approach important. Robertson's idea of glocalization explains that the global and the local are not always separated. They may meet, negotiate, and shape each other. Youth culture studies also show that young people do not simply accept global influence. They often adapt it into local identity, taste, and social meaning (Ivaldi et al., 2022).

The glocal approach gives a useful way to read youth development. Youth should not only be pushed to follow global trends. They also should not be locked inside local traditions without wider awareness. A balanced process is needed. Global knowledge may be introduced so youth can understand wider changes. At the same time, local values such as mutual help, community care, respect, solidarity, and collective responsibility can be maintained as the ethical base of youth leadership. In a practical sense, the glocal approach can help youth organizations design programs that are not too abstract and not too far from real community life (Chetty et al., 2022).

Granat is placed in this study as a social space where youth development can be observed. The organization is understood as a place where young people are involved, guided, and given space to take part in activities. Through that process, youth may learn discipline, communication, responsibility, cooperation, and social sensitivity. These elements are important in the formation of social leadership. Still, the role of an organization like Granat needs to be examined more carefully. It is not enough to say that youth become better because they join an organization. The process should be described. The values should be traced. The strategy should be understood. The obstacles also need to be shown (Sheehan et al., 2022).

Previous studies have discussed youth leadership, community engagement, and organized youth activities. Research on community-based youth leadership programs found that young people could develop leadership and social skills when they were engaged in structured community activities. Another study also showed that organized activities can become a space for youth social capital development through relationships, trust, support, and shared opportunities. However, studies that connect human capital development, glocal perspective,

and youth social leadership in one framework are still not many. The topic is often discussed separately. Human capital is mostly linked with education, economy, or employment. Glocalization is often used in cultural studies. Youth leadership is often placed in leadership training or participation studies. The link between these three ideas is the main gap addressed by this article (Jamatia, 2022).

Based on this gap, the study was focused on the strategy of human capital development based on the glocal approach in forming youth social leadership through Granat's role. The main argument offered in this article is that youth social leadership is not only produced through formal training. It is built through social experience, mentoring, local value internalization, and exposure to broader social challenges. In this sense, Granat's role can be understood as a bridge between individual capacity and community-based leadership.

The objectives of this study are: first, to analyze the human capital development strategy applied in youth formation through Granat's role. Second, to describe how the glocal approach is practiced in the formation of youth social leadership. Third, to identify the supporting and inhibiting factors that appear in the process. Through these objectives, the study is expected to contribute to the discussion of youth development, especially in relation to social organization, local values, and leadership formation.

## **METHOD**

### **Research Design**

This study used a qualitative approach with a case study design. The qualitative approach was chosen because the research problem was related to process, meaning, experience, and social practice (Abidin & Lee, 2023). The study did not aim to measure the effect of a program statistically. Instead, it tried to understand how youth capacity was formed, how values were transferred, and how social leadership appeared in organizational life.

A case study design was used because Granat was treated as a bounded case. The focus was placed on a specific organization, specific actors, and specific youth development practices. Case study research is commonly used when a contemporary phenomenon needs to be explored within its real-life context. It is also useful when the boundary between the phenomenon and the context is not completely clear. This is relevant to the present study because youth leadership formation cannot be separated from organizational culture, local community conditions, mentoring patterns, and social interaction (Wilton, 2025).

The case was not selected to represent all youth organizations. It was selected because Granat provided a useful setting to understand the relation between human capital development, glocal values, and youth social leadership. Therefore, the logic of this study was analytical. The findings were expected to give conceptual understanding rather than statistical generalization.

### **Research Site and Participants**

The research site was centered on Granat and its youth-related activities. The research setting included organizational meetings, youth mentoring activities, community-based programs, informal discussion spaces, and documentation related to program implementation. The site was selected because it showed direct involvement of youth in social activities and organizational learning.

Participants were selected through purposive sampling. The main consideration was their involvement and knowledge of the youth development process in Granat. The informants consisted of youth members, organizational administrators, facilitators, and community figures who had direct or indirect contact with the program. The number of informants was adjusted to the depth of information. Data collection was stopped when the information had shown repeated patterns and no major new theme appeared.

The informants were grouped as follows: 1. Youth participants who had joined Granat activities. 2. Granat administrators who understood the program direction. 3. Facilitators or

mentors involved in youth guidance. 4. Community figures who observed the social role of youth. 5. Documentation holders or committee members who managed activity records.

The names of informants were not written directly. Initials and role labels were used to maintain privacy. This was done because several statements were related to organizational experience, personal development, and internal obstacles.

### **Data Sources**

The study used primary and secondary data. Primary data were obtained from interviews and observation (Suriyankietkaew et al., 2022). Interviews were used to explore the experience of youth participants, the strategy used by administrators, the mentoring process, and the perceived changes in youth social leadership (Durante et al., 2025). Observation was used to see interaction patterns, youth involvement, discipline, communication, and participation during activities (Anand & Pai, 2023).

Secondary data were taken from organizational documents. These included activity schedules, photos, meeting notes, program reports, attendance lists, written plans, and social media documentation when available. The documents were not treated as the main evidence. They were used to support and check the information obtained through interviews and observation (Erices-Ocampo et al., 2025).

The combination of these sources was important because youth leadership cannot be understood only from what people say. It also needs to be seen from what they do. For that reason, the interview data were compared with observation notes and available documents.

### **Data Collection Techniques**

#### **Data were collected through three techniques.**

First, in-depth interviews were conducted with selected informants. The interview guide was semi-structured. This format was used so that the main themes remained controlled, but informants still had space to explain their own experience. Questions were directed to several issues, such as the purpose of youth involvement, the form of guidance, local values taught in the organization, responses to global youth challenges, and changes felt by youth after joining activities.

Second, observation was carried out during organizational activities and informal interactions. The observation focused on youth participation, communication style, decision-making process, responsibility sharing, and the way senior members guided younger members. Field notes were written after observation. Some parts were written during the activity when the situation allowed it.

Third, documentation was used to strengthen the data. Documents were examined to identify the structure of activities, program continuity, participant involvement, and the consistency between stated goals and actual practices. Documentation also helped to trace whether youth development was conducted as a planned process or only as incidental activities (Chen & Wang, 2024).

### **Data Analysis**

The data were analyzed by using an interactive model of qualitative analysis. The process included data condensation, data display, and conclusion drawing. This model was chosen because qualitative data often appear in the form of long narratives, field notes, and different statements. The data needed to be selected, organized, compared, and interpreted carefully. Miles, Huberman, and Saldaña are widely used as a methodological reference for this type of qualitative data analysis (Roth, 2022).

Data condensation was conducted by selecting information related to human capital development, global values, youth participation, and social leadership. Irrelevant data were not

removed carelessly. They were stored as supporting notes but were not placed as central themes (Bhatia et al., 2023).

Data display was done through thematic grouping. The themes included youth capacity building, organizational learning, local value internalization, global awareness, social responsibility, leadership practice, supporting factors, and inhibiting factors. The display helped the researcher to compare statements from different informants.

Conclusion drawing was done gradually. Temporary conclusions were written after each stage of analysis. These conclusions were then checked again with interview transcripts, observation notes, and documents. The final conclusion was made after the main themes had shown consistent patterns.

### **Trustworthiness of Data**

The trustworthiness of data was maintained through credibility, transferability, dependability, and confirmability. These criteria are commonly used in qualitative research to ensure that the findings are not only based on personal opinion of the researcher. Lincoln and Guba's trustworthiness framework is often used to assess the quality of qualitative studies through those four criteria (Donovan et al., 2025).

Credibility was strengthened through triangulation of sources and techniques. Information from youth participants was compared with information from administrators, facilitators, and community figures. Interview data were also checked with observation notes and documents (Bin-Hady et al., 2024). Transferability was supported by providing clear description of the research context. The setting, informant roles, program situation, and organizational activities were described so that readers could understand the condition of the study.

Dependability was maintained through a clear research procedure. The process of selecting informants, collecting data, coding, and interpreting themes was documented in research notes. This was done so that the research process could be traced. Confirmability was strengthened by separating participant statements from researcher interpretation. Direct statements from informants were prepared for the results section. The interpretation was built after the data were compared across sources (Afolabi & Raifu, 2025).

### **Research Ethics**

Research ethics were considered during the study. Informants were informed about the purpose of the research before the interview. Their participation was voluntary. They were allowed to refuse questions that felt too personal or sensitive. Their names were not written in the article. Initials and role descriptions were used instead.

The data were used only for academic writing. Interview notes and documents were not presented in a way that could harm informants or the organization. When organizational documents were used, only the relevant parts were taken. The analysis was kept focused on the research problem, not on judging individuals.

### **Scope and Limitation**

This study was limited to the role of Granat in youth development and social leadership formation. The findings cannot be used to represent all youth organizations. The study also focused more on process than measurable outcomes. Because of that, the article does not claim that social leadership was fully formed in every youth participant. What was examined was the direction, pattern, and meaning of the formation process.

The limitation is still acceptable because the main purpose of this study was not statistical measurement. The purpose was to build a deeper understanding of how human capital development, global values, and social leadership were connected in one organizational setting.

## RESULTS AND DISCUSSION

The results of this study are presented in several themes. The themes were developed from interview notes, observation records, and organizational documents. The findings show that Granat's role in youth development was not only seen in formal activities. It was also found in daily interaction, mentoring, informal discussion, and small responsibilities that were given to young members. These small things appeared simple. Yet they became important because youth learned leadership through repeated social practice.

### Results

#### Granat as a Social Space for Youth Formation

Granat was found to function as a social space where youth could learn to take part in community life. Youth members did not only come to attend activities. They were gradually involved in planning, organizing, communicating with other members, and helping community-based programs. Through this process, the organization became a place where social awareness was slowly built.

One youth participant explained:

"At first I only joined because a friend asked me. I did not really understand the purpose. After several activities, I started to see that the organization was not only about gathering. There were responsibilities. There were people who needed to be helped. From there I became more serious."

This statement shows that youth involvement was not always started with strong awareness. Some members joined because of friends, curiosity, or social connection. However, the organization provided an environment where initial participation could develop into a deeper sense of responsibility.

Observation notes also showed that senior members often gave small tasks to younger members. These tasks included preparing activity equipment, contacting participants, writing attendance lists, helping documentation, and speaking in group discussions. The tasks were not always large. Still, they trained youth to be present, responsible, and more confident.

A Granat administrator stated:

"Young people cannot only be told to become leaders. They must be given space first. Sometimes they make mistakes. That is normal. What matters is that they are guided and not immediately blamed."

This finding indicates that leadership formation was not conducted through a rigid classroom model. It was practiced through direct involvement. Youth were not placed only as program objects. They were slowly positioned as actors who could contribute to the activity.

#### Human Capital Development through Knowledge, Skill, and Character

The human capital development strategy in Granat appeared in three main forms. These were knowledge strengthening, skill development, and character formation. The three forms were not separated in practice. They were connected during organizational activities (Moloi & George, 2024).

Knowledge strengthening was found in discussions and mentoring sessions. Youth were introduced to social issues, organizational ethics, public communication, community problems, and the importance of youth contribution. This process was not always delivered in formal training. Sometimes it appeared in short briefings before an activity or informal talks after a meeting.

Skill development was seen through direct assignments. Youth learned how to arrange activities, speak to other people, coordinate a group, manage time, and solve small problems during programs. These skills were not taught as a theory only. They were built through repeated practice.

Character formation was found in discipline, consistency, empathy, and social responsibility. Some youth participants admitted that they became more careful in managing their time after joining activities. They also became more aware that social work needs commitment (Gautam et al., 2025).

The pattern of human capital development found in this study can be summarized as follows

**Table 1. Human Capital Development Practices and Their Leadership Implications in Granat**

| Development | Aspect Practice in Granat                                     | Leadership Meaning                             |
|-------------|---------------------------------------------------------------|------------------------------------------------|
| Knowledge   | Social discussion, briefing, mentoring, issue introduction    | problems and social responsibility             |
|             | Youth understand community                                    |                                                |
| Skill       | Activity planning, communication, Coordination, documentation | Youth gain practical organizational ability    |
|             |                                                               |                                                |
| Character   | Discipline, empathy, commitment, responsibility               | Youth become more prepared to lead and serve   |
|             |                                                               |                                                |
| Network     | Interaction with members, community figures, and local actors | Youth learn collaboration and social trust     |
|             |                                                               |                                                |
| Reflection  | Evaluation after activities and informal feedback             | Youth understand mistakes and improve behavior |

The table shows that human capital development was not only related to individual ability. It was connected with social function. Skills were not treated as personal assets only. They were directed toward collective benefit. This supports the view that youth programs can help young people develop leadership skills and social skills when they are placed in meaningful community engagement.

### The Glocal Approach in Youth Development

The glocal approach appeared through the combination of local values and broader awareness. In Granat's activities, local values were not written as a formal curriculum. However, they were shown in practice. Values such as mutual help, respect for older people, togetherness, community care, and responsibility were often mentioned by informants (Jacob B. Oroks MISIM, 2023).

At the same time, youth were also introduced to wider social challenges. These included digital behavior, changing youth culture, unemployment issues, social conflict, and the need for better communication in public spaces. In this sense, the organization did not only preserve local values. It also tried to prepare youth to face wider changes.

A facilitator stated:

“Young people now cannot be guided only with old ways. They use social media. They see many things from outside. But they still need local values. They need to know how to respect people, how to work together, and how to behave in the community.”

This statement reflects the glocal logic found in the study. Global influence was not rejected. It was filtered through local values. Local values were not treated as something old and closed. They were used as a foundation for youth to respond to new realities.

The study found three forms of glocal practice.

First, local values were used as the moral base of youth involvement. Youth were reminded that organizational activity should not only pursue personal recognition. It should bring benefit to the community.

Second, global awareness was introduced through discussion of current youth problems. Social media, communication style, and public image were often discussed because they affected how youth behaved.

Third, programs were adjusted to local community needs. Activities were not always made based on large concepts. They were arranged based on what was needed by the surrounding community.

The meaning of glocalization in this finding is close to the idea that global and local processes shape each other. The global does not simply erase the local. Local actors can reinterpret wider influences based on their own needs and social context.

### **Formation of Youth Social Leadership**

Youth social leadership was formed through participation, responsibility, and repeated interaction. The study found that youth who were often involved in activities showed stronger confidence in speaking, greater willingness to help, and better ability to cooperate. The changes were not always dramatic. Some were small. But they were visible in behavior (Dr. Siti Fadjarajani et al., 2025).

One youth participant said:

“Before joining, I was usually silent in meetings. I was afraid to speak. After being asked several times to explain activity plans, I became more used to it. Not fully confident yet, but better than before.”

Another participant explained:

“The most difficult part is not the activity. The difficult part is keeping the commitment. Sometimes we are tired. But if other friends are still working, we also feel responsible.”

These statements show that social leadership was shaped by social pressure in a positive sense. Youth learned from the group. They became more aware that their absence or lack of responsibility could affect others. This kind of awareness is important because leadership is not only about courage to lead. It is also about sensitivity toward collective work.

Observation also showed that leadership did not always appear from formal leaders. Some youth without official positions were able to influence others. They reminded friends, helped solve small conflicts, and encouraged members who were passive. This indicates that social leadership can grow beyond formal structure.

The indicators of youth social leadership found in this study include: 1. willingness to take part in community activities, 2. courage to speak and express ideas, 3. ability to cooperate with different people, 4. awareness of social problems, 5. responsibility toward assigned tasks, 6. initiative to help without always being ordered, 7. ability to maintain local values while adapting to new situations

These indicators show that social leadership is a practical capacity. It is not only an attitude. It is seen in action and repeated behavior.

### **Supporting Factors**

#### **Several supporting factors were found in the formation of youth social leadership.**

The first factor was mentoring from senior members. Youth participants stated that they felt more comfortable when they were guided instead of only being instructed. Mentoring helped them understand why a task needed to be completed and how to deal with mistakes.

The second factor was peer support. Youth were more willing to participate when they saw friends involved. This condition made the organization feel less formal and more open. Peer support also reduced fear among new members.

The third factor was community acceptance. When youth activities were appreciated by the community, members felt that their contribution had meaning. This increased their motivation.

The fourth factor was flexible organizational space. Granat did not always apply a strict training model. Informal discussion and practical tasks were used as learning media. This made youth development feel closer to their daily life.

The fifth factor was local value. Mutual help and togetherness were found to support the development of collective responsibility. Youth were not only told to be active. They were placed in a social environment where helping others was considered normal.

## Inhibiting Factors

### The study also found several obstacles.

The first obstacle was inconsistent participation. Not all youth members had the same level of commitment. Some members were active only during certain activities. Others were often absent because of school, work, family matters, or personal reasons.

The second obstacle was limited documentation. Several activities had been conducted but were not documented systematically. This made it difficult to measure progress and program impact. Some administrators admitted that documentation was often done only for reporting or social media needs.

The third obstacle was unequal leadership confidence. Some youth were willing to take responsibility. Others still waited for instructions. This condition made the regeneration process slower.

The fourth obstacle was the influence of digital culture. Social media helped communication. But it also created distraction. Some youth were more interested in appearance and online recognition than long-term organizational commitment.

The fifth obstacle was limited program evaluation. Evaluation was usually conducted informally. This helped solve immediate problems. However, it was not always enough to design long-term youth development.

A senior member stated:

“The activities are there. The spirit is also there. But sometimes the record is weak. After an event is finished, we move to another activity. Evaluation is talked about, but not always written.”

This finding is important. It shows that Granat already has social energy and youth participation. Yet institutional strengthening is still needed so that the development process can be more consistent.

## Main Finding

The main finding of this study is that youth social leadership was formed through the meeting of three elements. The first element was organizational experience. The second element was local value internalization. The third element was awareness of wider social change. These three elements shaped human capital development in a glocal way.

Granat's role was not only as an organizer of activities. It worked as a learning space. Youth learned through doing, observing, being corrected, and taking responsibility. This process made social leadership more natural because it grew inside real interaction.

The finding can be arranged in the following model:

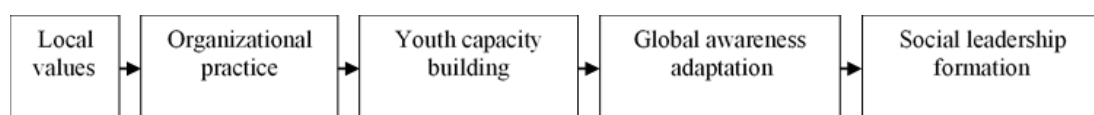


Figure 1. Main Finding Model of Youth Social Leadership Formation

This model shows that human capital development in youth organizations should not be understood as training only. It is a social process. It becomes stronger when youth are given experience, trust, and space to make meaningful contributions.

## **Discussion**

### **Human Capital Development as a Social Process**

The findings show that human capital development in Granat was not only related to technical ability. It also included social awareness, responsibility, and character. This is important because youth development is sometimes reduced to training programs, certificates, or short-term activities. In this study, development was more visible in everyday organizational practice.

Human capital theory has long explained that education and training are investments in human ability. However, the findings of this study suggest that in youth organizations, human capital should be read more broadly. Youth capacity was not only built through knowledge transfer. It was built through social experience. Youth were trained by being involved in real tasks. They learned by doing. They improved because feedback was given after mistakes (O'Sullivan & Sakr, 2022).

This kind of development is close to community-based youth leadership studies. Previous research has shown that youth leadership programs can support individual leadership skills, social skills, and community awareness when young people are involved in meaningful activities. The present study supports that view. Yet it also adds that local value and organizational culture are important in shaping the meaning of leadership.

In Granat, leadership was not introduced as personal dominance. It was closer to responsibility. Youth were expected to help, to coordinate, and to care about others. This meaning is important because social leadership needs moral direction. Skills without social responsibility may only produce active individuals. But skills with responsibility can produce young people who are able to serve their community.

### **The Glocal Approach as a Bridge between Local Values and Global Change**

The glocal approach became relevant because youth today are placed between local life and global influence. They live in local communities. Yet their way of thinking is shaped by digital media and wider youth culture. This situation cannot be handled only by preserving tradition. It also cannot be handled by simply following global trends.

The study shows that Granat used local values as a base for youth formation. Values such as mutual help, respect, and collective responsibility were not always written in official documents. Still, they appeared in practice. Youth were reminded to care about people around them. They were also encouraged to take part in community needs.

At the same time, youth were not isolated from modern issues. They discussed digital behavior, communication, social image, and current youth problems. This indicates a glocal process. The local was not abandoned. The global was not accepted without filter.

This finding is in line with glocalization literature. Glocalization explains that local actors can reinterpret global influence based on local meanings and social conditions. Global culture does not always create uniformity. It can produce local adaptation and new forms of identity. In the case of Granat, the glocal approach appeared not as a theoretical slogan. It appeared as daily negotiation between new youth habits and older community values (Karnes & Bean, 2021).

The practical implication is clear. Youth development programs need to speak the language of youth. However, they also need to keep social roots. Programs that are too formal may not attract youth. Programs that only follow youth trends may lose ethical direction. A glocal approach offers a middle way.

### **Social Leadership through Organizational Experience**

The formation of social leadership in this study was not instant. It happened gradually. Youth first joined activities. Then they were given small responsibilities. After that, they began to communicate more often and take initiative. This process shows that leadership grows through experience.

Organized youth programs have been described as spaces where young people can build social capital through connection with adults, peers, and community resources. The findings of this study support that argument. In Granat, youth learned not only from training materials but also from relationships. Senior members became mentors. Peers became sources of support. Community figures became external references.

Social leadership was also seen in informal roles. Some youth who did not hold formal positions still influenced others. They reminded friends, helped prepare activities, and encouraged passive members. This shows that leadership should not always be understood through structure. In youth organizations, leadership may appear quietly. It may be seen in small actions that keep the group moving (Swed, 2025).

This finding is useful because many youth leadership programs still emphasize formal leadership positions. The present study suggests that social leadership should also be read through informal contribution. A young person who helps maintain group commitment may have leadership value even without a title.

### **Granat's Role in Strengthening Youth Social Capital**

Granat played a role in connecting youth with social networks. Through organizational activities, youth met administrators, community figures, and other young members. These connections helped them learn social communication and build trust. The organization also gave youth access to experiences that may not be found in school or family spaces (Bekele et al., 2024).

Social capital is important in youth development because it helps young people access support, information, opportunity, and social recognition. Research on organized youth programs has shown that participation can connect young people with resource-bearing adults and supportive networks. This study found a similar pattern. Youth who were active in Granat gained not only experience but also relationships.

The role of Granat can therefore be seen in two ways. First, it strengthened internal capacity. Youth learned discipline, communication, planning, and responsibility. Second, it strengthened external connection. Youth became more familiar with community actors and social issues around them.

However, this role still needs better institutional support. The weak documentation and informal evaluation may reduce program continuity. If the organization wants to strengthen youth social leadership more consistently, program records, mentoring plans, and evaluation tools should be improved. This does not mean the organization must become too bureaucratic. It only means that good practices should not disappear after an activity is finished.

### **Supporting and Inhibiting Factors in the Development Process**

The supporting factors found in this study show that youth development is strongly influenced by relationships. Mentoring, peer support, community acceptance, and local values helped youth feel that they belonged to the organization. This sense of belonging became an important base for commitment.

The inhibiting factors show another side. Youth commitment was not always stable. Documentation was limited. Evaluation was still informal. Leadership confidence was uneven. Digital culture also shaped youth attention and motivation. These obstacles are common in youth organizations. They do not show failure. They show areas that need improvement.

The issue of inconsistent participation deserves special attention. Youth often have multiple responsibilities. Some are still studying. Some are working. Others face family demands. Because of that, youth programs need flexible structures. Too much pressure may push youth away. Too little structure may make the program weak. Balance is needed.

Limited documentation is also important. Without proper documentation, the organization may find it difficult to prove impact. It may also lose learning from previous activities. Documentation should not only be used for formal reports. It should become a tool for reflection and program improvement.

### **Theoretical Contribution**

**This study contributes to the discussion of youth development in three ways.**

First, it expands the meaning of human capital development. In this study, human capital was not only viewed as knowledge and skill. It also included social responsibility, local value, and community-oriented leadership.

Second, it places the glocal approach as a practical framework for youth formation. Glocal was not only understood as a cultural concept. It was used to explain how youth can be guided to face global influence while staying connected with local values.

Third, it shows that social leadership can be formed through organizational experience. Leadership was not only produced by formal training. It was shaped through participation, mentoring, social tasks, and repeated interaction.

### **Practical Implications**

**The findings provide several practical implications.**

Granat and similar organizations need to design youth development programs that combine training, practice, mentoring, and reflection. Youth should not only be invited to attend activities. They need to be involved in planning and evaluation.

Local values should be written more clearly in program design. This is important because many good values already exist in practice, but they are not always documented. When values are written clearly, they can be transferred more consistently to new members.

Digital media should be used as a support tool. It can help communication and documentation. However, digital activity should not replace direct social involvement. Social leadership still needs face-to-face interaction, responsibility, and real community experience.

Finally, evaluation needs to be strengthened. Simple evaluation forms, short reflection notes, and activity reports can help the organization understand youth progress. This can also make the program more convincing when it is presented to external partners.

## **CONCLUSION**

### **Conclusion**

This study concludes that human capital development in Granat was formed through a combination of knowledge strengthening, skill practice, character building, and social networking. The process was not carried out only through formal training. It was mostly developed through organizational experience, mentoring, direct involvement, and repeated social responsibility.

The glocal approach was shown through the effort to connect local values with wider social awareness. Youth were guided to maintain values such as mutual help, respect, togetherness, and community care. At the same time, they were introduced to current youth challenges such as digital behavior, changing communication patterns, and the need to adapt to broader social change.

Youth social leadership was formed gradually. It appeared in courage to speak, willingness to help, ability to cooperate, responsibility in carrying out tasks, and initiative in

community activities. Leadership was not only found in formal positions. It was also found in small actions that helped the group and community.

Granat's role can be understood as a social learning space. It connected youth with experience, values, and networks. The organization helped youth move from passive participation to more active social involvement. However, several obstacles were still found. These included inconsistent participation, limited documentation, uneven confidence among youth, and informal evaluation.

The study suggests that youth organizations need to strengthen program planning, mentoring, documentation, and evaluation. Local values should be maintained. Global awareness should also be introduced carefully. When both sides are connected, human capital development can become more meaningful. It does not only produce capable youth. It may also form young people who are socially aware and ready to take responsibility in their community.

### **Limitations**

This study was limited to the role of Granat in youth development and social leadership formation. The findings cannot be used to represent all youth organizations because the study focused more on process, meaning, and pattern than on measurable outcomes across wider organizational contexts.

### **Recommendations**

Granat and similar youth organizations are advised to strengthen program planning, mentoring, documentation, and evaluation. Local values should be maintained while global awareness is introduced carefully so that human capital development can form youth who are capable, socially aware, and ready to take responsibility in their community.

### **Author Contributions**

All authors made significant contributions to this study, including research conceptualization, data collection, data analysis, interpretation of findings, manuscript preparation, scholarly revision, and final approval of the manuscript for publication.

### **AI Disclosure Statement**

During the preparation of this manuscript, the author used artificial intelligence assistance only for formatting support. The author has thoroughly reviewed and revised the content and takes full responsibility for the entire publication.

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