



Contribution of the Nonformal Education Labsite in Empowering Digital Technology-Based Communities

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Abstract. The purpose of this research is to reveal the various components of vocational skills in the labsite programme, labsite strategies in improving the vocational skills of technology-based communities. The research method used is using a qualitative approach with a case study research type. The target of this research is the labsite village of the Department of Non Formal Education, namely in Gubugklakah Village, Poncokusumo Sub-district, Benjor Village, Tumpang Sub-district, and Pait Village, Kasembon Sub-district along with the labsite village social groups. The research results show that the contribution of the Non Formal Education Labsite in digital information technology-based community empowerment is as follows; (1) shaping the mindset of the community to transform and adapt to using digital technology, (2) providing training related to digital literacy, digital finance and digital economy, (3) the village government facilitates facilities and infrastructure for using digital technology such as free internet networks, computers that can be accessed publicly and administrative services that are fast and reduce the use of paper, (4) conducting socialisation related to personal data protection and digital security, and (5) forming a special team for assistance in using digital technology.

Keywords: Digital Technology · Empowerment · community development

1 Introduction

Community development is something that must be pursued in order to realise independent human resources. Changes in the social situation increasingly do not provide opportunities for the weak and incapable groups of society. Village development will be more effective and productive if it is based on the geographical character as well as the character and talents of the community concerned. To realise this, hard work is needed from all elements of the village community that can describe the physical condition of the village as potential and a picture of the community's talent in understanding and being adept at mastering certain natural potentials. This does not mean that there is no need to face the problems and obstacles of nature and the condition of the community's ability to utilise technological advances.

Building a strong community cannot be separated from the community's habit of trying to equip themselves with knowledge. It is too naive if all things related to improving human resources are only focused on physical development, therefore community readiness must also be improved [1]. In addition, the community is also required to be able to utilise its potential because in the community itself there is actually a dynamic that makes them able to survive in difficult circumstances and it is actually a potential that can be developed to improve their standard of living. The extent to which this potential has developed can be seen from the state of development of the community itself. In a developed community, this shows that they have been able to utilise the potential they have so that later they will be able to become an independent society [2].

Non Formal education or non-formal education has a study of community empowerment, the orientation of community development that has been carried out is one of them through the labsite. Currently, the PLS Study Programme labsite is located in three sub-districts in Malang Regency, namely in Poncokusumo District, Tumpang District, and Kasembon District. The programme provided at the PLS Labsite is part of the development of PLS field knowledge and also to provide benefits to the community. Various programmes have been implemented at the PLS labsite, such as extension programmes, training, empowerment, and also vocational programmes. The existence of the labsite is expected to be able to contribute to the development of science and also improve the welfare of the community through skill activities. Programmes that have been implemented at the labsite either through student or lecturer activity programmes have had an impact on community welfare. Based on the results of Zulkarnain's research, it was found that Labsite is a centre for organising community empowerment through courses and/or training in various vocational skills for work or entrepreneurship in the socio-cultural and environmental dimensions simultaneously, balanced, and sustainable. Vocational skills that are trained should be of high economic value and have local uniqueness/excellence. In the process of learning vocational skills, it is also necessary to build awareness and behaviour patterns to always protect and preserve the environment [3].

Then the results of research by Oong Komar and Dadang Yunus found that non-formal education is "alive" and needed by the community. Among other things for self-empowerment, improving work skills, self-adjustment and the environment. Even the need for in service training of workers to meet the demands of professionalism and excellent service. The choice of non-formal education by a number of people is due to its instant learning and can be taken while working. In addition, non-formal education is used as (1) a vehicle for alternative education, (2) a way of learning to advance, be independent, entrepreneurial and creative work, (3) develop a character free from dependence and create jobs, (4) apprenticeships and (5) create a learning society climate [4].

The existence of a labsite in providing vocational skills needs evaluation in the implementation of the current programme. Determining a village to become a labsite is a step that must be accounted for academically and practically. Starting with the identification of programmes that have been and will be carried out, monitoring and evaluation of the programmes carried out. Then make a study and follow-up plan for the programmes carried out.

The empowerment process carried out by the labsite needs an in-depth study, so that the hope of contributing to the community so that the position and existence of the labsite will go hand in hand, namely for the scientific development of non-formal education as well as for improving community welfare. The study that needs to be done at this time is to optimise the existence of the labsite so that it can form a learning society in an information technology-based community. The existence of the labsite is not necessarily only as the implementation of PNF programmes, but the existence of the labsite must act as an educational forum for the community in the labsite village. Based on this description, it is necessary to conduct research with the title of the contribution of the Nonformal Education labsite in Information Technology-Based Community Empowerment.

2 Methods

The research method used is using a qualitative approach with a case study research type. The target of this research is the labsite village of the Department of Non Formal Education, namely in Gubugklakah Village, Poncokusumo Sub-district, Benjor Village, Tumpang Sub-district, and Pait Village, Kasembon Sub-district along with the labsite village social groups.

Data collection was conducted through two stages, namely (1) collection conducted individually with in-depth interviews, and (2) data collection by conducting focus group discussions (FGDs) involving many research subjects from various community groups. Data analysis was conducted using interactive analysis techniques from the start of data collection until the end of the research activities. The data analysis included data reduction/data sorting/data selection, data display/data alignment, data verification/checking data accuracy, and data conclusion/conclusion [5]. Data analysis used the theory of miles and Huberman (1994) which is visualized in the following Fig. 1.

Data validity testing was carried out using triangulation techniques, comparison of the results of literature review, research extension, academic feasibility audit through experts, and confirmation to data sources about the accuracy of information interpretation.

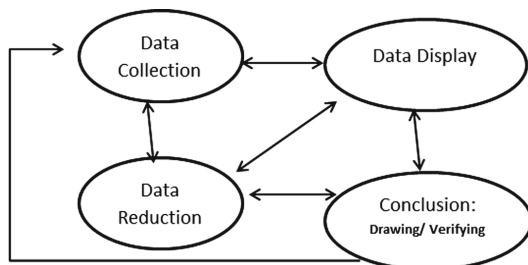


Fig. 1. Data Analisis Miles dan Huberman (1994)

3 Result and Discussion

The era of globalisation must be passed by anyone living in the 21st century, which is full of competencies in which the winner is determined by the quality of human resources. For the Indonesian people, ready or not, they must enter it. Vocational skills actualise the potential of the community so that it can be used to solve the problems faced. Optimising the use of human and natural resources in accordance with the needs without damaging the environment. The purpose of this lab site programme is to provide provisions in facing and solving life and life problems, both as a resilient and independent person, as a member of society and as a citizen. If this can be achieved, the dependency factor on existing jobs can be reduced. Thus, national productivity will gradually increase. There are three main variables that need attention in improving vocational skills, namely, self-recognition skills, rational thinking skills, and social skills.

Self-recognition skills are often defined as personal skills such as; (a) appreciation of oneself as a creature of God, a member of society, and a citizen; (b) realising and being grateful for one's strengths and weaknesses as an asset in improving one's benefit to one's environment. Rational thinking skills include the ability to explore and find information, the ability to process information and make decisions, and the ability to solve problems actively and creatively. The last one is communication skills or relating to others empathetically and understandingly, as well as cooperation skills.

The main approach in the concept of empowerment is that the community is not made the object of various development projects, but is the subject of its own development efforts. Based on this concept, community empowerment must follow the following approach; firstly, the effort must be directed. This is what is popularly called favouritism. It is aimed directly at those in need, with programmes designed to address their problems and needs. Secondly, the programme must directly involve, or even be implemented by, the target community. Including the communities to be assisted has several objectives, namely that the assistance is effective because it is in accordance with their wishes and recognises their abilities and needs. In addition, it enhances the community's ability to gain experience in designing, implementing, managing, and being accountable for their self-improvement and economic efforts. Thirdly, a group approach is used because it is difficult for the poor to solve the problems they face individually. Also, the scope of assistance becomes too broad if it is handled individually. This group approach is the most effective and in terms of the use of resources is also more efficient.

According to [6] there are 5 types of proficiency covered by the general term digital literacy including: (1) Photo-visual literacy is the ability to read and infer information from visuals, (2) Reproductive literacy is the ability to use digital technology to create new works of work, (3) Branching literacy is the ability to successfully navigate in the non-linear medium of digital space, (4) Information literacy is the ability to search, find, assess and critically evaluate information found on the web, and (5) Socio-emotional literacy refers to the social and emotional aspects of being present online, whether that may be through socialising, and collaborating or simply consuming content.

Every birth of a new technology affects the way information is sought and interacted with. There are three important elements and objectives of media literacy knowledge provided to trainees, among others: A critical mind to develop independent judgement

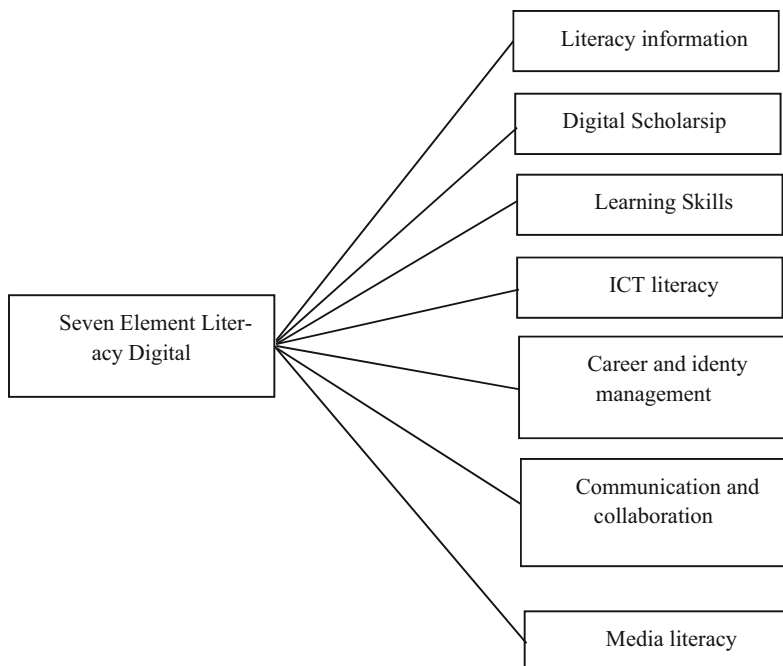


Fig. 2. JISC's Seven Elements of Digital Literacy

of the media; an awareness of the impact of the media on individuals and society; and an understanding of the ethical and moral obligations of media practitioners.

Based on the data findings of the research results obtained by the researchers, in accordance with the digital literacy theory of the JISC description put forward by Beetham, Littlejohn and McGill quoted from [7] which mentions seven components in organising digital literacy. The seven components are shown in Fig. 2.

The results of research conducted by [8] state that citizens who consume media increasingly need to understand that literacy, both media and digital is important. This is because information in the media is becoming increasingly varied, digital technology is developing and also involves wider community participation. There needs to be awareness of media literacy and digital literacy from primary school to higher education. Digital literacy also stimulates the development of knowledge and improves one's skills in interpreting media texts and using technology, as well as the ability to interact both between users and technology and between users and content recipients.

The results of research conducted by [9] state that the importance of digital literacy programmes that have a positive impact on knowledge, understanding and skills in using media, especially social media, which is currently often used as a source of information by audiences, especially by young people. This programme makes a significant contribution to the dissemination of information in using mass media, especially social media used by young people so that there is awareness in using the media. In this training education (diklat), not all participants have this skill because this skill requires continuous and consistent practice so that they can do it well. Therefore, digital literacy education

is a solution that can be carried out by the government and elements of society and the academic community who care about the progress of the nation.

The internet is one of the findings that is closely related to digital literacy. It can also be said to be the main tool in digital literacy. The benefits of the internet in finding learning materials are as follows: (1) accessing new teaching and learning plans and methodologies, (2) raw and finished materials suitable for all subject areas, (3) announcing and sharing resources, and (4) very high popularity/very high interest to increase students' focus on learning. The purpose of mastering the use of digital literacy is expected that both educators and students or learners are able to actively participate and be involved in providing a change that is sensitive to the technology that is currently developing [10].

Entering the Disruption era is a new challenge for the world of education in Indonesia, one of which is in learning activities during this pandemic. The disruption era, along with the pandemic situation in a long period, has made the impact of education in Indonesia experience even broader changes. Not only in the dimension of the scientific dichotomy debate, or the situation of the place. Digitalisation has also become a powerful online platform in this era. The era of technological disruption is now increasingly advanced and has even affected various fields of life, including education. All parties involved, including teachers and students, are expected to be able to keep up with the times. We are faced with a time that requires high-level, analytical, and non-manual thinking that only follows existing habits. The Disruption Era is an era of fundamental and fundamental changes in the order of human life [11]. The challenges that must be faced by educators include mastering technology, maintaining the soul of the educator himself (uswah) and trying to marry the two (hybridisation) with a subjective-critical reasoning base. These three things are urgent offers at this time, because looking at the development and changes in the era that are so fast and surprising, simultaneously growing concerns about the neglect of the purpose of education itself, namely humanising humans [12].

Based on this description, it can be concluded that the contribution of the Non Formal Education Labsite in digital information technology-based community empowerment is as follows; (1) shaping the mindset of the community to transform and adapt to using digital technology, (2) providing training related to digital literacy, digital finance and digital economy, (3) the village government facilitates facilities and infrastructure for using digital technology such as free internet networks, computers that can be accessed publicly and administrative services that are fast and reduce the use of paper, (4) conducting socialisation related to personal data protection and digital security, and (5) forming a special team for assistance in using digital technology.

4 Conclusion

That the contribution of the Non Formal Education Labsite in digital information technology-based community empowerment is as follows; (1) shaping the mindset of the community to transform and adapt to using digital technology, (2) providing training related to digital literacy, digital finance and digital economy, (3) the village government facilitates facilities and infrastructure for using digital technology such as free internet networks, computers that can be accessed publicly and administrative services that are

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