



Field Study Learning Construction Social Communication Interaction Approach for Students as Village Community Empowerment Mentors Labsite PLS FIP UM

Zulkarnain, Kukuh Miroso Raharjo, Ach. Rasyad

Department of Non Formal Education, Faculty of Education, Universitas Negeri Malang, Indonesia

zulkarnain.fip@um.ac.id

Abstract. Social communication interactions are dynamic social relationships that involve relationships between individuals, between human groups, and between individuals and human groups. Field study mentor students are students who are selected to assume the role of mentors in field study learning and provide study assistance to other students/practitioners. The purpose of this research is to describe the reconstruction of field study learning with a social interaction approach for students as mentors for community empowerment programs in the PLS FIP UM Labsite Village. Conclusions are as follows: (1) Construction of field study learning with a social interaction approach for students as mentors for community empowerment programs. This is to make it easier for student mentors to master and apply mentoring steps, especially the co-interaction technique approach to interpersonal uniqueness and co-interaction social uniqueness carried out by students as practical mentors field studies in order to achieve the expected output; (2) students as mentors master the general concepts and concepts of field study assistance to individuals (community leaders, religious leaders, traditional leaders, and village officials), community groups and society at large. Step-by-step and expected output during mentoring and specific explanations regarding aspects of communication with the community, which is one of the key factors for success in field studies with the community.

Keywords: Learning construction, field studies, social communication, mentors.

1 Introduction

The essence of social life is social communication interaction. Without social communication interaction, there is no possibility of social life (society), because of social interaction, shared life is formed. From the existence of living together, a process of social interaction arises which is closely related to the occurrence of social processes. The general form of social processes is social interaction (which can also be called a social process) because social interaction is the main condition for social activities to occur.

Social communication interactions are dynamic social relationships that involve relationships between individuals, between human groups, and between individuals and human groups. Social communication interactions between human groups occur between the groups as a unit and usually do not involve the individuals of their members. Social communication interactions between human groups also occur in society. This interaction is more striking when there is a clash between individual interests and group interests. Social interaction only takes place between parties if there is a reaction to both parties.

According to sociologists, the conditions for social interaction to occur can be summarized as follows. First, there is social contact. Social contact can take place in three forms, namely between individuals, between individuals and groups, between groups. Apart from that, contact can also be direct (face to face) or indirect or secondary.

Education and learning are essentially conscious efforts by a lecturer to teach students, or direct student interactions with other learning resources in order to achieve goals. Many factors cause whether learning objectives are achieved or not. Among these is how learning is planned and implemented. An uninteresting learning process will make students bored, as a result students become lazy and uninterested in the material being presented. Therefore, it is important for lecturers to apply interesting learning activities.

Strengthening capacity and knowledge for students as field study mentors to accompany underclassmen in the field study learning process. Therefore, the ability of field assistant students is needed, especially the ability to approach interpersonal interaction, to be able to become discussion partners and be part of facilitating student learning.

Field study mentor students are students who are selected to assume the role of mentors in field study learning with a higher level of skill and academic achievement (in this case, practicum assistants) providing learning assistance to other students/practitioners. Previously, practicum lecturers provided learning assistance to field study assistant students in the form of improving interpersonal interaction skills in society for field study assistant students.

The importance of student field study mentors in the community must have the ability to establish personal relationships: (a) interpersonal interaction is an effort to build relationships between people or individuals who have an interest in the community empowerment process; (b) Information is easier to respond to if done persuasively; (c) attitude, other people's responses and views on messages will vary individually; (d) The pattern of interaction relationships is more directed to the individual's perspective; (e) Community participation is essentially the emotional involvement of individuals in cooperation; (f) Building a common view of the message starting from the individual; (g) interpersonal interactions and personal relationships as a facilitator bridge to influence and motivate someone to take action as expected; (h) Cycle of mentoring activities, a facilitator needs acceptance through the ability to adapt and use the influence of other people to convey messages [1].

Interpersonal interaction according to Mulyana is communication between people face-to-face which allows each participant to perceive other people's reactions directly, both verbal and non-verbal [2]. Interpersonal interaction within the scope of field study assistance in the community has a mutually supportive relationship, as Tsauri argued, explaining that the interpersonal interaction approach makes it easier for messages to be understood by individuals in a community through interpersonal interaction as is the goal the village facilitator wants to achieve [3].

Based on this, the importance of the research "Construction of Field Study Learning Approaches to Social Communication Interaction for Students as Mentors for Community Empowerment Programs in the PLS FIP UM Labsite Village". The research objectives describe construction of field study learning with a social interaction approach for students as mentors for community empowerment programs in the PLS FIP UM Labsite Village.

2 Method

Paying attention to the existence and reality of the research location village, namely the case of a social community, where one looks at the unique and meaningful aspects of the surrounding social environment in the community where one lives and interacts daily with the community, especially the local wisdom values that carried out by village communities. Data collection techniques used: observation interview techniques and documentation studies.

Data sources were determined as informants based on purposive procedures. The informants interviewed have been determined by the researcher by using their social network (the first informant) to refer to other people who have the potential to participate in providing information. The research informants are as follows.

Table 1. Research Informants

No	Informant's Initials	Information	Code
1.	Village head	1	Kdes
2.	Village chief	1	KDus
3.	Public figure	1	LA
4.	Mentor supervisor lecturer	1	D1
5.	Mentor supervisor lecturer	1	D2
6.	Student Mentor 1	1	M1

No	Informant's Initials	Information	Code
7.	Student Mentor 2	1	M2
8.	Student Mentor 3	1	M3
9.	Student Mentor 4	1	M4

Research Location, bBased on the characteristics of research to obtain data on local wisdom values that are still being carried out and maintainedfield study learning, social communication interaction approach for students as mentors for community empowerment programs in the labsite village, pls fip um, namely in the FIP UM Out-of-School Education labsite village, namely Benjor Village, Tumpang District, Malang Regency, where students from the PLS FIP UM Department together with course lecturers always use the Labsite village as project-based learning or field studies.

3 Result

Construction of Field Study Learning Approach to Social Interaction of Students as Mentors for Village Community Empowerment Program Labsite PLS FIP UM

The aspect of social interaction is a key factor in success in accompanying field studies through the message conveyed by the communicator being understood and responded to by the communicant. If the message conveyed is considered interesting and is deemed to provide value then it will be responded to positively and supported, and if the message conveyed is felt to make changes for the better then the communicant will be triggered to want to act on their own awareness. Social interaction through communication as learning material can be described by the Mentor Lecturer as follows.

“firm and unambiguous; (b) People will be interested in seeing and paying attention to you in conveying your message if your appearance and speaking style are attractive; (c) People will respond well if your message is clear about what they should do and what you will do; (d) People will support you if your aims and objectives during mentoring during socialization to the community are clear and the benefits that the mentoring students will provide are considered to also provide benefits for them; and (e) People will move and act if they agree and have a common perception and feel clear about what needs to be done and can be done. Therefore, effective communication in community empowerment is determined by: clear messages that do not have multiple interpretations, interesting delivery methods, clear expected responses.”

The social interaction approach is in the form of communication with community leaders as conveyors of key messages, this is caused by social interaction in the form of kstudent communication as mentors in PratikumField Studies contain mission for change, equality and trust factors are important to pay attention to. If the aims and objectives are conveyed or articulated by the student himself using the student's language and style. There is a possibility that they accept because they are considered outsiders and people with knowledge, but there is a possibility that they

refuse because they feel patronized. The way out is to hand over the “key messages” to accepted community figures to convey them. This was also said by the Village Head informant as follows.

"... crucial points of Field Study communication in the community include conveying "the aims and objectives and what will be done" "Our presence in this village is to carry out field studies. If a message like this is delivered directly during a meeting attended by people from various backgrounds, you will encounter "stumbling blocks or fatal accidents" because people will comment "who are you, how can you empower me, what's so great about you being still a student". It's different if the message is conveyed by a community figure they have trusted all this time. "This student is conducting a Field Study in the community as part of his coursework, during the Field Study. The substance of the message is the same but the method of delivery and language are different. To avoid communication problems, it is recommended to "ask community leaders and village heads to convey key messages during the Field Study...". (W/KD/08/07/2023).

Students as mentors to master and apply mentoring steps, especially the co-interaction technique approach interpersonal uniqueness and co-interaction social uniqueness carried out by students as practical mentors in field studies in order to achieve the expected output from assistance from the first time they arrive at the village/subdistrict until they leave the village/subdistrict.

Besides that students as mentors master the general concepts and concepts of field study assistance to individuals (community leaders, religious leaders, traditional leaders and village officials), community groups and society at large. Step by step and expected output during mentoring and specific explanations regarding aspects of communication with the community which is one of the key factors for success in field studies with the community.

Field Laboratory (labsite) here is translated as a learning center, study and program development as well as community empowerment training activities. Apart from that, it is also aimed at developing a community empowerment model that is in accordance with the potential, typology, problem needs and level of development of the sub-district as a support for the development of a region.

Labsite is a laboratory site for study programs, which can be used as a place to study, research and serve students, through a learning by doing approach. There are many learning activities that can be developed together, including teaching, internships, research, mentoring and community empowerment. Through this lab, students carry out practicums and internships that are integrated with courses, by applying various learning approaches such as Problem Based Learning, Problem Posing, Project Based Learning, Collaborative Learning, Case Method, and Team-Based Project.

Mentors or social assistants are a strategy that really determines the success of community empowerment programs. In this context, the role of a social assistant is often realized in his capacity as a companion, not as a direct problem solver.

Building and empowering communities involves social processes and actions where people in a community organize themselves to make collective plans and actions to solve social problems or fulfill social needs according to their abilities and resources.

This process does not emerge automatically, but rather grows and develops based on the interaction of local communities with external parties or social assistants who work based on creative impulses or professional perspectives.

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4 Discussion

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According to Payne in Suharto, the main principle of social assistance is "making the best of the client's resources" [4]. This principle explains that social assistants must view society and its environment as a social system that has positive and useful power in solving problems that exist in society. Therefore, the social assistance approach is to find something good and help the community utilize the potential of natural and human resources [4].

The field of work of social assistants is centered on 4 (four) areas of tasks or functions, namely: (1) enabling or facilitation; (2) Strengthening (empowering); (3) protection (protecting); and (4) support [4].

Designing a model here emphasizes efforts to select and connect something with future interests and efforts to achieve them. What the future will look like and how efforts will be made to achieve it are the results of predictions made based on current facts and current capabilities. The second definition stated that planning a learning model is related to the question of the gap between what is now (what is) and how it should be (what should be) which is related to needs, determining goals, priorities, programs and resource allocation [5]. How it should be refers to the future.

Meanwhile, another definition of planning a learning model is formulated very briefly, namely: A way to create effective and efficient learning in order to anticipate and balance changes [6]. In this definition there is an assumption that change always occurs. Changes in the environment are always anticipated, and the results of this anticipation are used so that the changes are balanced. This means that changes that occur outside the learning organization are not much different from changes that occur in the learning organization, with the hope that students who study will not experience shocks as a result of unanticipated changes in learning.

Out-of-school education can serve any human character, from birth to death. Various human characters with all their uniqueness or traits, are innate from birth or influenced by the natural environment or religion and culture. Basically, humans need education so that they can live and live their lives. According to Schumaeker emphasizes that "humans are the center of existential awareness" [7]. Therefore, education must strive to increase awareness of human existence which is the main target in community development. Out-of-school education is expected to be able to serve the center of awareness of human existence with all its characters. The flexibility of the out-of-school education system is not limited to certain characters, but can meet the educational needs of various human characters.

Out-of-school education is often "slipped around" with very broad education or very broad education. Even though this "pun" seems to make us laugh, the reality is that out-of-school education is prepared to serve various human and community characters, and the character of their educational needs. If people group together and are called a community, it will be easier for out-of-school education to serve their educational needs. The implementation can be in the form of small groups or large groups, and can be adjusted to the situation and conditions of the community's educational needs. No single education system can serve all of society's educational needs, except for out-of-school education. For this reason, in an effort to empower the community or meet the educational needs of the community,

The existence of humans or society in a particular region or place cannot be separated from the influence of natural environmental factors. Humans interact with their natural environment to create a culture and develop according to its dynamics and qualities. The higher the dynamics and quality of humans living in the area, the more likely there will be demands on the environment. The existence of humans in a natural environment can be seen from the way they act or treat that natural environment.

The tendency is that humans with low levels of education tend to adapt to natural conditions. Meanwhile, the higher the quality, the more likely it is to utilize and renew nature as a source of prosperity. For nature to become a source of social welfare, quality education is needed. Out-of-school education was created to meet the demands of society in the various natural conditions in which they live. Name the nature of agriculture, plantations, oceans, cities, mountains, and others. All of this can be programmed for out-of-school education to serve the educational needs of a community that can utilize nature for its welfare.

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The concept of lab site village as a vocational village according to Zulkarnain is closely related to the four pillars of education according to UNESCO, namely: "learning to know, learning to do, learning to be", and "learning to live together" [8]. Learning to know (learning to know) in the process is not just knowing what is meaningful but also knowing what is not useful for life. Education is also a process of learning to be able to do something (learning to do) so as to produce something more meaningful for one's life. Mastery of knowledge and skills is part of the process of becoming yourself (learning to be) [8]. Becoming yourself is defined as a process of understanding your needs and identity. Learn to behave in accordance with the norms and rules that apply in society, Learning to become a successful person is actually a process of achieving self-actualization. With the abilities that are possessed, as a result of the educational process, they can be used as provisions to be able to play a role in the environment where the individual is, and at the same time be able to position oneself according to their role. Understanding the role of oneself and others in a study group is a provision for socializing in society (learning to live together).

4. Conclusion

First, construction of field study learning with a social interaction approach for students as mentors for community empowerment programs This is to make it easier for student mentors to master and apply mentoring steps, especially the co-interaction technique approach interpersonal uniqueness and co-interaction social uniqueness carried out by students as practical mentors in field studies in order to achieve the expected output.

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Third, apply the student's duties as a mentor in carrying out practical assistance in field studies in several courses in the PLS FIP UM Department, especially in carrying out learning construction approaches to personal and social interaction with community leaders, religious leaders, traditional leaders, youth leaders, and groups and organizations in society.

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