

FIELD STUDY LEARNING CONSTRUCTION STUDENT SOCIAL COMMUNICATION INTERACTION APPROACH AS A MENTOR FOR VILLAGE COMMUNITY EMPOWERMENT LABSITE NONFORMAL EDUCATION

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Abstract: Social communication interactions are dynamic social relations that involve relationships between individual people, between human groups, and between individual people and human groups. Field study mentor students are students who are selected to assume the role of mentors in field study learning, providing learning assistance to other students / practitioners. The purpose of this study describes the construction of field study learning social interaction approach in students as mentors for community empowerment programs in Labsite Village Nonformal Education, Faculty Of Education. The conclusions are as follows: (1) Construction of field study learning social interaction approach for students as mentors of this community empowerment program to make it easier for mentor students to master and apply mentoring steps, especially interpersonal communication interaction techniques and social communication interaction approaches implemented by students as field study practicum mentors in order to achieve the expected output; (2) Students as mentors master the general concept and concept of field study assistance to individuals (community leaders, religious leaders, traditional leaders, and village officials), community groups and the community at large. Step by step and expected outputs during mentoring and specific explanations of aspects of communication with the community are one of the key success factors in field studies to the community.

Keywords: Learning construction, field study, social communication, mentor.

1. INTRODUCTION

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

Social communication interactions are dynamic social relations that involve relationships between individual people, between human groups, and between individual people and human groups. Social communication interactions between human groups occur between these groups as

a whole and usually do not concern the individuals of its members. Social communication interactions between human groups also occur in society. The 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. Social interaction will not be possible if man has a direct relationship with something that has absolutely no effect on his nervous system, as a result of that relationship.

The conditions for social interaction according to sociologists can be concluded as follows. First, the existence of social contact (*social contact*), social contact can take place in three forms, namely between individuals, between individuals with groups, between groups. In addition, a contact can also be direct (*face to face*) or indirect or secondary.

Education and learning are essentially conscious efforts of a lecturer to teach his students, or direct student interaction with other learning resources in order to achieve goals. Many factors cause the achievement or absence of learning objectives. Among these is how the learning is planned and implemented. The uninteresting learning process will make students bored, as a result students become lazy and not interested in the material 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 assistance students, especially the ability to approach interpersonal interaction, is needed to be a discussion partner and be part of student learning facilitation.

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

The importance of field study mentor students 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 are interested in the community empowerment process; (b) Information is easier to respond to when done persuasively; (c) other people's attitudes, responses and views to the message will vary individually; (d) The pattern of interaction relationships is more directed at the individual's point of view; (e) Community participation is essentially the emotional

involvement of individuals in cooperation; (f) Building a common view of the message starting with the individual; (g) interpersonal interactions and personal relationships as a facilitator bridge to influence and motivate someone to take action as expected; (h) In the cycle of mentoring activities, a facilitator requires acceptance through adaptability and using the influence of others to convey messages (Sumpeno, 2008).

Interpersonal interaction according to Mulyana (2007) is communication between people face-to-face that allows each participant to capture other people's reactions directly, both verbal and nonverbal. [1]. Interpersonal interaction within the scope of field study assistance in the community has a mutually supportive relationship, as Nugroho (2009) explains that the interpersonal interaction approach makes it easier for messages to be understood by individuals in a community through interpersonal interaction as well as the goals to be achieved by village facilitators.

Based on this, the importance of the research "Learning Construction Field Study Approach to Social Communication Interaction in Students as a Mentor for Community Empowerment Programs in Labsite Village Nonformal Education, Faculty Of Education, Universitas Negeri Malang ". The purpose of the study describes the construction of field study learning social interaction approach in students as mentors for community empowerment programs in Lua Education Labsite Village, Faculty of Education, State University of Malang.

2. METHODS.

Paying attention to the existence and reality of the village where the research is located, namely the case of social communities, where they see the unique and meaningful sides of the surrounding social environment in the community where they live and mix daily with the community, especially on the values of local wisdom carried out by the village community. Data collection techniques use: interviews, observations, and documentation studies.

Data sources are designated as informants based on purposive procedures. The informant interviewed is already determined by the researcher by using their social network (the first infoman) to refer to others who could potentially participate in giving information. Research informants as follows.

Tabel 1. Report Research

No	Informan	Information	Code
1.	Village head	1	Kdes
2.	Village Chief	1	KDus
3.	Public Figures	1	LA
4.	Mentor supervisor	1	D1
5.	Mentor supervisor	1	D2
6.	Student Mentor 1	1	M1
7.	Student Mentor 2	1	M2
8.	Student Mentor 3	1	M3
9.	Student Mentor 4	1	M4

Research Location, based on research characteristics to obtain data on local wisdom values that are still being carried out and maintained field study learning social communication interaction approach for students as mentors for community empowerment programs in Nonformal Education, Faculty Of Education, Universitas Negeri Malang namely Benjor Village, Tumpang District, Malang Regency, where students of the PLS Department of FIP UM Together with course lecturers always use Labsite village as project-based learning or field study.

3. Result

Field Study Learning Construction Social Interaction Approach Students as Mentors for the Village Community Empowerment Program Labsite Nonformal Education, Faculty Of Education, Universitas Negeri Malang.

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

“... The communicant "hear, see, respond, support and statement YES I will do" is an indication of effective communication in the community during the process of mentoring field studies in the community, it should be noted that: (a) People will listen well if you convey / or articulate the message you carry clearly, firmly and unambiguously; (b) People will be interested in seeing and paying attention to you in conveying messages if your appearance and speaking style are attractive; (c) People will respond well if your message is clear what they should do and what you will do; (d) People will support if your intentions and objectives during mentoring during socialization to the community are clear and the benefits that the accompanying students will provide are assessed to also provide benefits for them; and (e) People will move and act if they agree and have common perceptions and feel clear what needs to be done and can be done. Therefore effective communication in community empowerment is determined by: clear and non-multi-interpretation messages, attractive ways of delivery, clear expected responses, benefits of what they should do, and the same perception of what they will do..." (DM/W/7/07/2023)

The social interaction approach in the form of communication to community leaders as a key message conveyor, this is because social interaction in the form of student communication as a mentor in the Field Study Practicum contains a mission for change, equality and trust factors are important to note. If the intent and purpose are conveyed or articulated by the student himself with the student's language and with his style. It is possible that they accept because they are considered outsiders and knowledgeable people, but there are many possibilities that they refuse because they feel patronized. The way out is to hand over the "key messages" to the accepted community leaders to deliver them. This was also said by the Village Chief's informant as follows.

“... The crucial points of communication of Field Studies in the community include when conveying "aims and objectives and what will be done" "Our presence in this village is to conduct field studies. If a message like this is delivered directly during a meeting attended by people with various backgrounds, you will get a "stumbling block or fatal accident" because the community will comment "who is empowering me, what is great about you who are still students". Another case if the message was conveyed by a community leader they trusted so far "this student is doing Field Studies in the community as part of his coursework, during Field Studies. The substance of the message is the same but the way of delivery and language are different. To avoid communication problems, it is recommended "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 approaches to interpersonal communication interaction techniques and social communication interactions carried out by students as field study practicum mentors in order to achieve the expected output from the first time they arrive at the village / kelurahan until leaving the village / kelurahan.

In addition, students as mentors master the general concept and concept of field study assistance to individuals (community leaders, religious leaders, traditional leaders, and village officials), community groups and the community at large. Step by step and expected outputs during mentoring and specific explanations of aspects of communication with the community are one of the key success factors in field studies to the community.

The *labsite* here is translated as a center for learning, assessment and development of programs and community empowerment training activities. In addition, it is also intended for the development of community empowerment models that are in accordance with the potential, typology, problem needs and level of development of urban villages as a support for the development of an area.

Labsite as a laboratory site for study programs, which can be used as a place to learn, research, and serve students, through a learning by doing approach. Many learning activities that can be developed together include teaching, apprenticeship, research, mentoring and community empowerment activities. Through this labsite, students carry out practicums and internships that are integrated with the course, by applying various learning approaches such as *Problem Based Learning, Problem Possing, Project Based Learning, Collaborative Learning, Case Method, and Team-Based Project*.

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

Building and empowering communities involves social processes and actions in which people in a community organize themselves in making collective plans and actions to solve social problems or meet social needs according to their abilities and resources. The process does not arise automatically, but grows and develops based on the interaction of local communities with outsiders or social assistants who work based on creative encouragement and professional perspectives.

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4. Discussion

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According to Payne in Suharto (2005) the main principle of social companion is "*making the best of the client's resources*". This principle explains that social companions 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 companion approach is to find something good and help the community in utilizing the potential of natural and human resources. [2]

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 (protect); and (4) support (support) (Suharto. 2005).

Designing a model here emphasizes the effort to select and relate something to future interests and efforts to achieve it. What the future will be and how to achieve it is the result of predictions made based on the facts that exist now and the capabilities possessed today. The second definition is put forward 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) related to needs, goal setting, priorities, programs, and resource allocation, Steller (1983: 68). How it should be refers to the future. Planning the model here emphasizes the effort to fill the gap between the present state and the future state that is in accordance with what is aspired to, is to eliminate the distance between the present state and the desired future state.

Meanwhile, another definition of planning a learning model is formulated very shortly, namely: A way to make learning effective and efficient to anticipate and balance change, Robbins,

(1982: 128) [3]. In this definition there is an assumption that change always happens. Changes in this 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 learn do not experience shock as a result of unanticipated changes in learning. So the meaning of planning a learning model here is an effort to change learning activities so that learning runs by considering the variables of learning conditions through the help of certain methods to produce learning outputs that are effective, efficient and have an appeal to deepen what he has learned.

Nonformal Education can serve anyone of human character, from birth to death. Various human characters with all their uniqueness or nature, brought from birth or the influence of the natural environment or religion and culture. Basically, man needs education so that he can run his life and life. According to Schumaeker (1977) emphasizes that "man as the center of existential consciousness". [4]. Therefore, education must strive to increase awareness of human existence which is the main target in community development. Education outside of school is expected to be able to serve the center of consciousness of human existence with all its characters. The flexibility of the extramural education system is not limited to certain characters, but can meet the educational needs of various human characters.

Nonformal education is often "confused" with very broad education or very wide education. Although the "pun" seems to make us laugh, the fact is that extramural education is indeed prepared to serve the various characters of humans and society, and the character of their educational needs. If humans are in groups and called society, it will be easier for extramural education to serve the needs of their education. The implementation can be in the form of small groups or in large groups, can be adjusted to the situation and conditions of the educational needs of the community. No single education system can serve all the educational needs of the community, except extramural education. For this reason, in an effort to empower the community or meet the educational needs of the community, extramural education is able to answer it.

The existence of humans or communities in a certain region or place, cannot be separated from the influence of natural environmental factors. Humans interact with their natural environment, create a culture and develop according to the dynamics and qualities it has. The higher the dynamics and quality of humans living in the region, the tendency to make demands on

their environment. The existence of man in a natural environment, can be seen from the way he does or his treatment of nature.

The tendency occurs, humans who have low education tend to adjust to these natural conditions. Meanwhile, the higher the quality, it tends to utilize and renew nature as a source of welfare. In order for nature to be a source of people's welfare, it needs quality education. Nonformal Education was created, one of which is to meet the demands of society in the various natural conditions in which they are located. Call it the nature of agriculture, plantations, oceans, cities, mountains, and others. All of these can be programmed for extramural education to serve the educational needs of people who can utilize nature for their welfare. So that graduates of extramural education study programs must prepare graduates to make community education programs that are in accordance with natural and environmental conditions.

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The concept of labsite village as a vocational village according to Zulkarnain (215) 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*". Learning to *know* in the process is not only knowing what is meaningful but also at the same time knowing what is not beneficial to life. Education is also a learning process to be able to do something (*learning to do*) so as to produce something more meaningful for his life. Mastery of knowledge and skills is part of the process of becoming yourself (*learning to be*)[5]. Being yourself is defined as a process of understanding your needs and identity. Learning to behave in accordance with the norms and rules

that apply in society, learning to be a successful person, is actually a process of achieving self-actualization. With the abilities possessed, as a result of the educational process, it can be used as a provision to be able to play a role in the environment in which the individual is, and at the same time able to place themselves in accordance with their role. Understanding the role of self and others in the study group is a provision in socializing in the community (*learning to live together*).

5. Conclusion

First, the construction of field study learning social interaction approach for students as mentors for this community empowerment program to make it easier for mentor students to master and apply mentoring steps, especially the approach to interpersonal communication interaction techniques and social communication interactions implemented by students as field study practicum mentors in order to achieve the expected output.

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Third, applying the duties of students as mentors in carrying out field study practicum assistance in several courses of the Nonformal Education, Faculty Of Education, Universitas Negeri Malang, especially in carrying out learning construction of personal and social interaction approaches to community leaders, religious leaders, traditional leaders, youth leaders, and groups, and organizations that exist in the community.

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