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E-PKBM Training for Tutors for Equal Learning

Yl Sukestiyarno*, RR. Sri Ratna Rahayu, Hendra Dedi Kriswanto

Universitas Negeri Semarang, Indonesia

*Corresponding author: sukestiyarno@mail.unnes.ac.id

Abstract

Education is considered very important in increasing human cognitive, affective and psychomotor potential. However, there are still many people who do not have access to education, especially in Pemalang Regency. This happens because the community's economic condition is still weak, educational service facilities are minimal and geographical conditions are very far apart even though the Government has implemented 12 years of compulsory education. There is data on access to education through equality education for 4,277 students with only 54 tutors, so it is still very lacking. This has an impact on the low quality of learning outcomes. The aim of community service is to provide training or assistance to tutors in Pemalang Regency in implementing E-PKBM as distance learning for equality education. The methods used are lectures, discussions and training or mentoring. The data obtained was processed descriptively. The results of this training activity show that the tutor has gained an understanding of the role of E-PKBM in the learning process and the tutor has understood how to use existing E-PKBM features to make learning easier. The conclusion from this activity is that tutors can create distance learning by utilizing E-PKBM.

Keywords: E-PKBM, Training, Equitable Learning

INTRODUCTION

The Community Learning Activity Center (PKBM) is a non-formal educational institution formed from, by and for the community which is oriented towards empowering local potential to improve community knowledge, skills and attitudes in the economic, social and cultural fields (Yuliartati & Firdaus, 2022 ; Zulkarnain & Apelia, 2022) . The existence of PKBM in the community is expected to be a means of empowering existing potentials so that the development process can be achieved (Filiana & Agus, 2022) . PKBM is a solution for resource empowerment in the community which is implemented through learning so that the output produced from these learning activities can improve *soft skills* and *hard skills* (Dewi & Meilya, 2022 ; Yunengsih et al., 2022 ; Purwanti et al., 2022) . The presence of PKBM is expected to be able to foster a learning society so that in the end it will increase independence, educational empowerment and innovation in seeking new information in order to improve their lives (Razi, 2022 ; Fismanelly et al., 2022 ; Hasibuan et al., 2022) . One of the areas that has PKBM is Pemalang Regency.

This PKBM is a center for learning activities with no age limit for continuing to learn. The programs organized by PKBM in Pemalang Regency are very diverse and unlimited, but they must be in accordance with the conditions, potential and needs of the community where the PKBM is located or are said to be relevant and the programs are meaningful and useful. The programs developed by PKBM in Pemalang Regency are 1) equality program (Sihombing et al., 2023 ; Filiana & Agus, 2022) ; 2) functional literacy program (Suratno et al., 2022 ; Razaqi et al., 2022 ; Rosidah et al., 2022) ; 3) early childhood development (Abidin et al., 2022 ; Ahmad et al., 2022 ; Purwaningsih & Syamsudin, 2022) ; 4) business study group (Juniar & Darmawan, 2022 ; Alike et al., 2022) ; 5) development of an internship program at MBKM (Sihombing et al., 2023 ; Sunaiyah, 2022) ; and 6) skills courses (Nariyah & Shomedran, 2022) .

Learning at PKBM is carried out in the afternoon every Saturday and Sunday offline. The

implementation takes place in a place such as the village hall and others. However, the participation of learning residents in Pemalang Regency is still not optimal. This is because people learn to focus on working to earn income rather than thinking about their education level. Another obstacle faced by Pemalang Regency is the limited number of tutors or teachers. The number of PKBM in Pemalang Regency is 15 PKBM with a total of 4,277 students while the number of tutors is 54 (Dapodik, 2023) . This is still very worrying because the number of students is not comparable to the number of tutors. Another problem is the geographical factor, namely mountainous areas, which makes access to education to PKBM difficult for all students to reach, apart from that, the internet network in mountainous areas is also difficult to reach.

Semarang State University as a partner of Pemalang Regency has created a complete *digital learning platform* called E-PKBM. E-PKBM is a forum for people who can learn anywhere and can be used at any time through digital learning so that access to PKBM which is difficult to reach can be overcome. E-PKBM is equipped with modules packaged according to the learning process in PKBM in Pemalang Regency. Several pieces of E-PKBM images can be seen through the pictures.



Figure 1. Initial display of E-PKBM

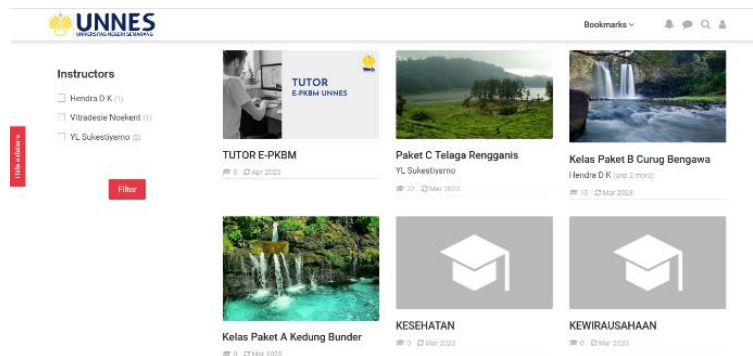


Figure 2. Display of E-PKBM courses

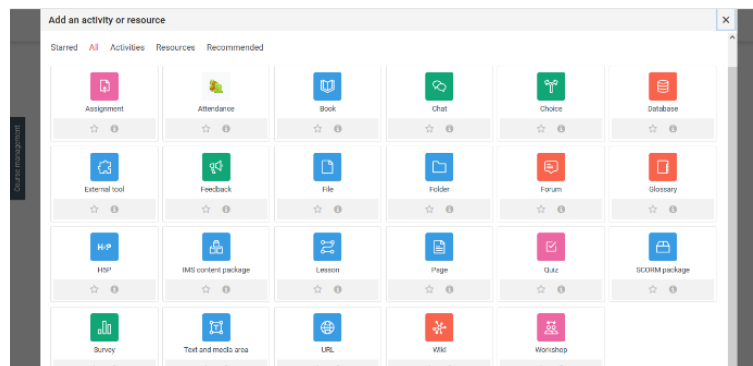


Figure 3. Display of E-PKBM features

The importance of the availability of E-PKBM in the learning process in PKBM is very important

considering the digital literacy that has become widespread by the Government and the development of the era which uses digital. The use of E-PKBM is not just about helping the Pemalang Regency Government, but development activities for its use have been designed to facilitate students in participating in the learning process at PKBM without being hampered by access to PKBM. The tutor becomes the main actor in the learning process by utilizing E-PKBM. The importance of E-PKBM is as a concrete medium or forum for learning at PKBM which uses digital learning so that it can be used easily by tutors in the learning process at PKBM. The use of E-PKBM, apart from having modules that can be studied independently, also functions to provide assignments to students who take part in PKBM. Tutors can provide materials or assignments via E-PKBM so that students do not need to come all the way from where they live to PKBM.

The aim of this Community Service activity is to provide training or assistance to tutors in implementing E-PKBM as distance learning for equality education in Pemalang Regency.

METHODS

The community service method regarding E-PKBM training for tutors can be carried out in the following steps: 1) identifying needs, the first step is identifying the need for E-PKBM training for tutors. This can be done by conducting surveys or interviews with tutors at PKBM to find out the extent of their understanding of digital learning and what obstacles they face in the process of implementing it in learning ; 2) training design, after needs have been identified the next step is to design E-PKBM training that suits teacher needs. Training can include introducing the E-PKBM concept, using the E-PKBM platform, utilizing E-PKBM features, creating interactive learning materials, and learning evaluation. The next stage is to prepare the training module and coordinate the timing of the training with partners; 3) implementation of training, training can be carried out online *and* offline *depending* on the conditions and preferences of the participants. In this activity, training was carried out in Pemalang Regency; 4) Evaluation, after the training has been completed, an evaluation is carried out to determine the effectiveness of the training and whether the tutor's needs are met. Evaluation can be done through questionnaires or interviews with training participants; 5) Follow-up, after training it is important to carry out follow-up with participants to ensure that they can implement E-PKBM well in the learning that will be carried out.

RESULTS AND DISCUSSION

E-PKBM training activities for tutors is a program that aims to improve tutors' abilities in using E-PKBM in the learning process. This activity is carried out by providing training and assistance to PKBM tutors in developing and implementing E-PKBM in the classroom during the learning process. E-PKBM training activities for tutors were carried out according to the planned schedule that had been prepared with the attendance of 50 tutors as training participants. The main materials explained in the E-PKBM training are as follows: 1) method of registering or *logging in* to E-PKBM; 2) create new subjects and subject settings; 3) managing subjects; 4) organize participants into subjects; 5) fill subject content with various types of material; 6) managing forums and *chats* ; 7) create assignment activities for both individuals and groups; 8) managing question banks; 9) create a questionnaire; and 10) managing values. This activity can be seen in Figure.



Figure 4. Providing E-PKBM material



Figure 5. Providing advanced E-PKBM material

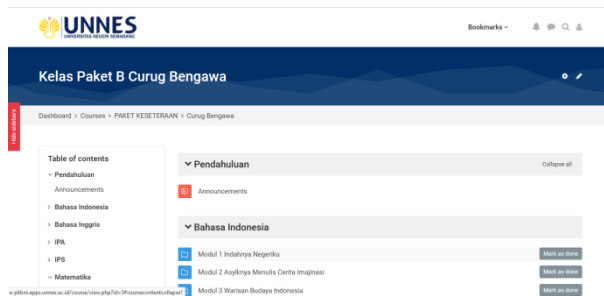


Figure 6. Collection of E-PKBM material content

The results of E-PKBM training for tutors can be seen from several aspects, including: 1) increasing tutors' ability to use E-PKBM in the learning process. As a result of this training, tutors will have knowledge and skills in using various features in E-PKBM; 2) improving the quality of learning, using E-PKBM teachers can make learning material more interesting, fun and interactive so that it can increase learning interest and independence of learning participants. E-PKBM also allows tutors to provide direct feedback to learning participants so that they can improve and improve the quality of learning; and 3) increasing the efficiency and effectiveness of learning, the use of E-PKBM can enable tutors to save time and costs in providing materials for the learning process. E-PKBM also allows learning participants to enable students to learn independently and flexibly so as to increase learning effectiveness .

E-PKBM training for tutors in Pemalang Regency is carried out in a series of community service activities. During the implementation of the E-PKBM training there were obstacles, the obstacles to the E-

PKBM training were as follows: 1) the training implementation time was too short so the results were not optimal. The service team overcame this by presenting training materials and additional meetings online *with* the help of *zoom meetings* which were held several times; 2) tutors who have other activities that collide with this E-PKBM training activity. To overcome this, the service team had to choose a time so that the tutors could take part in the E-PKBM training, however the service team has overcome this problem by inviting representatives from PKBM-PKBM in Pemalang Regency so that later they will pass on their knowledge to fellow friends in the same PKBM; 3) the tutor's initial knowledge about E-PKBM is still low so the service team must explain from the start slowly and practice directly. The service team overcomes this by asking participants who can and understand to help other participants so that all material can be delivered efficiently and all participants understand it; 4) there are PKBMs that cannot be reached by the internet. The service team overcame this by purchasing modems to support internet coverage that could not be reached and creating mini classes in each area where one of the village apparatus was used as a place for the teaching and learning process.

CONCLUSION

Based on the implementation of community service activities with a community partnership program scheme that has been carried out in Pemalang Regency, it can be concluded that the E-PKBM training has opened the tutors' horizons to know and understand the existence of E-PKBM, including the advantages and disadvantages of E-PKBM. This training is able to help improve tutors' skills in using E-PKBM including skills in using E-PKBM by acting as administrators, tutors and students. This training opened participants' insight into the importance of using the internet in the learning process, especially E-PKBM. To enrich the learning experience and improve the quality of learning, *online* learning can be done by utilizing various features in E-PKBM .

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