

Implementation of Digital Literature Training on Equality Tutor

Ihwan Ridwan*, Nur Ida

Universitas Muhammadiyah Parepare, Indonesia
*Email: ihwanridwan891.ir@gmail.com

Submitted: 2021-08-12. Revised: 2021-10-06. Accepted: 2022-01-20

Abstract. Digital literacy training is a human desire both in the pandemic era and in the new normal era because today's society is faced with a period of industrial revolution, therefore, it is necessary to have innovations carried out by PKBM so that the goals are successful. The goals of this research were to: 1) identify the implementation of digital literacy training at PKBM Sipatuwo Deceng, Parepare City and 2) identify whether the implementation of digital literacy training for equivalence tutors is effective?, the approach and type of research used was a quantitative approach with a statistical evaluation research type, the research location was at the Sipatuwo community learning center in Parepare City, the research period started from September to December 2020, the data analysis used was descriptive statistics and applied the T test with the pired sample T test analysis. The results of the study proved that the application of digital literacy training used 2 methods, namely online and offline. For online learning, the learning module was Google Classroom and for offline, operating Ms. Offices. Digital literacy training run effectively by using the Kirkpatrick evaluation model to see the effectiveness of the digital literacy training program, namely at the reaction level, training participants were satisfied, learning levels, training participants have increased understanding. At the behavior level, training participants had better behavior changes, and made the level of result of the training participants felt the good effects from digital literacy training.

Key words: digital literacy, equality, evaluation model, kirkpatrick

How to Cite: Ridwan, I., & Ida, N. (2022). Implementation of Digital Literature Training on Equality Tutor. *Journal of Nonformal Education*, 8(1), 113-121.

DOI: <http://dx.doi.org/10.15294/jne.v8i1.31592>

INTRODUCTION

Education should be a responsibility in the development of the nation and state. In developed countries, education is an important concern in making the nation's generation. The quality of education can be observed by human resources born by educational institutions. Educational outcomes in Indonesia cannot compete with developing countries in Asia. Therefore, learning in Indonesia was born into a national education trinity based on the national education system law number 20 of 2003 that the education system path is separated into 3 (three) namely: 1) formal education, 2) non-formal education, and 3) informal education.

The formal education system has been known by the general public because the learning path that is often taken by the Indonesian people is the formal path. But for non-formal and informal education channels are still little known by the public. Non-formal education can be a real servant for the community. Non-formal education in addition to making it easier to get access to education also provides convenience in costs (Wahyuningtyas: 2019). It is no longer an addition, accessory, and substitute, but must be a pioneer in minimizing the dropout rate and a breakthrough in continuing the ideals of the constitution, namely educating every nation.

Factors that influence people to choose non-formal education paths are due to economic (poor) geographic (access to education) and social factors (unemployment or former prisoners) (Hermawan, 2012). The presence of non-formal education in the midst of society is very capable of empowering both from an economic, social, and psychological point of view who are unable to compete with students who take the formal path.

Non-formal education during the industrial revolution must be able to cooperate with other disciplines so that it does not only produce graduates who have certificates but are able to have exclusive competencies such as their attention and needs. Therefore, with the abilities possessed, students are able to adapt in any situation in solving the problems they face (Rueankam & Khemthong: 2009). To achieve this goal, it is necessary to have teacher competencies that match the wishes of the current era. The competence of teachers in carrying out their duties to teach by having the skills to operate a computer that is integrated with Android makes it easier to share data with learning residents. Educational design basically contains three things, namely to improve learning that can lead to the development of skills, insights, and emotions (Dukakis, Valkanaset & Brinia: 2013).

Through the vocational breakthrough program, students are expected to be able to adapt and behave positively in order to act effectively in the world of

work (Tohanim Prasetyo, Suharta: 2019), package C students are equipped with special skills so that they can be used in the business world and the industrial world. With skills, it becomes an investment for oneself to be ready to work (Taute: 2007). Thus, to achieve competent learning outcomes, they must pay attention to the objectives of learning activities, learning programs that are able to increase competence, training resources, curriculum structure and social context that can influence learning motivation (Ernawati, 2014) (Ali, et al: 2020).

The vocational program that is required by every provider of equivalence education package C aims to make graduates competent in the aspects of knowledge, social and skills (Kaniarti and Kusmayadi, 2013). An equality program which is an out-of-school route but whose competence is equivalent to formal education (Sutisna: 2016). Skills should also be interrelated with other competencies so that they can empower (Kirchhoff & Keller: 2021) so that it is expected that students are not only able to work in the business world but are able to master the competencies of social entrepreneurship so that they can compete in the business world by mastering three competencies, namely; 1) have social sensitivity for economic improvement, 2) have an attractiveness in innovation, and 3) earn income to meet the needs of life (Valdés-Medina & Saavedra-García: 2019). Therefore, students are able to create jobs for the community around the environment and able to reduce unemployment. By including the three basic competencies of students, the industry will consider being recruited in the company. Therefore, the curriculum that must be included in vocational learning package C is in accordance with industry demand (Gordon and Robert. 2009).

Digital literacy training carried out to hone the ability of equivalence tutors considered to be able to accommodate the needs of students because digital literacy is considered capable of encouraging and improving the ability of tutors in transferring knowledge (Setyaningsih, et al: 2019) so that technology in education has an important role in learning and also affects professionalism as an educator (Erdemir, Eksi: 2019, Soleymani, Mojiri, Zadeh: 2017). Seeing that digital literacy in the era of the industrial revolution is very much needed for the world of work, so that digital literacy training is focused on being able to master learning applications (Cordell: 2013). Literacy in the current era is interpreted more broadly, no longer limited to the ability to read, write and count but the ability of students to receive and share information. Digital literacy skills will not be optimal if there is no awareness in using them (Prasetyo, Suryono, Gupta: 2021). Eventually, information technology is the main capital in development

(Paryanti et al, 2020). Digital literacy is not just the ability to use new technology or use new devices. But more than that, digital literacy must adapt itself so that it is able to follow the flow of technology both now and in the future (Jordana and Suwanto, 2017).

The organizers of the equality program in Parepare City were 7 (seven) institutions, 6 Community Learning Activity Centers (PKBM), namely: 1) PKBM Sipatuwo Deceng, 2) PKBM Lemoe, 3) PKBM Insani, 4) Lapadde, 5) Sibawange, and 6) Al-Hidayah, and 1 Learning Activity Center (SKB) Parepare City. The organizers of the equality program recruit students of various ages and professions. The domicile of students was not only in the City of Parepare but also in other cities/districts scattered throughout the country. Distance education is the right approach to use in today's era (Nahdi & Jati Sunda: 2020) Therefore, problems arose in learning because there was no face-to-face and fictitious programs occurred. Face-to-face barriers in the learning process were another problem, because tutors who taught were still constrained in utilizing learning media, the learning media used should use modern technology media such as LCD, Laptop, Android, and software that could support the learning process. The problem with using technology media was not only because tutors were not able to use technology but also there were students who did not understand using technology media as a learning resource.

Digital literacy training for tutors will be very helpful for PKBM managers and the Education Office because it reduces and helps tutor competency improvement programs. Because during the pandemic the online learning transition is accelerated to help the learning process continue (Gentles & Heynes-Brown: 2021). The competency of package C equivalence tutors in Parepare City is still very minimal because the learning media used are conventional media, although an online learning website has been provided from the ministry of education, but very few non-formal education providers implement it. Digital literacy training is considered capable of answering the problems faced by non-formal education providers because society really needs knowledge transformation globally. Virtual, and digital (De la Hoze et al: 2021), with digital literacy training, tutors can transform knowledge and skills to students, in addition, tutor competencies can increase.

The learning citizens who were the members of the package C equivalence study group were 20-30 years old on average, meaning that these students were included in the millennial group. The ability of students to operate digital components was still very possible, both learning through android and through laptops or computers. Learning transformation was still quite easy because students have almost the same

abilities and knowledge. Vocational programs using digital literacy training were considered appropriate and according to the demands of the times. The literacy training provided was in the form of an introduction to computer devices by using a pedagogic approach in learning (Rydberg & George: 2010).

Digital literacy training activities are carried out to provide skills to tutors, the curriculum structure in digital literacy training refers to the guidelines that have been prepared by the instructor (Umami: 2018), but the obstacle is that there are still many tutors who do not try to be creative and improvise in developing digital literacy skills. In order for the equality program to keep up with the times, equality education providers must follow the guidelines set by the central government. Transformation of knowledge in following learning so that they have knowledge such as formal education has become a rule from the central government, but in implementation in the world of work students are not able to compete with graduates of formal education.

This is a challenge for equality education providers. Digital literacy not only provides skills to operate computers but more than that, students must also develop knowledge independently so that they are more innovative and creative (Akbar and Anggaraeni, 2017).

Problems encountered by partners could be described based on situation analysis. The following problems were faced by several non-formal educational institutions in the City of Parepare, namely: 1) Lack of understanding of the use of Microsoft Office, 2) Equality tutors did not understand the use of Microsoft PowerPoint for presentations, made performance reports so that the learning process was less informative because they were still implementing learning media conventional ones such as blackboards and markers, did not understand the use of online learning, and 4) equivalence tutors had not implemented online learning media so that students who live far from the organizer's location would find it difficult to get learning materials, the impact would be very fatal because it would affect student graduation and competence in learning for students would not be achieved.

METHOD

The approach and type of this research was using a quantitative approach with the type of evaluation statistical research. According to Sri Kantun, (2017) that evaluative research is a research activity to see the success of a program that has been carried out with the intention of seeing the success and extent of the program's achievements. So the researchers used Kirkpatrick's 4-level theory to see the effectiveness of

the digital literacy training program, namely: the reaction level was related to the equivalence tutor's satisfaction with digital literacy training, the learning level was related to the understanding of the equivalence tutor before and after attending the training, the behavior level was related to changes in the equivalence tutor's behavior before and after attending the training and the level of results related to the impact of digital literacy training, the research was conducted at the Sipatuwo Deceng Community Learning Activity Center Jl. Captain H. Lanca Parepare City, the research was carried out for 4 (four) months, starting from September 2020 - December 2020. The source of data in this study were equivalence tutors who participated in digital literacy training as many as 21 people. Data collection techniques used were 1) Observation, 2) Questionnaire, and 3) Test. The data analysis used in this research was descriptive quantitative and to see the test results, the researcher used the paired sample t-test because the test sample was dual, namely pre-test and post-test

RESULT AND DISCUSSION

The digital literacy training program for equivalence tutors at PKBM Sipatuwo Deceng certainly could not be separated from conditions that required online activities, including the learning aspect. The implementation of learning in the equality program often experiences obstacles due to the activities of students who have other professions so it was very difficult to take the time to attend the learning process, but the manager of PKBM Sipatuwo Deceng was not desperate to make the learning process more effective, especially in the midst of a pandemic, by conducting digital literacy training that in collaboration with the University of Muhammadiyah Parepare could have a positive impact on the participation of students in following the learning process. In the results of this study, researchers measured the effectiveness of digital literacy training using the Kirkpatrick 4-level evaluation model, as for the description of the 4 Kirkpatrick levels which became a reference in measuring the effectiveness of digital literacy training followed by the equality tutor at PKBM Sipatuwo Deceng Parepare City, namely as follows:

A. Reaction Level

At the reaction level, this related to participant satisfaction in participating in digital literacy training based on cumulative experience based on service by providing technology-based service quality (Beneke, et al: 2012 & Orel, Kara: 2014), the satisfaction was related to, 1) activity schedules, 2) learning facilities and infrastructure, 3) competitive instructor competencies, and 4) training materials.

This aspect would be described based on the results of the distribution of the questionnaire given to 21 equivalence tutors who participated in digital literacy training.

1) Activity Schedule

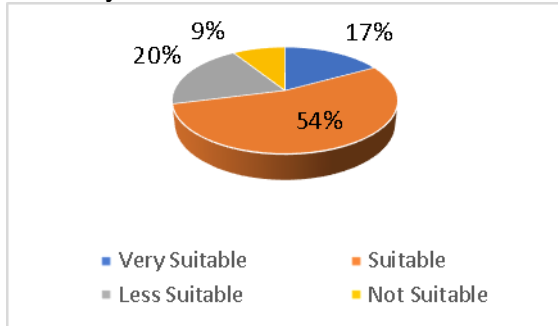


Figure 1. Participant Satisfaction to the Schedule of Activities

The schedule of activities prepared by the manager was closely related to the advice of the instructor, so that some of the training participants found it difficult to adjust the schedule of activities to their daily activities. However, most of the training participants were satisfied with the schedule of activities that had been set because only a few materials did not match the schedule agreed with the participants.

2) Learning Facilities and Infrastructure

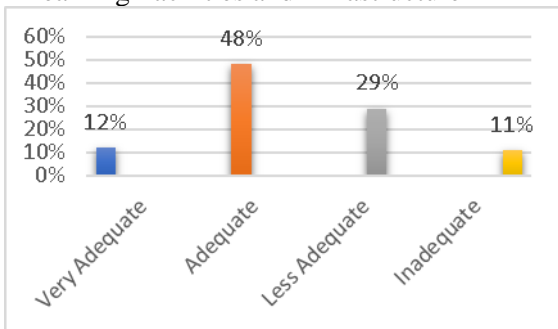


Figure 2. Participant Satisfaction to Learning Facilities and Infrastructure

The learning facilities and infrastructure during the training were adequate. Although some participants only used their respective Androids, the class atmosphere was quite comfortable because it was equipped with air conditioning. In addition, other facilities that supported the learning process were the internet network (Wifi Indihome) provided by PKBM Sipatuwi Deceng. Wifi facilities were very important because the training process carried out using a Hybrid learning system so that when equivalence tutors were teaching they were already familiar with online learning. The result is an increase in the cost of PKBM sipatuwoudeceng to support online learning by providing adequate tools and infrastructure to achieve your teaching objective.

3) Instructor Competence

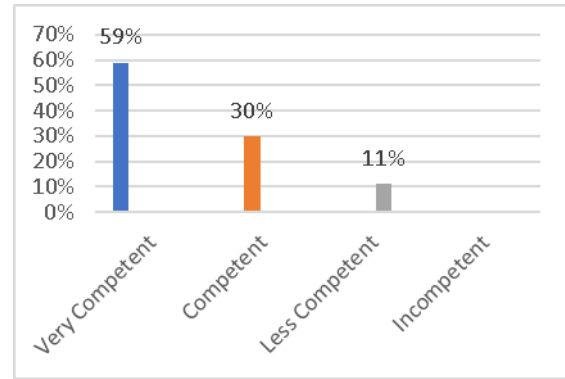


Figure 3. Participant Satisfaction to Instructor

Instructors were not only competent in the aspect of knowledge but were also able to see the abilities of students so that they could easily absorb the information provided by the instructor (Li: 2012) who brought digital literacy training were academics from the Muhammadiyah University of Parepare, so that their knowledge of Hybrid learning, the instructors used consider the ability to interact by looking at the diversity of students (Sólyom: 2014), instructors facilitate students in carrying out the learning process both online and offline. The right method to use is to focus on the learning development of students and not to focus on tutors (Amador-Salinas, Rivera, et al: 2020).

4) Training Material

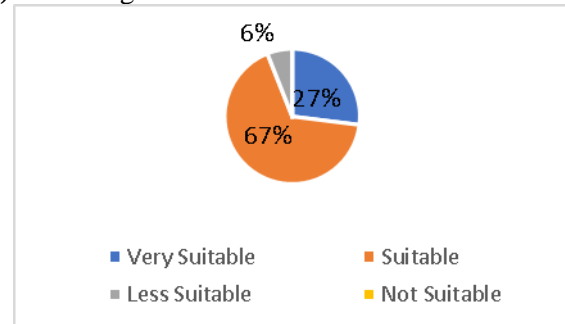


Figure 4. Participant Satisfaction to Training Materials

Digital literacy training materials were made based on the needs of the participants. In online training materials, trainees were taught how to create classes through google classroom, access youtube content containing learning materials, besides participants were also taught how to create an account on SeTARA Daring which was an e-learning provided by the Ministry of Education and Culture. In addition to the online learning provided, offline digital literacy was also provided, namely using Ms. Office, especially in making power points that were interesting and fun. The training materials provided with two methods were certainly very interesting and help the trainees in teaching both online and offline. Especially in the pandemic era, it is very good to use an online learning system.

B. Learning Level

At this level, the researcher presented data on the test results of the trainees before and after the digital literacy training, along with the results of the digital literacy training pre-test:

Table 1. Pre-Test and Post-Test Results of Digital Literacy Training Participants

	Mean	N	Std. Deviasi	Std. Error Mean
Pair 1 PreTest	20.3810	21	2.22432	.48539
PostTest	26.7619	21	2.46789	.53854

Source: Test Results of SPSS 25

Based on the results of SPSS 25 data processing with the number of respondents as many as 21 people, it was found that the average pre-test result was 20.3810 while the average post-test value was 26.7619. Thus, it was proven that the results of the pre-test were smaller than the results of the post-test, this was due to several factors, namely: 1) the learning motivation of the trainees was high because online learning was very much needed in the pandemic era. In addition, the skills of the trainees increased in the aspect of using Ms. Office, 2) Participants' satisfaction to the implementation also affected digital literacy training so that the post-test results have a significant increase. To see the Pired T-Test analysis, it could be described as follows:

Table 2. The Test Results of Pired Sampel T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-6.38095	2.47944	.54106	-7.50958	-5.25233	-11.793	20	.000

Source: The Test Results of SPSS 25

Pired test sample t-test was used to see the significance of digital literacy training at PKBM Sipatuwo Deceng, to see the significance then used: $H_0 =$ There was no significant difference between pre-test and post-test on digital literacy training at PKBM Sipatuwo Deceng, $H_a =$ There was significant difference between pre-test and post-test on digital literacy training at PKBM Sipatuwo Deceng.

Based on the results of SPSS processing, it could be seen that the significance of the pired test sample t-test was $0.000 < 0.05$, thus the researcher referred to the theory of the pired sample t-test manual, namely: 1) If the value of sig. (2-tiled) < 0.05 , then H_0 was rejected and H_a was accepted and 2) Conversely, if the value of sig. (2tiled) > 0.05 , then H_a was rejected and H_0 was accepted. Thus, it could be said that the average pre-test and post-test results in the digital literacy training program at PKBM Sipatuwi Deeceng were effective. In addition, the researchers also found the t-test result of -11,793

which mean the post-test average value was greater than the pre-test average value.

C. Behavior Level

The behavior was quite difficult to describe because it required a deeper analysis to find out changes in the behavior of the trainees. The researcher used closed observation as the main instrument so that the findings at the behavior level were more accurate.

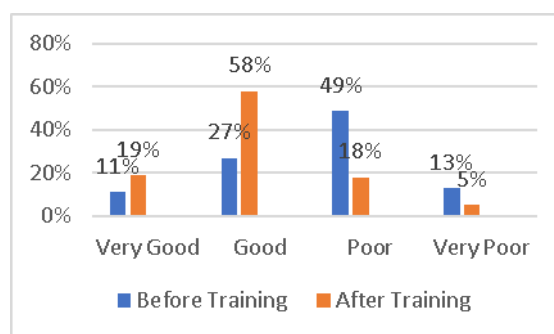


Figure 5. Behavior Changes Before and After Training

Changes in behavior in digital literacy training participants cannot be separated from the motivation given by the instructor, in the analysis of student behavior, it was found that the training model implemented gave satisfaction to students (Shahjehan, Af-sar, & Shah: 2019), so it was found that there were 3 aspects the behavior obtained, namely: 1) the intensity of conducting meetings with equivalence students online via google form, 2) the spirit of making power points before learning is carried out, and 3) discipline in carrying out learning.

The ability of the trainees before and after the training had a significant change, it could be concluded that the implementation of the digital literacy training program at PKBM Sipatuwo Deceng could provide positive behavioral changes. In addition, a fairly visible change in behavior was the ability of the equivalence tutor to operate the google classroom in an attractive manner so that students were more active in participating in the learning process in the pandemic era.

D. Result Level

There were 3 aspects obtained from the level of results, namely: 1) increasing knowledge about online learning, 2) increasing skills in operating Ms. Office, and 3) Increasing equivalence students' participation in participating in the learning process. These three aspects were obtained from the results of quantitative descriptive analysis which were presented in graphical form.

- 1) Increasing knowledge about online learning

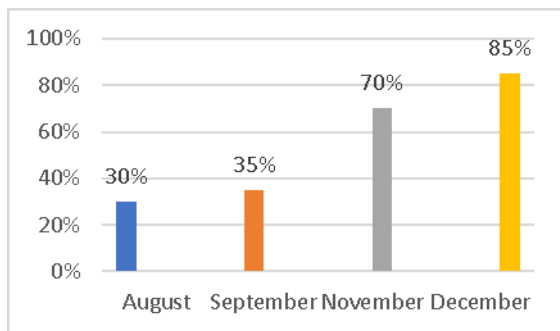


Figure 6. The description of participants' knowledge each month based on exam results

The increasement in knowledge at the result level had the same data as the Learning level, but what made the difference was the instrument used. So to strengthen the findings from the tests that have been carried out, the researchers distributed questionnaires. The results of the questionnaire analysis were then analyzed using quantitative descriptive analysis.

In Figure 6, it could be seen that the training participants experienced an increasement during the activities. Although the training activities were carried out for 3 weeks, the researchers had distributed questionnaires about the understanding of the training participants regarding online learning. It was found that from August only 30% of students were able to know about online learning, in September only 35%, and in September the second week of the digital literacy training program was carried out, so there was an increasement of 5% from August. In November the first week, at the end of the program, the understanding of the training participants about online learning had experienced a significant increasement of 70%, meaning that there was an increasement of 35% from September, and in December after the digital literacy training ended. The understanding of the trainees about online learning was 85%, had an increasement of 15% from November.

2) Improving skills in operating Ms. Office

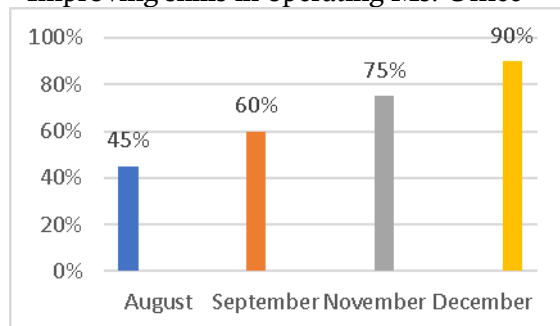


Figure 7. The Description of the participant's skill improvement

The skills of digital literacy training participants in operating laptops/computers were still very minimal, at least the trainees who could operate Ms. Office was still below 50%. This was a challenge for the organ-

izers of the digital literacy training program to make the right formulation so that participants were able to operate MS. Offices. The formulations made by the organizers were to make schedules, materials, and learning methods according to the needs and situations of the trainees. This could be seen from the results of the graph that every month there was a significant increasement until at the end of the training where the increasement was up to 90%.

3) Increasing equivalence students' participation in participating in the learning process

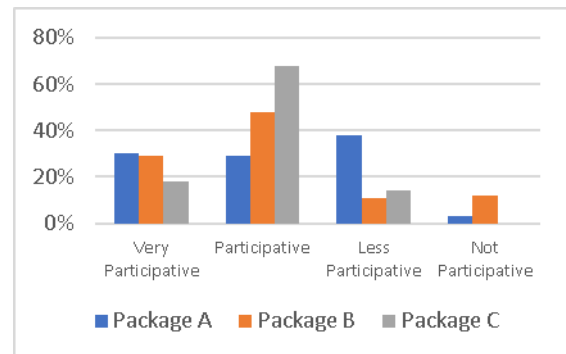


Figure 8. Student Learning Participation

Student learning participation was the impact of digital literacy training activities, because with the tutor's ability to carry out online learning, students could participate. It should be noted that the level of student participation differs based on their level, for students in package A consisting of 16 students, it was certainly easier to follow the learning process, for package B, there were 81 students, and for package C, there were 391 students. Students who were members of PKBM Sipatuwo Deceng have different domiciles so it was very feasible to do online learning.

Digital literacy was one of the main literacy pillars of the six basic literacys set, digital literacy was also a community need in the industrial revolution era (Sintiawati, 2020). Digital literacy training at PKBM Sipatuwo Deceng was held by involving universities as resource persons because partnerships built with partnerships would be much more effective and interactive. Cooperation built by the government and universities in institutional development served to intervene in various types of activities to develop programs (Alhempi & Harianto, 2013).

There were supporting factors and inhibiting factors for the digital literacy training program. The supporting factors for the digital literacy training program at PKBM Sipatuwo Deceng, Parepare City were activities that run effectively:

- 1) The digital literacy program could run effectively because it was supported by adequate facilities and infrastructure.

- 2) A pandemic situation that required non-formal education unit providers to train their tutors to master online learning.
- 3) Competence of competent instructors because program organizers collaborated with academics with master qualifications (S2) to train tutors in digital literacy training.

Inhibiting factors for the digital literacy training program at PKBM Sipatuwo Deceng, Parepare City:

- 1) The learning motivation of digital literacy training participants was still low before participating in the training, so to motivate tutors required a special approach.
- 2) The ability to operate a laptop/computer was still lack so that the implementation of the digital literacy training program took a long time.

The supporting and inhibiting factors described above were the results of the researcher's analysis to see two sides so that they could become recommendations for the organizers of digital literacy training programs. The digital literacy training program which was a community need in the era of the industrial revolution 4.0 also really needed to be given to equality tutors so that they could adapt to the times.

The Community Learning Activity Center which is one of the non-formal education units must take part in community development so that PKBM is not only an organizer of programs funded by the government but also an innovation project that requires implementation so that the awareness phase of the community is reached (Angélica: 2011). In addition, it becomes a forum for the transformation of knowledge and skills for the community. PKBM Sipatuwo Deceng has a strategic role in supporting the ideals of the City of Parepare, namely to become a city of education. The city of Parepare which has these aspirations builds partnerships with educational institutions, not only formal educational institutions, but also non-formal educational institutions. To build the existence of PKBM in the era of the industrial revolution, it must take advantage of information systems and technology by participating in social media (Pamungkas, A.H et al, 2018).

PKBM as a learning platform for the community must have many functions, including meeting the needs of the community (Raharjo, 2016). The paradigm of the community as an object to be given additional knowledge and skills should be changed into the community as a subject to solve the problems faced. PKBM acted as a facilitator institution to solve the problems faced. New problems arose regarding the use of digital literacy, namely: 1) the community was not ready to accept new knowledge about digital literacy, 2) economic problems were the main obstacle to get access to technology facilities, and 3) non-formal institutions such as PKBM were less ready to

provide services in the digital literacy aspect. The ability of the community to access social media and learning content was certainly different, especially people who joined the non-formal education environment, people who have a variety of ages were certainly a challenge for PKBM to facilitate them so that the information provided reached and could be understood. Therefore, the right strategy was needed so that the community actively participated in the development of PKBM because the indicator of PKBM progress was when the community already feels ownership by involving themselves from planning, establishment, implementation to the development stage (Hermawan, 2016).

CONCLUSION

Digital literacy training provided many benefits for equivalence tutors because the understanding and skills of trainees could increase, along with the explanation of the conclusions from the research results:

The implementation of the digital literacy training program was effective by implementing hybrid learning, namely in the application of online learning by utilizing google classroom, the trainees were enthusiastic about participating in the activities organized by PKBM Sipatuwo Deceng and for offline learning, the trainees were very enthusiastic in participating in the training to operate Microsoft Office.

The digital literacy training was effective, it could be seen from the evaluation results before and after the training using the Kirkpatrick evaluation model, namely the reaction level, the trainees were satisfied with the digital literacy training. The level of learning, participants' understanding increased before and after attending the training. The level of behavior, the intensity of meetings with students, the enthusiasm of the trainees to make material on the power point and the discipline of the trainees increased after attending the training. Level result, training participants have a high understanding after attending the training, the skills of the trainees increased after attending the training and the enthusiasm of the students increased after being given online learning by the tutor.

REFERENCES

- Akbar, M. F., & Anggaraeni, F. D. (2017). Technology in Education: Digital Literation and Self-Directed Learning in Students Students. *Jurnal Indigenous*, 2(1), 28-38.
- Ali, M., Prawening, C., & Samiaji, M. H. (2020). Inovasi Model Pembelajaran Jarak Jauh Program Kesetaraan Paket C Di Masa Pandemi Covid-19. *Jurnal Ilmiah Visi*, 15(2), 107-116.

- Alhempri, R. R., & Harianto, W. (2013). Pengaruh Pelatihan dan Pembinaan terhadap Pengembangan Usaha Kecil pada Program Kemitraan Bina Lingkungan. *Media Riset Bisnis dan Manajemen*, 13(1), 20-38.
- Amador-Salinas, J. G., Rivera, V. G., Salas, J. E., León, M. V. I., Castelán, S. R., & Villavicencio, J. R. (2020). Evaluación del impacto del seminario análisis conductual aplicado usando el modelo de Kirkpatrick. *Revista Digital Internacional de Psicología y Ciencia Social*, 6(1), 208-226.
- Angélica, Á. F. (2011). Motivaciones y barreras a la transformación de un centro educativo en comunidad de aprendizaje. *Tendencias pedagógicas*, (17), 33-50.
- Beneke, J., Hayworth, C., Hobson, R., & Mia, Z. (2012). Examining the effect of retail service quality dimensions on customer satisfaction and loyalty: The case of the supermarket shopper. *Acta Commercii*, 12(1), 27-43.
- Cordell, R. M. (2013). Information literacy and digital literacy: Competing or complementary?. *Communications in Information Literacy*, 7(2), 14.
- De la Hoz, A., Cubero, J., Melo, L., Durán-Vinagre, M. A., & Sánchez, S. (2021). Analysis of Digital Literacy in Health through Active University Teaching. *International Journal of Environmental Research and Public Health*, 18(12), 6674.
- Dukakis, N., Valkanos, E and Brinia, V. (2013). Adult vocational training and the project technique. *Journal Industrial and Commercial Training*, 45 (2). 0019-785. doi: 10.1108/00197851311309543
- Erdemir, N., & EKŞİ, G. Y. (2019). The perceptions of student teachers about using an online learning environment 'Edmodo' in a 'flipped classroom'. *SDU International Journal of Educational Studies*, 6(2), 174-186.
- Ernawati, L. (2014). Manajemen Pelatihan Berbasis Life Skill Dalam Meningkatkan Kompetensi Lulusan Pendidikan Kesetaraan Paket C (Studi Kasus di PKBM Amanah Kecamatan Cibeunying Kaler Kota Bandung). *Jurnal Empowerment*. 4 (1), 2252-4738.
- Gentles, C. H., & Haynes-Brown, T. (2021). Latin American and Caribbean teachers' transition to online teaching during the pandemic: Challenges, Changes and Lessons Learned. *Píxel-Bit. Revista de Medios y Educación*, 61, 131-163.
- Gordon, S & Robert, G.M. (2009). Incorporating industry specific training into school education: enrolment and performance trends in a senior secondary system. *Journal of Vocational Education & Training*. 61 (4). 1363-6820. doi: 10.1080/13636820903403356
- Hermawan, I.K.D (2012) Kinerja Pendidikan Kesetaraan Sebagai Salah Satu Jenis Pendidikan Nonformal. *Jurnal Pendidikan dan Kebudayaan*. 18 (1). doi: 10.24832%2Fjpnk.v18i1.70
- Hermawan, Y., & Suryono, Y. (2016). Partisipasi masyarakat dalam penyelenggaraan program-program pusat kegiatan belajar masyarakat Ngudi Kapinteran. *JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat)*, 3(1), 97-108.
- Ihwan, M. (2011). CIPP: Suatu Model Evaluasi Pendidikan. 6 (1). 2503-3514. doi: 10.21111/atadib.v6i1.551
- Jordana, T.A dan Suwrto D.H. (2017). Pemetaan Program Literasi Digital Di Universitas Negeri Yogyakarta. *Jurnal Informasi*. 2502-3837. doi: 10.21831/informasi.v47i2.15735
- Kaniarti, D dan Kusmayadi, D. (2013). Upaya Tutor Dalam Menerapkan Pendekatan Pembelajaran Mandiri Pada Warga Belajar Paket C Di PKBM Pelita Pratama Bandung. *Jurnal Empowerment*. 2 (2). 2252-4738. doi:10.22460/empowerment.v2i2p1-12.593
- Kantun, S. (2017). Penelitian Evaluatif Sebagai Salah Satu Model Penelitian Dalam Bidang Pendidikan (Suatu Kajian Konseptual). *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi dan Ilmu Sosial*, 10(2).
- Kirchhoff, E., & Keller, R. (2021). Age-Specific Life Skills Education in School: A Systematic Review. In *Frontiers in Education* (Vol. 6, p. 221). Frontiers.
- Li, T. (2012). Comparison of American and Chinese college students' perception of instructor authority. *Journal of International Students*, 2(1), 116-122.
- Nahdi, D. S., & Jatisunda, M. G. (2020). Analisis literasi digital calon guru SD dalam pembelajaran berbasis virtual classroom di masa pandemi covid-19. *Jurnal Cakrawala Pendas*, 6(2), 116-123.
- Orel, F. D., & Kara, A. (2014). Supermarket self-checkout service quality, customer satisfaction, and loyalty: Empirical evidence from an emerging market. *Journal of Retailing and Consumer services*, 21(2), 118-129.
- Paryanti, N., Irwan, D., Samsiana, S., Nugroho, R., Gunarti, A. S., Rokhman, T., & Paronda, A. H. (2020). Kerjasama Kemitraan, Pelatihan Aplikasi Teknologi Informasi Dan Komunikasi. *Devosi*, 1(1), 10-13.
- Pamungkas, A. H., Sunarti, V., & Wahyudi, W. A. (2018). Peran PKBM dalam Peningkatan Pertumbuhan Ekonomi dan Kesejahteraan Hidup Masyarakat Sesuai Target SDGs. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 6(3), 303-309.

- Prasetyo, I., Suryono, Y., & Gupta, S. (2021). The 21st Century Life Skills-Based Education Implementation at the Non-Formal Education Institution. *Journal of Nonformal Education*, 7(1).
- Raharjo, T. J., Suminar, T., & Muarifuddin, M. (2016). Peran pusat kegiatan belajar masyarakat dalam menanggulangi kemiskinan melalui pendidikan nonformal di Jawa Tengah. *Journal of Nonformal Education*, 2(1).
- Rueankam, M., & Khemthong, S. (2009). Life skills for autistic Children through Viewpoint of Carers. *Bulletin of Chiang Mai Associated Medical Sciences*, 42(2), 112.
- Ryberg, T., & Georgsen, M. (2010). Enabling Digital Literacy. *Nordic Journal of Digital Literacy*, 5(02), 88-100.
- Setyaningsih, R., Abdullah, A., Prihantoro, E., & Hustinawaty, H. (2019). Model penguatan literasi digital melalui pemanfaatan e-learning. *Jurnal Aspikom*, 3(6), 1200-1214.
- Sintiawati, N. (2020). Perilaku Masyarakat dalam Menggunakan Media Digital di Masa Pandemi. *Jurnal Akrab*, 9 (2). doi: <https://doi.org/10.51495/jurnalakrab.v11i02.341>
- Shahjehan, A., Afsar, B., & Shah, S. I. (2019). Is organizational commitment-job satisfaction relationship necessary for organizational commitment-citizenship behavior relationships? A Meta-Analytical Necessary Condition Analysis. *Economic research-Ekonomska istraživanja*, 32(1), 2657-2679.
- Soleymani, M. R., Mojiri, S., & Zadeh, M. H. (2017). The supporting roles of academic librarians in virtual education. *International Journal of Educational and Psychological Researches*, 3(4), 213.
- Sólyom, E. (2014). The Role of Cultural Competence in the Teaching of Hungarian as a Foreign Language and in Cultural Diplomacy. *Hungarian Cultural Studies*, 7, 350-357.
- Sutisna, A. (2016). Pengembangan model pembelajaran blended learning pada pendidikan kesetaraan program paket c dalam meningkatkan kemandirian belajar. *JTP-Jurnal Teknologi Pendidikan*, 18(3), 156-168.
- Taute, F. (2007). An evaluation of the impact of a life skills programme in the workplace. *Social Work/Maatskaplike Werk*, 43(3).
- Tohani, E., Prasetyo, I., & Suharta, R. B. (2019). Women Empowerment in Disaster Vulnerable Village Through Vocational Life Skill Education Based on Utilization of Local Potential. *Journal of Nonformal Education*, 5(1), 35-46.
- Umami, I. (2018). Moderating influence of curriculum, pedagogy, and assessment practices on learning outcomes in Indonesian secondary education. *Journal of Social Studies Education Research*, 9(1), 60-75.
- Valdés-Medina, F. E., & Saavedra-García, M. L. (2019). Análisis crítico sobre el uso del SROI en la evaluación del impacto social en iniciativas de emprendimiento social: caso México. *Administración*, (35), 53-76.
- Wahyuningtyas, D. P. (2019). Early Childhood Education Based on Life Skills for Street Children in Surabaya. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 5(1), 39-50.