

Community Empowerment Through Computer Course Program for Package C Students at SKB City of Ambon

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Abstract

Several models of management of non-formal education as stated in the elucidation of the National Education System Law No. 20 of 2003, including study groups, course institutions, training institutions and community learning activity centers or Learning Activity Studios (SKB) is an educational institution that was born from the idea of awareness of the importance of the position of the community in the non-formal education development process. Therefore, the SKB in the midst of the community is expected to be the backbone for the development process to take place by empowering the potentials that exist in the community. The increasing need for non-formal education services in the midst of society, the SKB is currently being developed by various parties, both the community, social, religious, and government institutions (organizations). However, the problems that exist in the field continue to occur. Based on the results of observations and interviews with the leaders of the Ambon City SKB, information was obtained that the Ambon City SKB had conducted computer courses for package C participants for three months, starting from March to May 2023. The purpose of this study was to find out about the implementation of the course program. and how the results were obtained. This is quite interesting to study with the out-of-school education (PLS) concept approach. From the answers of the respondents based on the survey results, it can be seen that more than half (57.14%) of the respondents answered always, a small portion (14.29%) of the respondents answered often, less than half (28.57%) of the respondents answered rarely, and never. none (0%) of respondents answered never. Based on the results of these observations it can be concluded that students always benefit from computer courses.

Keywords: Community Empowerment, Computer Course, Students, Package C Program

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INTRODUCTION

In the current era of globalization, quality human resources are needed, namely human resources who are able to deal with all the problems that will arise in this era. Quality people have balanced emotional intelligence and spiritual intelligence. With this intelligence, society will become a complete resource, physically and mentally healthy. The era of globalization must be passed by anyone who lives in the XXI century. Quality human resources must have good knowledge,

skills and attitudes so that with that ability they can solve the problems they face. Seeing these facts the need to improve the quality of human resources is non-negotiable. Especially in the midst of the current era of globalization, human resources who master science and technology (Science and Technology) are needed in various sectors.

According to Atmodiwirio (2002) Human resources cover all aspects related to employing humans, namely how they are obtained, organized, treated, assessed, cared for, maintained for their health, safety, welfare, managed work documents. According to the Management Dictionary (1994) Human resources, namely the available workforce, including their number and knowledge, skills and abilities. According to Y.S. Ahmadi (2002:) "Human resources are the power of thought and work of humans that are still stored in themselves that need to be fostered and explored and developed to be utilized as well as possible for the welfare of human life.

From some of the definitions above, it can be concluded that there are three core elements of human resources, namely knowledge, skills, and attitudes. To get the maximum of these three elements, human resources need to be educated and trained through a process called course education and training. Education (*education*) is learning that is prepared to improve implementation in the future or improve someone to be able to accept new responsibilities and or assignments. According to Law no. 2 1990, "Education is a conscious effort to prepare students through teaching/course guidance activities and training for their role in the future.

Course according to Atmodiwirio (2002) is learning that is prepared to increase motivation. Atmodiwirio (2002) further said that courses are those given by instructors to improve skills and knowledge through completing assignments and exercises.

From several definitions of course education and training it shows that the two cannot be separated, this is in accordance with the opinion of Leonard Nadler (1980) in Atmodiwirio (2002) who defines both simultaneously that course education and training (training) is learning in facing future challenges. In the future, as described above, it is believed that educational activities that only take place formally cannot be fulfilled, but students need to be prepared to increase motivation at this time, supported and or supplemented by education from non-formal and informal channels.

This is in line with what was stated by Kamil (2009) that non-formal education and school education (formal) are complementary; First, non-formal education as a complement to formal education. Second, non-formal education as an addition to formal education. Third, non-formal education as another alternative institution that stands alone non-formal education is any educational path that is organized separately outside of school education with the intention of providing special services to students or the community.

Hamijoyo in Kamil (2009) argues that non-formal education is an effort that is organized systematically and continuously outside the school system, through social relations to guide individuals, groups and communities to have effective social attitudes and aspirations to improve living standards in the material field , social and mental in the context of efforts to realize social welfare learning materials

provided in non-formal education include all knowledge and skills related to aspects of life.

This is intended to meet various kinds of learning needs that arise in people's lives that cannot be answered or fulfilled by formal education. Non-formal education in the implementation of its programs has a very varied model and institutional management. This depends on the needs of the program, student goals and the interests of program development.

Several models of management of non-formal education as stated in the elucidation of the National Education System Law No. 20 of 2003, including study groups, course institutions, training institutions and community learning activity centers or Learning Activity Studios (SKB) is an educational institution that was born from the idea of awareness of the importance of the position of the community in the non-formal education development process. Therefore, the SKB in the midst of the community is expected to be the backbone for the development process to take place by empowering the potentials that exist in the community. The increasing need for non-formal education services in the midst of society, the SKB is currently being developed by various parties, both the community, social, religious, and government institutions (organizations). However, the problems that exist in the field continue to occur.

This is caused by the many PKBM institutions that were established not on the basis of community needs but were built on the basis of the sole interest of absorbing government programs. Besides that, PKBM has not really played the role of a facilitator who empowers the community. Even though PKBM as an institution (non-governmental organization) that promotes a culture of lifelong learning runs professionally as a form of a complete learning institution. SKB Ambon City is one of the institutions that provide courses and training in the field of tailoring, Agricultural Beauty Culinary and computer courses. The training participants consist of Package C learning residents who are currently studying at SKB Ambon City. This course aims to increase knowledge, understanding and skills in the field of technology so that Package C students can use it if they have graduated from their education and can apply it when working in the field. The material provided in this course is an introduction to general knowledge of theory and practice. Apart from that, they also teach Microsoft Word, theory and practice of Microsoft Excel, theory and practice of advanced Windows. Graphic design and screen printing. The learning process is carried out with three meetings in one week. The learning plan is made by a facilitator who has been appointed by the SKB who is fully responsible for the course learning process.

Based on the results of observations and interviews with the Ambon City SKB leader, (Mrs. E.L), information was obtained that the Ambon City SKB had conducted Computer courses for package C participants for three months, starting from March to May 2023. Researchers wanted to know about the implementation of the course program and how the results are obtained. This is quite interesting to study with the out-of-school education (PLS) concept approach.

Based on the description that has been described above, this research was conducted with the title: "Community empowerment through computer courses for package C students at SKB Kota Ambon".

METHODOLOGY

The approach used in this research is a quantitative approach. A quantitative approach is a research procedure that produces descriptive data in the form of written or spoken words of people and observable behavior. The quantitative approach has natural characteristics (*Natural serving*) as a source of direct data, descriptive, the process is more important than the results. Analysis in quantitative research tends to be carried out in an inductive manner and meaning is essential. (Lexy Moleong, 2006:). This research was carried out by taking locations in SKB Ambon City. The population used was package C students totaling 21 people. The sampling technique in research, namely saturated sampling technique, is a sampling technique in which all members of the population are used as samples. So the number of samples used in this study is 21 people. The data analysis technique used in this research is descriptive analysis using percentage tables.

RESEARCH RESULTS AND DISCUSSION

Research Results

To obtain data related to Community Empowerment through the Computer Course Program for Package C Students at SKB Ambon City. then the authors use data collection techniques used in the form of a questionnaire consisting of 21 questions with a number of respondents 21 students of which can be described as follows.

Activity Planning

Planning is a process that starts from setting organizational goals, determining strategies to achieve these organizational goals as a whole, and formulating an overall planning system to integrate and coordinate all organizational work to achieve organizational goals. In planning activities there must be planning, planning is made so that what is desired can go according to the will. Planning is a plan that is carried out and ready to be implemented by SKB in terms of training students in computer course training activities. Planning according to expert Terry (in Riyadi, 2005: 3) Planning is an attempt to select and connect facts and make and use assumptions about the future by describing and formulating the activities to be considered to achieve the desired results. want.

The process of computer course training activities needs to be planned so that in practice the training activities go well and can achieve the expected results. Every planning is always concerned with thinking about what will be done. Planning for computer course training activities predicts what actions will be taken when carrying out these training activities.

The planning dimension includes indicators,

Table 1. The Learning Activity Center has prepared computer units for students taking courses.

Respondents Answer	F	%
Always	5	23,81
Often	12	57,14
Never	4	19,05
Sometimes sometimes	0	0
Total	21	100

Based on the respondents' answers in the table above, it can be seen that more than half (57.14%) of respondents stated that often, while a small proportion (23.81%) of respondents answered always, and a small proportion (19.05) also said rarely, and no one even (0%) respondents answered never. Based on the results of observations that students experience problems in computer courses

Table 2. The Learning Activity Center has prepared teaching materials for students taking the course.

Respondents Answer	F	%
Always	11	52,38
Often	6	28,57
Never	4	19,05
Sometimes sometimes	0	0
Total	21	100

Based on the respondents' answers in the table above, it can be seen that more than half (52.38%) of the respondents said they always did, while less than half (28.57%) of the respondents said they often said that, while a small proportion (19.0%) said they rarely. And no one answered (0%) respondents answered never. Based on the observations, students are always satisfied with the results of the computer course.

Table 3. The Learning Activity Center prepares infrastructure for students taking courses.

Respondent's answer	F	%
Always	9	42,86
Often	7	33,33
Never	5	23,81
Sometimes sometimes	0	0
Total	21	100

Judging from the respondents' answers in the table above, it can be seen that less than half (42.86%) of respondents said always, while less than half (33.33%) of respondents answered often, while a small portion (23.81%) of respondents answered rarely, and no one (0%) answered never. Based on the results of observations that students often arrive late when the computer course is running.

Table 4. Learning Activity Center prepares instructors for students

Respondent's answer	F	%
Always	4	19,05
Often	7	33,33
Never	10	47,62
Sometimes sometimes	0	0
Total	21	100

Based on the respondents' answers in the table above, it can be seen that less than half (47.62) of the respondents stated that it was rare, while less than half (33.33%) of the respondents stated often, while a small proportion (19.05) of respondents stated always, and never none (0%) of respondents said never. Based on the results of observations, there is rarely a change in time when participating in a computer course program.

Table 5. The Learning Activity Center prepares instructor assistants for students to take computer courses

Respondent's answer	F	%
Always	10	47,62
Often	6	28,57
There isn't any	5	23,81
Not needed	0	0
Total	21	100

Based on the respondents' answers in the table above, it can be seen that less than half (47.62%) of the respondents answered always, while less than half (28.57%) of the respondents answered often, while a small proportion (23.81%) of respondents answered rarely, and no one (0%) respondents answered never. Based on the results of observations that students get good results in computer courses.

Implementation of Activities

Implementation is defined as a particular business or activity carried out to realize a plan or program in reality. The computer course program shows that in Ambon City SKB independent skills have been able to improve students' skills in the computer field. So that it can increase the development of technology and can improve the standard of living. However, in the implementation of computer courses there were several obstacles which became materials for improvement including the lack of technicians, limited infrastructure and the low motivation of students to take computer courses. The implementation of computer courses lasts for three months, namely February March April 2021 in one year and the activities last one week 3 times for computer course training.

Table 6. Students can understand all the explanations given by the tutor about material related to the course.

Respondent's answer	F	%
Very understanding	16	76,05

understand	4	19,76
Do not understand	1	4,19
Lack of understanding	0	0
Total	21	100

Based on the answers of the respondents above, it can be seen that more than half (76.05) of the respondents stated that they always said that, while a small number (19.76%) of the respondents stated that often, while a small proportion (4.19%) of the respondents said that they rarely and no one (0 %) of respondents said never. Based on the observation results, the computer course program is running as expected.

Table 7. If during a computer course training there are problems or problems with the computers used by students, the tutor will help with these problems.

Respondent's answer	F	%
Always	11	52,38
Often	7	33,33
Never	3	14,29
Sometimes sometimes	0	0
Total	21	100

Based on the respondents' answers in the table above, it can be seen that more than half (52.38%) of the respondents stated that they always answered, while less than half (33.33%) of the respondents answered often, while a small proportion (14.29%) of the respondents answered rarely, and none (0%) of respondents answered never. Based on the results of observations, computer courses are very important for students

Table 8. The computer course program is running as expected

Respondent's answer	F	%
Perfect fit	12	57,14
In accordance	6	28,57
Inappropriate	3	14,29
Not suitable	0	0

Total	21	100
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Based on the respondents' answers in the table above, it can be seen that more than half (57.14%) of respondents answered always, while less than half (28.57%) of respondents answered often, a small portion (14.29%) of respondents answered rarely, and no one (0%) respondents answered never. Based on the results of observations, computer courses have been running effectively.

Table 9. Computer courses are very important for students

Respondent's answer	F	%
Very important	7	33,33
Important	5	23,81
Not important	6	28,57
Less important	3	14,29
Total	21	100

Based on the respondents' responses in the table above, it can be explained that less than half (33.33%) of respondents stated always, a small proportion (23.81%) of respondents said often, some less than half (28.57%) of respondents said rarely, and a small proportion (14.29%) of respondents said never. Based on the results of observations, respondents stated that they were always in the process of taking computer courses, if students experienced difficulties and asked questions.

Table 10. There was a change in time for students participating in computer course programs

Respondent's answer	F	%
Very happening	13	61,48
Happen	5	23,95
Rarely happening	3	14,57
Not occur	0	0
Total	21	100

From the answers of the respondents above, it can be said that more than half (61.48%) of respondents stated that they always said that, a small number (23.95%) of respondents said that often, a small number (14.57%) of respondents said that they rarely, and no one (0%) respondents answered never. Based on the results of the respondents, it was said that students understood the material given by tutors in computer courses.

Activity Evaluation

Evaluation is always carried out with reference to the objectives to be achieved in an activity. Evaluation is the process of giving consideration or meaning regarding the value and meaning of something being considered. Something that is considered can be a person, object, activity, situation, or a certain entity. Evaluation must be an ongoing activity for every program, because without evaluation it is difficult to know if, when, where, and how changes will be made and to know the level of achievement of the success of the activity.

According to Djuju Sudjana (2000: 267) defines evaluation as a systematic activity to collect, process, and present data or information needed as input for decision making

Evaluation of computer course activities is one of the components to determine the success of a program, in this case the computer course activity program. Evaluation of the Ambon City SKB computer course activities was carried out for 3 months during the training activity process.

Evaluation of computer course activities can be seen in the table below

Table 11. Students are satisfied with the results of the computer course

Respondent's answer	F	%
Very satisfied	15	71,86
What?	5	23,95
Not satisfied	1	4,19
Less satisfied	0	0
Total	21	100

From the statements of the respondents in the table above, it can be seen that more than half (71.86%) of the respondents answered always, a small number (23.95%) of respondents answered often, a small portion (4.19%) of respondents answered rarely, and no one even (0%) respondents answered never. Based on the results of the respondents, the value of students increased through computer courses.

Table 12. Students got good results in computer courses

Respondent's answer	F	%
Very good	9	42,86
Good	7	33,33
Not good	5	23,81

Not good	0	0
Total	21	100

From the answers of the respondents above, it can be explained that less than half (42.86%) of respondents answered always, less than half (33.33%) of respondents answered often, a small portion (23.81%) of respondents answered rarely, and no one even (0%) respondents answered never. So, based on the observations, students had a positive impact on community empowerment through computer courses.

Table 13. Community empowerment through computer courses can increase student scores or not

Respondent's answer	F	%
Greatly improved	11	52,38
Increased	4	19,05
Does not increase	6	28,57
Less increased	0	0
Total	21	100

The table data above illustrates that more than half (52.38%) of respondents answered always, a small portion (19.05%) of respondents answered often, less than half (28.57%) of respondents answered rarely and no one (0%) respondents answered never. So, based on observations, students always understand all material related to computer courses.

Table 14. Computer courses are very useful for students

Respondent's answer	F	%
Very helpful	4	19,05
Beneficial	10	47,62
Useless	7	33,33
Less useful	0	0
Total	21	100

The table data above illustrates that less than half (47.62%) of respondents answered often, less than half (33.33%) of respondents answered rarely, a small proportion (19.05%) of respondents answered always, and no one (0%) the respondent answered never. Based on the results of observations, students often have problems or problems in computer courses.

Table 15. Computer courses are very beneficial for students.

Respondent's answer	F	%
Always	12	57,14
Often	3	14,29
Seldom	6	28,57
Never	0	0
Total	21	100

From the answers of the respondents above, it can be said that more than half (57.14%) of the respondents answered always, a small number (14.29%) of the respondents answered often, less than half (28.57%) of the respondents answered rarely, and no one (0%) respondents answered never. Based on the results of observations, students always benefit from computer courses.

DISCUSSION

Based on the results of research using questionnaires and observations of community empowerment through a computer course program for package C students at the Learning Activities Studio.

Community Empowerment, which was adapted from the term empowerment, developed in Europe starting in the Middle Ages, continuing to grow until the late 70's, 80's and early 90's. The concept of empowerment then influences the theories that have developed recently. With regard to the meaning of the concept of community empowerment. Ife (1995) states that "empowerment is a process of helping disadvantaged groups and individuals to compete more effectively with other interests, by helping them to learn and use in lobbying, using the media, engaging in political action, understanding how to "work the system," and so on" (Ife, 1995). This definition interprets the concept of empowerment as an effort to give autonomy, authority, and trust to every individual in an organization, and to encourage them to be creative in order to complete their tasks as well as possible. The purpose of Community Empowerment is to achieve social justice, Payne (1997:268) states social justice by providing peace to the larger community as well as political and social equality through mutual assistance and learning through the development of small steps to achieve larger goals. Aspects of Community Empowerment. Within this framework, efforts to empower the community (empowering) can be studied from 3 (three) aspects:

1. *Enabling* namely creating an atmosphere that allows the potential of society to develop. The assumption is the understanding that every person, every community has potential that can be developed, meaning that no person or community is powerless. Empowerment is an effort to build power by encouraging, motivating and awakening the potential of the community and efforts to develop it.

2. *Empowering* namely strengthening the potential of the community through concrete steps involving the provision of various inputs and opening up various opportunities that will make the community more empowered. The most basic efforts in this empowerment are increasing the level of education and health status as well as access to sources of economic progress (capital, technology, information, employment and markets) including the development of basic facilities and infrastructure such as (irrigation, roads, electricity, schools, health services) which can be reached by the most strata of society, even those whose empowerment is very lacking. Therefore a special program is needed, because general programs that apply to all do not always touch the interests of this layer of society.
3. *Protecting* namely protecting and defending the interests of the weak. To increase community participation in decision-making processes that concern themselves and their communities is an important element, so that community empowerment is closely related to the establishment, acculturation and experience of democracy (Friedmann, 1994). The empowerment approach essentially emphasizes decision-making autonomy from community groups based on personal, direct, democratic resources and social learning. In this case Friedmann (1994) emphasized that community empowerment is not only limited to the economic sector but also politically, so that in the end the community will have a bargaining position both nationally and internationally. As the focus point is the aspect of locality, because civil society will feel more ready to be empowered through local issues.

Out-of-school education courses organized by the community or courses are out-of-school education units consisting of a group of community members who provide knowledge, skills and mental attitudes for learning residents. The course as one of the units on the out-of-school education pathway is an institutional task to realize the goals of out-of-school education. Government Regulation No. 73 of 1991 concerning out-of-school education, article 2, paragraph 1 namely "serving the learning community so that they can grow and develop as early as possible and throughout their lives in order to increase their dignity and quality of life" (Sihombing, 2002: 89). In line with out-of-school education, the objectives of organizing courses are (1) expanding community participation in equal distribution of learning opportunities (2) improving the quality of society through education, (3) improving the teaching and learning process to achieve optimum efficiency and effectiveness (4) preparing learning citizens to develop themselves personally or to obtain greater job opportunities (Sihombing, 2001: 89).

According to the General Indonesian Dictionary that a course is defined as a lesson about a given knowledge or intelligence in a short time. According to the Contemporary KBBI, a course is teaching skills, intelligence, expertise, knowledge, and so on in a short time. According to the opinions of the experts above, it can be concluded that the definition of a course is the service of learning citizens in the form of knowledge, skills, mental attitude, expertise, and skills that can be used to improve the quality of life and become provisions for earning a living and can be used to continue to a higher level of education. high in a short time.

Kejar Paket C is one of the basic education programs organized through non-school education. Out-of-school education functions to develop the potential of

students/learning citizens with an emphasis on mastery of functional knowledge and skills as well as the development of professional attitudes and personality. Kejar consists of 3 packages, namely Package A, Package B, Package C. Each participant in the Pursuing Package can take an equivalence exam held by the national education department. Participants pursuing package A can take the SD equivalency exam, participants pursuing package B can take the equivalency exam at the junior high school level, and participants pursuing package C can take the equivalency exam for SMA/SMA/MA. Equivalence exams are held twice a year. Everyone who graduates has the right to have a certificate (ijaza) which is equivalent to formal education.

CONCLUSION

1. Computer courses are a type of non-formal, organized education and are part of community education. The purpose of the Computer Course is to provide skills in operating and can be used as a provision for finding a job or becoming an entrepreneur by opening computer rentals. Students are expected to be able to operate computers properly, because nowadays they are always required to be versatile in doing various things related to technology. But the most important thing is that learning is carried out consciously and has a definite purpose. In accordance with the theory regarding learning objectives according to (Darsono, 2001: 26), that learning is an activity that is carried out consciously and deliberately. Therefore learning in general has the goal of helping students to gain various experiences and with that experience the behavior of students increases both in quantity and quality.
2. Factors supporting the computer course program: students are very supportive of computer course activities, this is evidenced by their interest in taking computer courses to be able to work in private companies or government agencies, the computers in the SKB Ambon City are still suitable for use and have been updated so that students can learn comfortably. While the inhibiting factors are: course institutions cannot ensure students can work directly.

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