COMPUTER TRAINING AS A LEARNING SUPPLEMENT PAKET C IN PKBM SAUDARA SEJIWA DISTRICT OF DAYEUHKOLOT

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Abstract

The background of conducting this research is the need to strengthen the attractiveness of learning that can foster the learning appeal of PKBM Saudara Sejiwa in learning Paket C. The purpose of this study was to find out how computer training as a supplement to Paket C learning in the PKBM Saudara Sejiwa. The theoretical study used is the theory of out-of-school education, PKBM theory, equality theory, training theory, and learning theory. Researchers used qualitative descriptive methods to interview and observation techniques to obtain information from informants. The researcher took a random sample of one PKBM manager on the grounds that the manager's role affected the conditions in PKBM, one PKBM tutor, and three PKBM students PKBM Saudara Sejiwa because tutors and learners were directly involved in the computer learning process. The results of the research at PKBM Saudara Sejiwa is that computer training as a supplement to learning the Paket C of PKBM Saudara Sejiwa has been running well, seen from the benefits and encouragement of students to participate in training activities, although constrained by the division of time between training and student work. Conclusion This study is that computer training as a supplement to Paket C learning at PKBM Saudara Sejiwa has been running as it should or according to the needs of students. Seen from the number of graduates who are unemployed. Computer training is a good learning supplement because, computer training is part of the process of learning and the principles of training are developed into learning for Paket C students at the PKBM Saudara Sejiwa.

Keywords: Computer Training, Learning, PKBM.

Abstrak

Latarbelakang melakukan penelitian ini adalah perlunya penguatan daya tarik pembelajaran yang bisa menumbuh kembangkan daya tarik belajar PKBM Saudara Sejiwa dalam pembelajaran Paket C. Kajian teori yang digunakan adalah teori Pendidikan Luar Sekolah, teori PKBM, teori kesetaraan, teori pelatihan, dan teori pembelajaran. Peneliti menggunakan metode diskriptif kualitatif dengan teknik wawancara dan observasi untuk mendapatkan informasi dari narasumber. Peneliti mengambil sampel secara random satu orang pengelola PKBM dengan alasan bahwa peran pengelola berpengaruh terhadap kondisi di PKBM, satu orang tutor PKBM, dan tiga orang warga belajar PKBM Saudara Sejiwa karena tutor dan peserta didik terlibat langsung dalam proses pembelajaran komputer. Hasil penelitian di PKBM Saudara Sejiwa adalah pelatihan komputer sebagai suplemen pembelajaran paket C PKBM Saudara Sejiwa sudah berjalan dengan baik dilihat dari manfaat serta dorongan para peserta didik mengikuti kegiatan pelatihan walaupun terkendala waktu antara pelatihan dan pekerjaan peserta didik. Kesimpulan Penelitian ini yaitu pelatihan komputer sebagai suplemen pembelajaran Paket C di PKBM Saudara Sejiwa sudah berjalan sebagaimana mestinya atau sudah sesuai dengan kebutuhan warga belajar. Terlihat dari jumlah lulusan warga belajar yang tidak menganggur. Pelatihan komputer menjadi suplemen pembelajaran yang baik karna, pelatihan komputer merupakan bagian dari proses dalam sebuah pembelajaran serta prinsip pelatihan yang dikembangkan menjadi pembelajaran untuk warga belajar Paket C di PKBM Saudara Sejiwa.

Kata Kunci: Pelatihan Komputer, Pembelajaran, PKBM

INTRODUCTION

Human beings have equal rights to obtain education, whether formal, informal or even informal education. In Indonesia, education is very seriously considered by the Government, because education itself has an important and strategic role to create the nation's successor generation. The distribution of national education with good quality should be given to the whole community. Thus, people who are unable to continue their education in Formal education or in the school line should be able to continue their education on a non formal path. Non-formal education has an education unit, the Education unit, among others, the course and Training Institute (LKP), training institutions, Community Activities Center (PKBM), the Taklim assembly and the last one is a unit of similar education.

Coombs (Kamil, 2012) gives the definition of school outside education is an organized and systematic educational activity, beyond formal education pathways with the aim of serving certain learners independently and having Extensive learning. Outside school education that has a broad objective will be achieved through the programs that are in it. The program is among the program equality C. In West Java according to Kemendikbud (Putri, 2019) is a province with the most non-formal education unit, PKBM there are 1,784 institutions that actively register student data to the system Dapodik. The Center for Community Learning Activities (PKBM) is an educational institution built with the idea of the awareness of the importance of education to the community in the process of development of informal education. (Hidayatulloh, 2019). Through PKBM will be able to improve education in Indonesia through Nonformal pathway.

In the PKBM, there is a package equality program C, the equality of Paket C is held in hopes that the community will be entitled to a compulsory study of 9 years, especially for children who dropouts. In addition, all graduates from Paket C equality are given skills to be utilized to open business opportunities or can work properly. The PKBM Saudara Sejiwa in the student paket C has one of the training given to the students, training in the form of computer training. Abdurrokhman Ginting (Koswara, 2014, Hal. 43) states that training is a learning process in order to master new skills, knowledge and attitudes of a person in order to do the work at this time a responsibility or even later will be a hashtag as part of the development of individuals or organizations in which he works.

Computer training is chosen in hopes that the students can have a life skill or skill that is appropriate to the development at this time where they must be required to use the computer during learning or work. At PKBM the computer training brother is well-scheduled, students are staying in the training. However, participants are sometimes still not able to attend the training properly. Whereas computer training in PKBM is one of the ways or strategy manager in improving student learning. The study of paket C organized by PKBM Saudara Sejiwa looked at the learning process in the learning community, someone will be said to learn when there is a change in behavior in a person that is usually permanent.

THEORITICAL REVIEW
Non Formal Education
An informal education is a relatively different education with a formal education that has its own system, principles, and paradigms. (Sudjana, 2010, HAL. 15)

The function of the school outside education in order to achieve its objectives, (M. Kamil, 2012):

1) Develop the religious and temporal values of citizens studying on the basis of their abilities.
2) Copyright, flavor. And Karsa citizens learn to be developed so that citizens learn more creatively, can understand the environment, and have a sense of self-actualization.
3) Facilitate citizens to learn to develop cooperation and active participation to fulfill their needs and need of society.
4) Develop a critical way of thinking and acting in community
5) Develop attitudes and moral, social responsibility, cultural plastron, and participation in the change of society.

In addition to having the function, the outside school education or PLS also has a goal, according to Hamijoyo (Kamil, 2012) stated that the purpose of PLS is as a problem solver for education, both for those who have never been schooled, or to Who have been or failed the school, and to provide practical attitudes, skills, and knowledge that are relevant to the needs of his life.

Public Learning Activities Center (PKBM)
The Center for Community Learning Activities (PKBM) is an educational institution built with the idea of the awareness of the importance of education to the community in the process of development of informal education. (Hidayatulloh, 2019).

According to the Ministry of National Education (Irmawati, 2017) compressed PKBM is a unit of informal education that was established based on the needs of the community and there are several programs of community learning activities on the basis of initiative of, by and for the community. Programs conducted in PKBM include: 1) Early childhood Education (PAUD), 2) education equality, 3) literacy education, 4) empowerment of women, 5) Education of life skills, 6) skills of Keja, 7) youth education, 8) Development of cultural reading, 9) and other informal education.

The objectives of PKBM according to Sihombing and Gutama (Irmawati, 2017) can empower the community to be independent, to improve the quality of life of the community, raise awareness of fellow communities in the vicinity.

Equality education
The education of the military has an understanding as one of the pathways of education outside school with a standard of competency of graduates that are equivalent to PKBM, but the content, context, method and approach in order to achieve the competency standards of more graduates Provide the concept of applied, thematic, inductive that has to do with the problems that exist and provide training of life skills aimed at work or entrepreneurial. (Kaniati & Kusmayadi, 2013).

According to Ella Yulaelawati (Sondari, Hamdani, & Nurhayati, 2018) education equality has a level curriculum of education equality with the program paket A, Paket B and paket C which is developed based on the following principles: 1) Focus on life, 2) diverse and integrated, 3)

have a rapid response to scientific development, 4) technology and art, 5) thorough and continuous, 6) and the principle of lifelong learning.

Training
According to Edwin B. Flippo (Kamil, 2012, Hal. 3) Stated that training is an act of enhancing the knowledge and skills of an employee to perform a particular job. The training According to Moekijat (Kamil, 2012) has a purpose:
1) As a skill development, in order to get the job done faster and effectively.
2) To develop knowledge, so that the work can be done rationally.
3) As an attitude developer, in order to bring up the desire to cooperate.

Learning
Learning is a way for educators to teach students who are learning. (Fathoni & DKK, 2015) In learning according to Anwar (Trisnawati, Sudadio, & Fauzi, 2017) There are four pillars:
1) Learn to acquire knowledge.
2) Learn to be able to do our work.
3) Learn to be a useful person.
4) Learn to be able to live together with others.

METHOD

The method used in this research is a descriptive method with qualitative Approach. According to (Sugiyono, 2017, Hal. 9) A research method based on post positivism, which is used to examine the object of nature, (as the opponent is an experiment) where the researcher is as a key instrument. Data collection techniques using Trianguasi (combined) techniques. Data analysis techniques according to Mules and Humberman (Sugiyono 2017 Hal 246) suggests that activities in the analysis of qualitative data are done interactively and continue continuously until complete, so that the data has been saturated. Activity in data analysis is data reduction, data display and conclusion/ verification.

The technique of data source retrieval is purposive (Sugiyono, 2017, Hal. 216) namely with certain considerations and objectives. Researchers determined the sample randomly, which is a manager of PKBM Saudara Sejiwa on the grounds that the role of the manager affects the conditions in PKBM, one person tutor, and three students of PKBM Saudara Sejiwa reason because tutors and learners are directly involved in the computer learning process. Data collection techniques with interviews and observations. The sample selection above is expected to know how to computer training as one of the C-learning supplements in PKBM Saudara Sejiwa and computer learning as one of the learning that can be a graduate. The research was conducted in PKBM Saudara Sejiwa Desa Dayeuhkolot, District Dayeuhkolot, Bandung Regency.

RESULTS AND DISCUSSION

Results
The results of the research interview with the management speaker of PKBM Saudara Sejiwa who initials DD are as follows:

DD as the manager explained to the researchers about the implementation of computer training as well as the management strategy of "computer training carried out for three months, with the expectation of a minimum of learners can activate Microsoft Office as one One provision

in the future when working in the factory as an operator, considering Dayeuhkolot subdistrict is an industrial area, so many factories that require employees who can already have the computer. For our own strategies we do an approach strategy, so we always communicate with citizens to learn when they find it difficult ". Furthermore, Dd explained about the constraints at the time of computer training, implementation "obstacle training, implementation for now only one IE in scheduling computer training because they are on the work, so schedule every citizen learn Can not be unison ".

The next question about the development of learners after getting training and student response, Dd replied "Learners have no change, which initially could not be able to operate the computer even though they Not yet proficient. " "If their response is very good, enthusiastic and passionate because it is seen from the presence of good learners even though they are busy working."

The next question about how external or results from computer training "has been received in the operators on the operator or even in the administration, because the learners already have computer skills".

Interview results with PKBM tutor of the Saudara Sejiwa Aa, as follows:
"The implementation of computer training went well, for three months the students were trained on how to run Microsoft Office. As for the strategy that I do as a tutor that is approaching and by making the training atmosphere is not saturated ". Furthermore, Aa as a tutor explained to the researchers about the constraints and the development of learners "the problem of implementation of training Time", "learners have a lot of development after attending this training".

The next question about the response as well as the outcome of computer training "response is very good, this is evident from the presence of learners who are always present even if they are busy working". "The results of the students can use computer training skills as a skill to apply for jobs in the operators and administrators factories".

Next researchers display the results of interviews with learners, the result is the following:
Students first initials A answered the question of the researcher "I am pleased with the computer training in PKBM, but also the implementation of its activities is flexible." "Infrastructure has been supporting, many benefits besides me can science on how to use a computer I can also use my skills in place of work". "I attended this training to support where I worked".

The second student of the initials D gave the following answer "grateful for this training, plus a customized schedule." "The facilities are adequate, the benefits I can experience and new knowledge of computers". "Training learning process and as a scientist when I'll be applying for a job".

The third student who initials A answered the question as follows "pleased, the implementation is also according to the time we agreed." "The infrastructure tools are good, many also benefits for me and can also be applied for work." "I attended this training to support where I worked".

Discussion
From the research results that have been displayed above about computer training as a learning supplement Paket C in PKBM Saudara Sejiwa has been running well and many benefits are felt by the organizer and the learners. This is seen from many graduates of PKBM who have

worked using the skills that have been in the study at PKBM Saudara Sejiwa. In addition, the benefits can be felt by the PKBM Saudara Sejiwa from the Community Trust to register with the PKBM Saudara Sejiwa because of seeing many graduates Paket C that can work in the factory as operators. Here is the data from the PKBM Saudara Sejiwa graduates who obtained, researchers from the management of PKBM:

Table 1. Data graduate of PKBM Saudara Sejiwa

Years	List of WB that takes computer training	Self-employed WB	Number of WB is working in the factory	Amount not working
2017	20	9	11	-
2018	30	10	19	1
2019	35	16	19	-
Amount	85	35	49	1

The implementation of computer training is much more perceived benefits and according to its needs, the organizer and tutor identify the needs of learners first. In addition, the organizer does the cooperation with a company and asks for the competency standards that must be owned when they will work for the company.

Learning computer training that is carried out according to the needs of the community as well as a mutually agreed learning time makes the learning process of computer training positively impact. Learning is done during computer training according to learning according to Anwar (Trisnawati, Sudadio, & Fauzi, 2017) There are four pillars:
1) Learn to acquire knowledge.
2) Learn to be able to do our work.
3) Learn to be a useful person.
4) Learn to be able to live together with others.

In addition, to be better and according to the purpose of the maintainer is to make computer training as a complementary learning in Paket C then tutors and also managers should pay attention to the learning process. The learning process that has been completed and well-prepared will reach the goal that has been established. The learner process starts from preparation, delivery, training, and performance of learning outcomes. (Fathoni et.al, 2015).

The training of computers conducted has achieved the objectives of the training in general. The training According to Moekijat (Kamil, 2012) has a purpose:
1) As a skill development, in order to get the job done faster and effectively.
2) To develop knowledge, so that the work can be done rationally.
3) As an attitude developer, in order to bring up the desire to cooperate.

The success of computer training is part of the learning process, so the principles of training can be developed from the principle of learning. These principles include:
1) Individual differentiation principles
This means that individual differences can be social background, education, experience, interests, talents, and personality should always be considered when making training.

2) Motivational Principles
Motivation needs to be given to trainees with the intention that participants can benefit from the training. Motivation can be the opportunity of employment, income, increase in position, and improvement of welfare and quality of life of the trainees.

3) The principles of the trainers ' selection and training
The excitement and interest of coaches become an effective training program, and the trainer's selection and training can be a motivation for participants to be able to participate in the training properly.

4) Learning Principles
The process can be started from the participants who know until the participants do not know or from the easy to the difficult.

5) Active participation principle
Activity in the training process will add interest and motivation to the trainees.

6) Principle of focus on material limitations
The training focuses solely on skill training and is not conducted on understanding, understanding, attitude, and appreciation.

7) Principle of training relationship with work or with real life
Work or real life can provide information about what knowledge, skills and attitudes are needed. (Kamil, 2012)

CONCLUSION

From the results of the research on computer training as a supplement learning Paket C in PKBM Saudara Sejiwa is already running as it should or already according to the needs of the citizens learn. Seen from the number of graduates of citizens learn who are not idle. Computer training is a good learning supplement, computer training is part of the process in a learning and training principle developed into learning for citizens study Paket C in PKBM Saudara Sejiwa.

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