USE OF ONLINE APPLICATIONS DURING THE COVID-19 PANDEMIC BY ADULT STUDENTS AT COMMUNITY LEARNING CENTERS

Budi Santoso[1], Achmad Hufad[2], Uyu Wahyudin[3], Asep Saepudin[4], Purnomo[5*]

[1,2,3,4,5] Pendidikan Masyarakat, Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia

[1]budisantoso@upi.edu, [2]achmadhufad@upi.edu, [3]dinpls@upi.edu, [4]aspudin@upi.edu, [5]purnomo@upi.edu*

Abstract

Implementation of learning at the Community Learning Center (PKBM) during the Covid 19 pandemic faced challenges, this was due to the diversity of backgrounds of students in PKBM. The majority of students in PKBM are adults, due to the nature of PKBM which is flexible and oriented to community needs. The use of applications in learning during a pandemic is an option that must be used. However, adults who were born as digital immigrants need to adapt to this new technology. This research was carried out by applying a quantitative approach, using a survey method, namely research examining large and small populations (universe) by selecting and studying selected samples from that population, so as to find the relative incidence, distribution, and interrelation of variables and located in the city Bandung. Data collection through observation, interviews, documentation studies, and questionnaires. The population of this study amounted to 77 PKBM institutions, obtained a sample with the slovin formula totaling 43 PKBM institutions, with a total of 200 PKBM students representing each institution. The results of the study show that the most widely used learning media is WhatsApp, The use of the whatsapp application is more applicable and familiar how to use it.

Keywords: Adult, In-Network Applications, Community Learning Centers

Abstrak

Pelaksanaan pembelajaran di Pusat Kegiatan Belajar Masyarakat (PKBM) pada saat pandemic Covid 19 menghadapi tantangan, hal ini dikarenakan keragaman latar belakang peserta didik di PKBM. Mayoritas peserta didik di PKBM adalah orang dewasa, dikarenakan sifat dari PKBM yang fleksibel dan berorientasi kepada kebutuhan masyarakat. Penggunaan aplikasi dalam pembelajaran di masa pandemic, menjadi suatu pilihan yang wajib digunakan. Namun, bagi orang dewasa yang lahir sebagai generasi digital immigrant perlu beradaptasi dengan teknologi baru tersebut. Penelitian ini dilakukan dengan menerapkan pendekatan kuantitatif, dengan metode survey yaitu penelitian mengkaji populasi (universe) yang besar maupun kecil dengan menyeleksi serta mengkaji sampel yang dipilih dari populasi itu, sehingga menemukan insidensi, distribusi, dan interelasi relative dari variabel-variabel dan berlokasi di Kota Bandung. Pengumpulan data melalui observasi, wawancara, studi dokumentasi, dan angket. Populasi dari penelitian ini berjumlah 77 lembaga PKBM, diperoleh sample dengan rumus slovin berjumlah 43 lembaga PKBM, dengan total responden disetiap perwakilan lembaga berjumlah 200 orang peserta didik PKBM. Hasil penelitian menunjukan bahwa penggunaan media pembelajaran yang paling banyak adalah whatsapp.

Kata kunci: Orang Dewasa, Aplikasi Dalam Jaringan, Pusat Kegiatan Belajar Masyarakat (PKBM)

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INTRODUCTION

Today, technology plays an important role in the progress and development of learning activities. The rapid development of information and communication technology supports the cultivation of lifelong learning (Surahman, 2019; Hairani, 2018). Everyone can continue learning without having to sit as a student. Knowledge can be obtained from various learning sources, without reducing the essence of the nature of learning, so that the information obtained is up to date at any time. This is in line with the nature of community education, namely providing a learning environment, identifying needs in society, not only face-to-face and physical encounters, but sharing experiences with other people or groups.

Technology has influenced and changed adults in their daily lives, so if today "technologically illiterate" then it would be too late to master information, and would be too late to gain the opportunity to advance. Information has an important and real role, in the era of the information society or knowledge society (Wahono, Imsiyah & Setiawan, 2020). Miarso (2004) states that information and communication technology (ICT) includes radio, television, telephone (fixed & mobile), electronic recording (audio & video), computers with all peripherals; (software, hardware, useware (program or information content), network (local, regional & global).

Today's life is influenced by various needs electronically. This may be a new thing for adults who have not been touched by technology for a long time. Therefore, proper learning is needed for adults so that they can adjust to current advances in science and technology. Ariani (2018) emphasizes the distinctive feature of learning in adults is that they (adults) as students have had field experience in their era which will be used as a learning experience.

Community Learning Center (PKBM) as a non-formal education programs produced from, by and to society. PKBM must implement learning strategies that can help adults, one of which is in dealing with current advances in various sciences and technologies. Nationally, the development in the quantity of PKBM organizers is quite encouraging. This can be seen from the total number of PKBM program organizers registered at the Directorate of Early Childhood Education and Public Health, Ministry of Education and Culture and who have 20,392 Institution Identification Numbers, with the Playgroup category totaling 14,329 institutions or around 73.07% and Education Units. There are 5,282 institutions of a kind (SPS) or around 26.93% (Dikmas, 2007).

The city of Bandung already has 77 PKBM institutions spread across 33 sub-districts. So, from the 77 institutions during the pandemic over the past 2 years (2019-2021), it is necessary to explore the opportunities and problems present in adult learning. On this basis, this research will reveal the biographies of adults in using technology in learning at PKBM, so that it also influences the motivation of adults to learn, and becomes a recommendation for learning models used by adults.

Adult learning needs to be sustained by integrated tools and learning facilities, especially in determining their needs and learning resources. This will make it easier for adult learners to skate in virtual or digital worlds. Adults are basically able to take advantage of technological opportunities as a source of learning, but not all adults are able to use them. The age factor, for example, inhibits reasoning power, memory, vision and complexity. So, through data on trends in the use of technology in learning by adults, recommendations for ICT-based adult learning models that meet the requirements and criteria of adults will emerge.

METHOD

This type of descriptive survey research used in this study is intended to accurately measure certain phenomena without testing hypotheses. Surveys can be conducted for the sole purpose of providing an overview of something. This descriptive survey uses statistical techniques, so the statistics used are descriptive statistics (central tendency, dispersion measures, and correlation measures). In this study, a descriptive survey was used to reveal the use of ICT in adult learning in the city of Bandung.

RESULTS AND DISCUSSION

Results

The pandemic period has changed people's habits, in which the Government has urged them to carry out various activities at home. This aims to reduce the number of cases of Covid-19. The education sector is no exception. This makes learning done through the network, without face to face. In this digital era, people are increasingly digitally literate, often connected via mobile devices. So, this provides the best opportunity as an easy way for adult learners to find their learning needs and find out their learning resources. The pandemic has changed the synchronous learning model implemented by PKBM, so it is necessary to measure and analyze adult learning motivation towards the use of technology in learning.
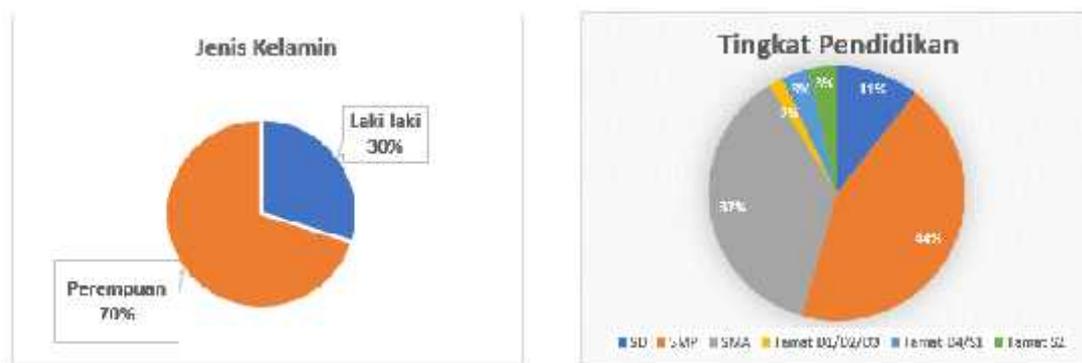

Figure 1. Gender and Education Level of Respondents

PKBM students based on the results of a survey conducted on 200 respondents, it was found that 70% (140 people were female and the remaining 30% (60 people) were male). Meanwhile, educational background was dominated by junior high school graduates as much as 44%, followed by 37% high school graduates, 11% Elementary school graduates, 3% graduated from Masters, 3% graduated from D4/S1, and 2% graduated from D1/D2/D3 This illustrates that PKBM is now used by various groups of people to obtain information/skills that are in accordance with the expected goals.

Figure 2. Respondents Average Income

From the graph above, it can be seen that the average income of PKBM students in the high category is in the range of Rp. 1.000,000 – Rp. 1.500,000/month, which is 33%. And the lowest average of 2% has an income of Rp. 150.000 – Rp. 200.000. The graph above shows that regardless of the income of students, it does not dampen enthusiasm to participate in activities at PKBM.

Figure 3. Internet Access Media and Average Length of Internet Access/Day

The most used media are smartphones, followed by desktop computers and laptops. These three media show that people are already familiar with digital technology. Another indicator shows that most people, namely 116 out of 200 people, access the internet for 3-5 hours, even 28 people have reached more than 5 hours, and the rest only 1-3 hours a day. That way, the internet has become a daily toy for the community, both for accessing information, downloading, shopping online, or playing social networks.

Internet facilities owned by the media owned by respondents are Facebook, Frendster, Instagram, Twitter, TikTok, etc.), Chat media (WA, line, Kakaotalk, etc.), Blogs, Websites. Meanwhile, the most social media account owners are Whatsapp with 144 people, Instagram and Facebook with 28 people, Tiktok with 12 people, and Twitter with 4 people. The demands of digital technology in the era of the industrial revolution 4.0, demand the expected speed of access and databases, as well as in the world of education the speed of learning material is very much needed.

Whatsapp as the choice of the majority of respondents has been used by PKBM students as a medium for communication. Whatsapp has a positive effect on the academic performance of study participants as long as the dominant use is related to the study they want to achieve. In

addition, Akrong (2019) in his study findings calls for the integration of mobile technology with the learning process. Whatsapp provides a platform for teachers and learning participants to share materials, digital information, and other services related to learning (Tarisayi KS, Munyaradzi E, 2021; Noni & Basri, 2019; Thoma, Brent, et al. 2019; Deselle, 2016).
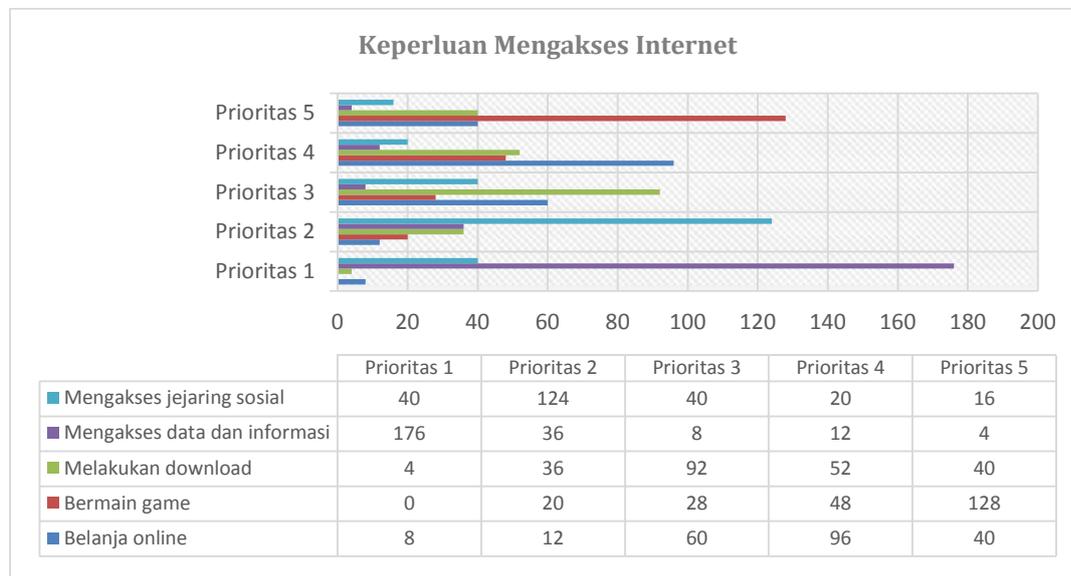

Keperluan Mengakses Internet

	Prioritas 1	Prioritas 2	Prioritas 3	Prioritas 4	Prioritas 5
Mengakses jejaring sosial	40	124	40	20	16
Mengakses data dan informasi	176	36	8	12	4
Melakukan download	4	36	92	52	40
Bermain game	0	20	28	48	128
Belanja online	8	12	60	96	40

Figure 4. The Need to Access the Internet

All respondents are used to accessing the internet. The graph above shows that the need to access the internet refers to 5 priorities. Respondents prioritized sequentially accessing data and information, accessing social networks, downloading, shopping online, and playing games. This indicator shows that the majority of students find out what they want to know. This characterizes that the learning participants have used the media they have to obtain data and information. Decelle (2016, p. 263) states that andragogy is a fundamental principle applied in online education. The implementation is student-centered, experience-based, problem oriented, collaboration between educators and students. Learning for adults has certain characteristics so that the flexibility and accessibility of mobile learning can help adults meet their learning needs.

Discussion

The andragogy digital learning model applying the principles of adult learning (andragogy) is currently popularly used, through research results it can be seen that the existence of the model application. Other research states that based on descriptive statistical tests of the experimental class and the control class, there is a difference in the average learning outcomes using self-directed learning on students' digital literacy. Factors that influence this are students who are dominated by the millennial generation, namely the ability to explore cyberspace to find various learning resources. Land, Cousin, Meyer & Davies, 2005 in (Blackley, 2015) added that there are several principles that need to be considered in implementing digital andragogy, including: 1) students are made very aware of the reasons for using the andragogy approach, and know how it works. 2) learning modules are information/skills/strategies that encourage collaboration and reflection activities in order to build meaning and relationships with previous knowledge. 3) the purpose of the assessment consists of 3 objectives, namely the assessment

of learning, for learning and as learning. 4) assignment feedback (formative and summative) is fast, personal and provided in a variety of different formats (written, video and voice).

ICT-based learning for adults can be carried out according to their respective characteristics according to Ariani (2018), such as:

1. Concrete Experience: to carry out the ICT-based learning process, this type is carried out by doing the real thing. Do not explain or carry out learning that is only abstract in nature, but participants must be invited to do the learning with ICT-based learning aids or media. For example, students are invited to participate in testing an ICT-based simulation with the assistance of fellow students or resource persons. This will increase enthusiasm and eliminate students' fear of ICT-based media.
2. Reflective Observation: for this type, the ICT-based learning that can be done is to invite students to see first-hand the conditions with ICT-based media or learning resources so that a level of understanding comes from the reflection process.
3. Abstract Conceptualition: the third type understands or applies to the learning process based on the established theory, therefore we can provide a reference reading material in the form of a web-site or e-book to increase knowledge.
4. Active Experimentation: learning in this fourth type requires students to conduct experiments so that an effective learning process occurs.

Accordingly, an adult learns more effectively when he can listen and speak. Even better if besides that he can also see, and even more effective if he can also do. This is what program developers need to consider in order to take advantage of network applications. In addition, good consideration is based on age category, educational background and learning experience.

CONCLUSION

The current pandemic conditions make it possible for adults to take advantage of digital facilities, and all adults are required to study digital media. This pandemic pressure requires adults to always be adaptive to technological developments. Learning for adults needs to be supported by integrated learning facilities and facilities, especially in determining learning needs and learning resources. This will make it easier for adult learners to skate in virtual or digital worlds. Adults are basically able to take advantage of technological opportunities as a source of learning, but not all adults are able to use them. The age factor, for example, inhibits reasoning power, memory, vision and complexity. The results of the study show that the most widely used learning media is WhatsApp. So, through the trend of using technology in ICT-based learning, appropriate learning recommendations will emerge.

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