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Diginal-Based Management Integrated With the Development of Community Education in the Maluku Islands

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Abstract

Face-to-face teaching and learning in islands, remote areas, different cultures and different age levels of students will face basic problems such as communication, transportation, high costs, bringing in qualified teachers. The e-learning system is the right strategy to overcome these problems. This study uses a qualitative approach. Data was collected through Focus Group Discussion and Semi-Structured Interviews, requiring 47 participants. Using SWOT analysis, it is most often used as a tool to analyze the internal strengths and weaknesses of the organization that can be controlled as well as external opportunities and threats that are difficult to identify (Chermack and Kasshanna, 2007; Leigh, 2010). The research findings have identified 3 important components that must be prepared for an e-learning-based learning community using ICT, namely infrastructure, human resources and applications. The future of digital-based learning management requires a long-term strategic plan that can formulate the vision, mission, goals of community education institutions.

Keywords: Manajemen, Community Educations, Digital Based

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INTRODUCTION

In the digital era, it indicates that today's technological revolution, especially computers and the internet, has changed the perspective and thinking in a practical and efficient manner in our society in particular and the world in general. We are all faced with the threshold of a technology-based transition, where the speed of delivering and capturing information becomes very important in order to advance formal education and public education, Yamini, (2017).

E-learning is the right strategy for community education targets that have a wide range, different cultures, different age levels, different levels of education and live in urban areas, remote villages, remote areas, and island areas. Recognizing the importance of digital-based teaching in the teaching and learning process in both formal and non-formal education systems, it is imperative to provide high-quality

interactive and personalized knowledge modules via the intranet to all students in any fashion anytime and anywhere.

The biggest advantage of e-learning is that it provides students with active learning opportunities. Learners are believed to be able to gain greater control over their own learning in e-learning compared to traditional learning, (McCormack & Jones, 1998). When students shift their learning from traditional to online learning environments, they are challenged by different learning and interaction methods. If students adopt an effective and efficient approach to e-learning, they can increase their motivation to achieve e-learning.

Digital-based management in public education is very strategic and important to make the teaching and learning process motivating, interesting and exciting by utilizing new technology, namely. computers, internet, e-mail, CD-ROMs, DVDs, Interactive Video, Teleconferencing, etc., which enable large numbers of learning citizens to gain access to quality education and adopt self-directed learning to enhance their learning potential. Digital-based technology through e-learning can access educational curricula outside the traditional classroom. This is nothing but the transfer of expertise and knowledge via the internet. Therefore, it can be defined as 'learning is facilitated and supported through the use of information and communication technology'. Digital-based learning is a subset of e-learning and refers to learning using the internet, especially using a browser (such as Chrome or Firefox or Internet Explorer). It can also be seen as learning through the use of electronic devices, (Yamini1 (2017).

There are three important components that must be prepared to move towards a knowledge-based society using ICT, namely: (1) Infrastructure development forms zones, for example offices, housing zones, trade zones, education zones, health zones, and so on; (2) HR development has to do with the procurement and maintenance of infrastructure, relates to program application, relates to management and relates to e-learning by instructors and tutors; And (3) Content and applications. The presence of the internet in America is synonymous with teaching and disseminating knowledge.

The results of research by Olson and Hale, (2007) which examined administrators' attitudes towards Web-based teaching in five academic institutions in the University of Texas system. The findings of this study reveal that administrators' perceptions tend to be positive towards web-based teaching during recent years. They believe that high quality learning can occur in web-based courses and they are interested in improving web-based courses. Liaw, (2002) studied user perceptions of the worldwide web environment. This study reveals that the conceptual model helps understand user perceptions of the Web environment. In addition, training and education programs about computers can foster positive feelings about the Web. Previous research has paid attention to the role of learning strategies in internet-based learning. It has been observed that learners' learning strategies are one of the factors influencing online learning achievement, (Shih, Ingevritsen, Pleasants, Flickinger & Brown, 1998). Tsai and Tsai, (2003) further reported that students' self-efficacy and Internet metacognitive strategies play an important role in online inquiry learning.

Recent research explores inquiry-based learning and claims that higher-order cognitive strategies facilitate students' knowledge construction (Salovaara, 2005) and to enhance students' metacognitive strategy development, (Kramarski & Gutman, 2006; Quintana, Zhang & Krajcik, 2005). This research reveals that new approaches and cognitive strategies may need to be developed especially for online learning situations.

RESEARCH METHODS

The purpose of this study is to formulate the development of community education that integrates digital-based management in the Maluku archipelago. Research questions for the study were: how is the strategy of community education organizations to integrate digital-based management in the development of public education in the Maluku islands.

We use SWOT analysis to analyze community education organizations that integrate digital-based management in their community education development efforts. SWOT analysis is most often used as a tool to analyze an organization's internal strengths and weaknesses that can be controlled as well as external opportunities and threats that are difficult to identify control (Chermack and Kasshanna, 2007; Leigh, 2010).

Data collection

This study uses several methods of data collection. We visited community education institutions from February 2022 to May 2022. Methods of data collection using interview and observation guidelines. We conducted interviews with 8 Tutors and 27 Students, besides that we also conducted interviews with SKB stakeholders (Pamong, alumni, administrators). Type of Interview can be seen in table 1, below.

Table 1. Data Collection

Interviewees	*Interview methods*
8 Tutor	Semi-structured interview
27 Students	Focus group interview
5 Directors PKBM and administrators	Semi-structured interview
5 Alumni	Unstructured interview
2 Community partners (from Cummins)	Telephone interview

Data Analysis

Data analysis in qualitative studies is emergent and is concurrent with data collection (Eisenhardt, 1989). Tabular displays and figures were used as a means of accomplishing the overlap between data collection and analysis. We also used direct quotes to ensure the fidelity of the primary sources. Completely transcribed interview data were analyzed coding the data (reducing the data into meaningful

segments and assigning names for the segments), combining the codes into broader categories, and making comparisons in the data (Creswell, 2013). Next, a SWOT analysis is carried out.

RESULTS

E-learning can be interpreted as a learning system that uses electronic devices as learning media. Furthermore, it is said that the e-learning system is expected to not only replace conventional teaching methods and materials but can also add new methods and strategies in the learning process. The results of the analysis of Digital-Based E-learning Management in 5 public education institutions can be seen in table 2 below

Table 2. Strengths, Weaknesses, Opportunities, Threats PKBM in the Maluku Islands

Strengths	***Weaknesses***
1. High public interest in participating in digital-based E-Learning programs	1. Students have a graduation certificate ownership orientation, and are less motivated to improve their abilities and skills
2. Availability of community educators who have professional competence in their fields	2. The average community educator works part time
3. Availability of digital-based facilities and infrastructure in each district center.	3. Technical problems occur in students who do not have internet access, especially those who live on remote islands
4. Students who take part in the e-learning program are willing to pay according to their financing needs	
Opportunities	***Threats***
1. Graduates can be absorbed in companies and factories	1. Intense competition for graduates to enter the workforce
2. The high interest of private institutions, companies and home industries to reach out to community education institutions	2. Cooperation management is still weak
3. Available education budget from the government	3. Budget management from the government has not been good, so the absorption of the budget has not reached 100%

Changing face-to-face learning habits to E-learning is a challenge, especially for public education. It takes planning management that is agreed between students and community education institutions.

DISCUSSION

We live in a rapidly evolving digital world, where technology pervades almost every aspect of our lives. This means that all staff of the organizing organization are accustomed to being digital, asking questions and discovering

online, and can take advantage of the educational and teaching potential that comes from the latest/new digital technologies.

There are key drivers for hosting organizations to embrace the latest digital learning. Organizers are encouraged to have access to more technology and information, are increasingly mobile and globally connected, have diverse needs, and need flexibility to balance work, family and personal development commitments. In the future, Industry and society are looking for professionals who are digital leaders, with transferable skills and knowledge, creativity, developed networks, and the ability to engage locally and globally.

To get the reputation of non-formal education providers, it is very necessary to cooperate with LPTKs in the field of pedagogic, andragogic, learning and learning competencies. Reputation is very important to be pursued, improved so that the implementing institution becomes superior in the field of digital education and teaching. To achieve this reputation, it must receive support in the form of a strong commitment from the leadership and staff of the organizing organization.

The digital learning future requires a strategic plan to change the conventional learning experience to the digital learning future. Digital learning strategies pay attention to innovation values, student characteristics, user reach areas (especially in the Maluku Islands Province), involvement and openness of non-formal educational institutions outlining the vision, strategic priorities, commitments and main projects that will be developed in the future. Thus, digital technology in education, needs to improve management practices and planning, Augusta Celestino Bezerra , Ronaldo Nunes Linhares & Luciano Matos Nobre, (2017).

The quality of output and outcomes is the main study of the organizers of non-formal education institutions. The study is based on the results of the SWOT analysis, especially on external factors of future opportunities and threats. The study also considers the procurement and maintenance of hardware and software as well as the quality of technical resources.

Future digital learning strategies are required by the organizing organization to provide an attractive curriculum, support supporting human resources to become productive professionals in the digital era, expand flexible learning arrangements, cadre staff to become experienced leaders of digital learning, as well as inspire the entire digital user community through lifelong learning. life.

The organizing organization formulates a vision that is recognized locally, regionally, nationally and internationally. This recognition is based on the quality of the organizing institution using innovative digital technology to provide an interesting and industry-relevant learning experience. Through a digital learning approach, the goals of the organizing organization will: (1) 1. Support users to become industry-engaged professionals with the digital competencies needed to excel in their future careers; (2) Support the organizing staff in the development of digital literacy and the ability to evaluate and introduce the latest digital technologies into teaching practice; (3) Provide increased opportunities for face-to-face interaction between teaching staff and learners and between learners and industry practitioners in their area; (4) Increase the use of digital technology to provide authentic experimental learning opportunities; (5) Provide flexible and

personalized learning opportunities to enable learners to have greater control over the development of their professional status; (6) Expand the reach of education and teaching programs locally, regionally and globally; (7) Inspire lifelong learning among learning residents, alumni, staff, and the surrounding community; (8) Ensure that digital innovation in teaching and learning can be carried out smoothly, reliably and sustainably in a comprehensive scope as a learning platform; (9) Build and cultivate a culture of innovation across the organizing staff; (10) . Develop a culture of evidence-based practice and continuous improvement in the use of digital technology in teaching and its impact on citizen learning and graduate outcomes.

To achieve the above objectives, the host organization will implement a series of key commitments and projects aligned with five strategic priorities:

Strategic Priority 1: Deliver an engaging and digitally enriched curriculum

Strategic Priority 2: Supporting learning citizens to become productive professionals in the digital era

Strategic Priority 3: Expanding flexible learning arrangements

Strategic Priority 4: Developing staffing organizations as leaders in digital learning experiences

Strategic Priority 5: Inspire and support lifelong learning

Planning for the development of future community education organizations, it is necessary for the organizing organization to continuously conduct researchers and support to develop high-quality online content to be included as teaching and learning materials in the curriculum.

CONCLUSION

The community education e-learning program has become a priority for the needs of the community, whether living in cities, in rural areas, in island areas. The e-learning program has a broad range of targets that can be accessed anywhere, anytime, by anyone, to different cultures, different age levels and different levels of education. E-learning requires educators who are professional in the field of learning, have digital use skills, and the ability to design and integrate into education and learning curriculum. E-learning can support learning citizens to become productive professionals in the digital era. Learning citizens will build their media literacy, including skills in communicating using digital systems that are relevant to their disciplines. Organizing organizations facilitate the development of learning citizens' abilities to discuss complex information, question the authenticity and reliability of unfiltered information, engage with scientific publications and take greater control over their own learning.

RECOMMENDATION

1. Non-formal education in the promotion and use of digital to expand access to education in a lifelong learning perspective that contributes to social inclusion, gender equality and special needs education in addition to improving cost efficiency and quality of teaching and learning outcomes.
2. Bridging the digital divide by developing adequate infrastructure supported by affordable broadband connectivity, widespread cellular technology, and reliable electrical power support.

3. Promote the development of non-formal education policies, specifically for digital production and use in broader strategies for advancing education.
4. Institutional support exists, trains and motivates human resources to produce high quality and accessible educational resources, taking into account local needs and the diversity of learners.
5. Leverage emerging technologies to create opportunities to share material that has been released under open license across a wide variety of media and ensure sustainability through new strategic partnerships within and between the education, industry, library, media and telecommunications sectors.

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