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EFFECTIVENESS OF USING INTERNET TECHNOLOGY IN FINDING KNOWLEDGE AND SKILLS FOR PKBM LEARNING CITIZENS

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Abstract

Technology has a broad impact in various aspects of life, including major changes in the implementation of education, the demand is that education is able to produce human resources who have high competence, in the 21st century students are required to be able to learn through increasingly advanced and limitless technology. In the 21st century there is a very different process of absorbing information, which in the previous era, science produced advanced technology like today, the current pedagogical challenge is how technology can transfer knowledge to students. The world of education is required to be able to create education that produces complete Indonesian human resources who make a major contribution to building social and economic order in the 21st Century. The purpose of this study is to describe the 21st century information technology that continues to be developed in the world of education to make an educational revolution that uses technology as a source of information. The research method used is descriptive qualitative. The sample of this research is residents studying at PKBM Ibun in Bandung Majalaya district with 20 respondents. The results show that 21st century technology can transfer useful information and provide a lot of new knowledge, including skills and learning to innovate; (2) life and career; and (3) information technology and media skills.

Keywords: Technological Progress, Revolution, Education

Abstrak

Teknologi memberi dampak yang luas dalam berbagai aspek kehidupan, termasuk perubahan besar dalam penyelenggaraan pendidikan tuntutnny adalah pendidikan mampu menghasilkan sumberdaya manusia yang memiliki kompetensi yang tinggi, pada abad ke 21 peserta didik dituntut agar mampu belajar melalui teknologi yang semakin maju dan tanpa batas. Di Abad-21 terdapat proses serap informasi yang sangat berbeda, yang mana pada era sebelumnya, ilmu pengetahuan menghasilkan teknologicanggih seperti saat ini, tantangan pedagogi saat ini bagaimana teknologi dapat mengtranfer ilmu pengetahuan kepada peserta didik. Dunia pendidikan dituntut untuk mampu menciptakan pendidikan yang menghasilkan sumber daya manusia indonesia yang seutuhnya yang memberikan kontribusi besar dalam membangun tatanan sosial dan ekonomi pada Abad-21. Tujuan penelitian ini adalah untuk mendeskripsikan teknologi informasi abad-21 yang terus dikembangkan pada dunia pendidikan menjadikan sebuah revolusi pendidikan yang menjadikan teknologi sebagai sumber informasi. Metode penelitian yang digunakan adalah deskriptif kualitatif. Sampel penelitian ini adalah warga belajar pada PKBM Ibun yang berada di kabupaten Bandung majalaya dengan responden 20 orang. Hasil penelitian menunjukkan bahwa teknologi abad ke-21 dapat mengtranfer informasi yang bermanfaat dan banyak memberikan ilmu baru termasuk ke keterampilan dan belajar berinovasi; (2) kehidupan dan karir; dan (3) keterampilan teknologi dan media informasi.

Kata Kunci: Kemajuan Teknologi, Revolusi, Pendidikan

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INTRODUCTION

Globalization The 21st century is marked as a century of accelerating information transformation, human life in the 21st century undergoes major changes that are fundamentally different from the order of life in the previous century. The demand for quality in all human endeavors and results must be balanced with the acceleration of production. The 21st century of modernization demands quality human resources, which are produced by professionally managed institutions so that they produce superior results. These all-new demands with various breakthroughs in thinking, drafting concepts, and actions. new paradigm in facing new challenges. if these new challenges are faced using the old paradigm, then all efforts will fail. The new challenge demands a breakthrough thinking process (Vogel, 2014) if what is desired is quality output that can compete with the work in an all-open world.

The 21st century has many differences with the 20th century in many ways, including in work, social life and self-actualization. The 21st century is marked by the rapid development of information technology and

development of automation in all fields of work, both routine and non-routine work. replaced by internet-based computers. As is well known in the 21st century, there has been a total change in both society and the world of education. Education as understood until now has been formed since the 19th century in the context of developing children's education and also encouraging industrialization. So initially the school was formed to support the formation of civil society and also industrialization, but since 1989 where since Germany has been united, suddenly from the era of globalization until now, such as in North America, Europe and East America, globalization has occurred earlier. If the Asian countries have not become one because of diversity. culture and ethnicity, but one day it will be like in western countries. So countries/markets will become one and perhaps currencies will become one. So if in the past the market was per country but now because of globalization, a communication unit will be broad (Ornstein et al., 2016).

The 21st century is also known as the knowledge age, in this era, all alternative efforts to fulfill the needs of life in various contexts are more knowledge-based. Efforts to fulfill the need for knowledge-based education, knowledge-based economic development, knowledge-based social empowerment and development and development in the knowledge-based industry. The development of the old or conventional world of education in classrooms may use whiteboards and markers to replace blackboards and chalk.Currently, there are also classes that already use LCD projectors supported by laptops or computers connected to the internet, or multimedia classrooms equipped with blackboards. electric writing, tablet computers, iPads, PDAs, smartphones, and other sophisticated devices equipped with high-speed internet. However, not all areas have access to the internet. Maybe the internet network will soon cover all of Indonesia esia. Teachers and students can take advantage of the internet network to access "big data" where every second large amounts of data flow (Wulandari & Fitriana, 2006). Big data is a collection of data on a large and complex scale that can be a potential source of learning. The 21st century is also characterized by the abundance of (1) information that is available anywhere and can be accessed anytime; (2) faster computing; (3) automation that replaces jobs; and (4) communication that can be done from anywhere and anywhere (Siswanti, 2019) The 21st century has only been running for a decade, but in the world of education, a shift has been felt, and even a fundamental change at the level of philosophy, direction and the goal. It is no exaggeration to say that scientific progress was triggered by the birth of computer science and

technology. With which tools, advances in science and technology, especially in the fields of cognitive science, bio-molecular, information technology and nano-science, have become a group of sciences that characterize the 21st century. One of the most prominent characteristics of the 21st century is the increasingly interconnected world of science, so that the synergies between them become faster. In the context of the use of information and communication technology in the world of education, it has been proven that the "space and time" factors are becoming increasingly narrow and have become the determinants of the speed and success of human knowledge mastery (Pujiriyanto et al., n.d.)

Currently, education is in the knowledge age with an extraordinary acceleration of increasing knowledge. This accelerated increase in knowledge is supported by the application of digital media and technology called the information super highway (Gates, 1996). The style of learning activities in the period of knowledge must be adapted to the needs of the period of knowledge. Learning materials must provide a more authentic design for going through challenges where students can collaborate to create solutions to solve learning problems. Problem solving leads to questions and searches for answers by students who can then look for problem solving in the context of learning using available information resources, it becomes an experience for students as early digitization and computerization, (Robandi et al., 2019) the learning process which only relies on textbooks and teachers as the only main source, it becomes difficult for the latest learning to occur that follows the development of science. Utilization of technology as a learning resource becomes 21st century learning. Focusing on important material, but focusing on developing learning skills is even more important.

The change in the transition from an industrial society to a knowledge-based society affects several aspects of both culture and education. The emergence of new knowledge-based information work requires qualifications that are not high and require an approach to work with continuous learning habits. The new model of workers not only shifts the type of work from the agricultural and household sectors to industrial-based jobs, but also has to become knowledge workers (Drucker, 1994). Change is needed to prepare oneself to be able to live and work in the knowledge age, especially in the field of education (Burge, 1999).

Education as part of efforts to improve the welfare of human life is part of national development. Facing changes in the reform era and the process of globalization also affecting life, it is necessary to have a vision and directed education. The targeted vision and plans are none other than the vision and strategic plan of national education. In order to formulate a vision and strategic plan for the development of national education, an understanding of the current problem map is needed. The core of the development of national education is the effort to develop superior human resources in order to prepare society and the nation to face the era of knowledge as a competitive era. In order to achieve this goal, efficient, professional and clean national education management is a top priority. Professional education management will be able to increase national resilience which will receive a severe test in the period of knowledge (as well as efforts to increase awareness of national unity and unity within the framework of archipelago insight. Unity between all phases of student development in an increasingly widespread environment of life) in the knowledge age, an effective and efficient education and training plan is also needed. In connection with this education planning, the autonomy of education administration is a must in accordance with the determination and effort to further empower the community. What is the role of education in building a nation especially in facing the era of knowledge, it has been recognized since the formulation of the 1945 constitution. Without an intelligent nation, it is impossible for the nation to participate in the competition of life.

METHOD

This research method in the study uses qualitative methods. This is based on consideration of the depth of research results related to meaning rather than generalizations, so that researchers maximize in terms of observations and interviews, both with regard to the relevance of the content of the questions to the study, as well as relating to the accuracy of the respondents. At this stage the researcher conducts an assessment of the problem with initial field observations to observe matters relevant to the research theme, namely technological advances in the 21st century as an educational revolution in the global era.

At this stage, the authors also conducted research on the effectiveness of using internet technology in seeking knowledge and skills for PKBM learning citizens supported by reference books and the results of previous similar research that had been carried out by others. The goal is to get a theoretical basis for the problem to be studied. This theory is intended as a basis for understanding the problem under study correctly and in accordance with the scientific framework of thinking.

RESULTS AND DISCUSSION

In the research analysis of the factors that influence citizens to learn to learn with internet media, the need to increase knowledge and skills as career support and to enter the world of work, besides the awareness that competition is getting higher is also an important component to want to try to improve skills.

In the learning process, the PKBM tutor accompanies pregnant women to be able to take advantage of internet technology properly in order to add a lot of important information to gain knowledge, these 20 learning residents continue to explore and collect a lot of information from google search, skill tutors on youtube and so on, What is interesting here is that technology produces a lot of knowledge and skills.

In conducting the research, the researcher provided a training replication as a business simulation by asking questions about the use of internet technology in seeking knowledge measuring the level of usefulness, basic skills training practices that could be followed. , from respondents' interviews with respondents, internet technology can also solve problems in seeking knowledge and have proven useful.

CONCLUSION

The conclusion of these research are :

1. The use of the internet in self-study is very doable but learning citizens must get directions so that learning objectives can be achieved.
2. A good directive strategy can provide motivation to continue to develop the interests and talents of learning citizens.

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