



BALTIC JOURNAL OF LAW & POLITICS

A Journal of Vytautas Magnus University

VOLUME 16, NUMBER 3 (2023)

ISSN 2029-0454



Cite: Baltic Journal of Law & Politics 16:3 (2023): 1077-1086
DOI: 10.2478/bjlp-2023-0000085

Training management information and communication technology (ict) for improving student digital literacy

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Received: December 11, 2022; reviews: 2; accepted: January 16, 2023

Abstract

This research examines the management of ICT training to improve students' digital literacy at BLK Islamic Boarding School al-Mizan-Majalengka. This research departs from the advantages possessed by al-Mizan BLKK in producing students who have skills in the field of digital literacy. The purpose of this study is to find out more about the description of training management at BLKK al-Mizan Islamic boarding school, starting from the planning, organizing, implementing and evaluating stages. Through this research, it is hoped that this research will be able to find a management model design for ICT training to increase students' digital literacy. Management functions as stated by George R. Terry include: Planning, Organizing, Actuating, Controlling functions. This study uses a qualitative approach, with a descriptive analysis method. Data collection techniques were through observation, interviews and documentation studies, which were extracted from a number of valid sources (informants), including pesantren leaders, Heads of BLKK, Instructors, Santri and Community (training participants) and several graduate users. The research results obtained: first, the planning of the training program at Al-Mizan BLKK includes the provision of administrative completeness, recruitment and selection of participants, technical

preparation (setting achievement/output standards, HR standards, content/material standards, process standards, evaluation standards, financing standards, facilities and infrastructure standards). Overall the planning stage is in accordance with the planning standards that have been decided by the Director General of Training and Productivity Development; Second, the organization of the ICT training program at BLKK Al-Mizan, is shown by the existence of an effective organizational structure functionally, the determination of human resources in accordance with scientific capacity and work experience, the function and delegation of authority to each position in accordance with their duties and functions. So that the implementation of SOP and Job Descriptions went very well; third, the implementation of ICT training activities at BLK Al-Mizan is guided by lesson plans that have been made previously, which consist of opening and briefing activities, training of 20 meetings, implementation of competency certification, administrative completion, evaluation of implementation, and closing, training documentation, publication of training results and mapping of graduates in the world of work/self-employment. The content of the material being trained includes graphic design material, auto cards, corel draw, adob photoshop, market place and web creation. The method used is tutorial and practice with a ratio of 25:75 (meaning 25% tutorial and 75% practice); fourth, Evaluation for organizers includes: evaluation of implementation, evaluation for instructors, and evaluation for participants. In general, the management of ICT training to increase students' digital literacy at BLKK al-Mizan has met standards and deserves to be used as a training model.

Keywords

Training Management, Vocational Training Centers, Digital Literacy, Islamic Boarding Schools

Introduction

The rapid development of science and technology has had a significant impact on all aspects of human life, including education. This is known as the digital era, where computer and internet technology dominates all aspects of life, including Islamic education such as Islamic boarding schools. To maintain its existence, pesantren must be adaptive to digital advancements and accommodate the needs of their students, including life skills and digital competence. Islamic boarding schools should not only focus on religious studies and moral education but also on practical and applicable skills to help students become independent in their economic and professional endeavors. For this reason, strategic efforts are needed in planning, organizing, implementing, monitoring, and evaluating components such as objectives, human resources, curriculum, and environment. This involves changing curricula, methods and human resources to make them more relevant to the digital age. Islamic boarding schools must also develop adequate infrastructure, expand networks, and establish partnerships for life skills training and character education to balance digital skills with moral education.

Islamic boarding schools in the digital era are currently facing a big problem, namely social relevance. Islamic boarding schools that are adaptive to social development will relatively survive compared to Islamic boarding schools that cannot be adaptive or even stay away from the times. One of the challenges faced by Islamic boarding schools is digital literacy, which is an individual's expertise in utilizing digital devices to solve problems or fulfill their daily needs. The presence of digital technology is considered a challenge for Islamic boarding schools because the Islamic boarding school curriculum cannot meet community demand and will eventually be abandoned by the community. Therefore, the government has tried to make a number of policies related to efforts to strengthen the existence of Islamic boarding schools in the digital era, one of which is with the principle of Community Work Training Centers (BLKK) which are given to Islamic boarding schools. The Islamic Boarding School Community Training Center (BLKK) is an Islamic boarding school economic empowerment institution which is expected to become the driving force for the implementation of education and job training for students and the community around the Islamic boarding school.

Researchers consider that the phenomenon of the success of Islamic boarding schools that are oriented towards strengthening digital literacy and work independence is interesting to study more deeply. This is because such pesantren are rarely established, while the existence of pesantren in the community must continue to be strong to meet the needs of the community.

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Method

This research uses a descriptive method with a qualitative approach and is a case study that aims to describe and analyze data about students' problems in implementing practical work training activities at the Community Work Training Center (BLKK) at Al-Mizan Islamic Boarding School Jatiwangi Majalengka. The data collection process was carried out through observation techniques, interviews, and documentation studies. The data were then analyzed using reduction, display, and conclusion techniques based on the theory of Miles and Huberman. The validity of the data was carried out through triangulation, namely the combination of

observation and interview techniques and the combination of data sources from several research subjects.

Results and discussion

The results showed that the planning of the training program at the Community Work Training Center (BLKK) Al-Mizan Majalengka Islamic Boarding School was carried out properly and was in accordance with the guidelines set by the Decree of the Director General of Training and Productivity Development No.2.69/LP.00.03/II/ 2020. The vision, mission and objectives of the Community Work Training Center (BLKK) are set forth in short, clear and easy-to-understand sentences as guidelines. Teachers or teaching staff are able to educate according to the curriculum and syllabus (professional and proportional), so as to be able to educate students or students in creativity and daily life to improve competency quality standards in accordance with the SKKNI and BNSP guidelines. Instructors also provide input to organizers related to planning learning programs. There are two forms of planning carried out by instructors, namely planning training programs and planning learning processes. Instructors also do a number of things during the training, such as coordinating continuously with the Head of Organizer, Training carrying out activities according to plans that have been made previously, carrying out activities in class according to the material prepared, and so on.

The curriculum structure in the planning process is illustrated in the learning syllabus as follows:

Table 4.4. Competency-Based Training Syllabus Applying Basic Principles of Design

1.2.	Competency Units	: Applying Basic Design Principles				
	Unit Code	: M.74100.001.02				
	Learning Duration	:24JP@45minute				
Competence elements	Performance criteria	Training materials			TRAINING HOURS	
		Knowledge	Skills	Work attitude	Knowledge	Skills

1.2.	Competency Units		: Applying Basic Design Principles			
1. Apply information material related to basic design knowledge	1.1. Sources of information are determined so that the validity of the information regarding the basic design knowledge is in accordance with the needs.1.2. Information material is explained systematically according to the stages of design work.	Pattern of understanding of the client briefknowledge of the brief process.Knowledge of creative concepts in outline.Knowledge of design drafting concepts.	Ability to produce good brief writing.	Participate in training according to the material that has been given carefullymaintain order during the training process.Carry out all tasks given during the training	1	7
2. Explain the basic knowledge of fine arts	2.1. The definition of art is explained theoretically and through examples of work, client data is explained as broadly as possible along with possible creative solution plans (brainstorming/mind mapping). 2.2. The basic elements contained in fine art are described according to their respective characters and uses	Knowledge of graphic design. Knowledge of the concept of preparing a brief.	Completeness in preparing the briefskills in compiling reports	Participate in training according to the material that has been given carefullymaintain order during the training process.Carry out all tasks given during the training	2	14
	2.3. The basic principles used in the processing of design/art elements are related to the design requirements					

1.2.	Competency Units	: Applying Basic Design Principles			
3. Explain the basic understanding of design as part of the scope of fine arts	3.1.The difference between art and design is explained theoretically and through examples of works 3.2.Definition of Graphic Design/DKV is distinguished from other design fields 3.3.The main function of the Design Graphics/DKV are described systematically 3.4.Basic Principles of Design Graphics/DKV associated according to design requirements			Following the training according to the material that has been given Carefully• Maintain order during the training process. • Carry out all tasks given during the training	
4. Apply knowledge of art history and design	4.1 Knowledge of art and design history is explained verbally and visually 4.2.A variety of design styles are applied accordingly Basic Principles of Design			• Following the training according to the material that has been given Carefully • Maintain order during the training process. • Carry out all tasks given during the training	

As for organization, the job training program at the Al-Mizan Community Work Training Center (BLKK) can run well because it is carried out with good organization. Institutions (institutions) as policy implementers and training

instructors as technical implementers in training. The head of the Community Work Training Center (BLKK) as an administrator has duties such as planning, organizing, directing, coordinating, supervising, curriculum, student affairs, offices, staffing, equipment, finance, and libraries. The results of interviews with instructors or teaching teachers at the Al-Mizan Community Work Training Center (BLKK) show that the head of the Community Work Training Center (BLKK) is good enough to lead, be visionary, and set an example. The leadership management of the Al-Mizan Community Work Training Center (BLKK) is in accordance with the established indicators. From the results of field observations, the Al-Mizan Community Work Training Center (BLKK) has a functionally effective organizational structure. The culture of digital literacy at the Al-Mizan Islamic boarding school does not have obstacles at the organizational level, but rather individual barriers.

In carrying out the training, instructors use lesson plans and worksheets as a guide in delivering technical material so that it is in accordance with a predetermined program. The existing training curriculum is the national standard curriculum issued by the Ministry of Manpower. However, because the basic capabilities of the participants and the needs of the local labor market varied, it was decided to develop a training curriculum that would meet the needs of the region. The teaching method used in the training greatly influences the teaching and learning process. At the Al-Mizan Community Work Training Center (BLKK), instructors use a variety of teaching methods according to the material to be delivered, especially for practical material that uses demonstrative methods. The training material is prepared by the instructor with modules arranged according to the curriculum. This module has several advantages for instructors and participants, such as helping the smooth implementation of the learning process. Teaching administration, such as participant lists, lesson plans, worksheets, and lists of formative and summative values, are also prepared by instructors to help the teaching and learning process run smoothly. Communication with participants or training is also very important in the implementation of student training. The instructor's ability to master the class, understand personality, and the participants' initial ability to be effective in this communication. also prepared by the instructor to help smooth the teaching and learning process. Communication with participants or training is also very important in the implementation of student training. The instructor's ability to master the class, understand personality, and the participants' initial ability to be effective in this communication. also prepared by the instructor to help smooth the teaching and learning process. Communication with participants or training is also very important in the implementation of student training. The instructor's ability to master the class, understand personality, and the participants' initial ability to be effective in this communication.

In addition, of course the training program must be evaluated every year to find out the problems encountered both in the material, curriculum, and students or participants who are recruited. Sometimes it is carried out by training organizers or organizers for students, participants and training instructors. Evaluation of

students is carried out through initial tests, summative tests, and final practice to determine the success or success of students in the training program. While the evaluation of the organizers includes the readiness of training, facilities, equipment, curriculum, and time allocation. Evaluation of the instructor includes instructor readiness, learning methods, appearance, mastery of the material, and instructor communication during the learning process. Evaluation is carried out for improvement in the implementation or implementation of the next training. Honest and non-engineered evaluation is important for the improvement of the next training model. Al-Mizan Islamic Boarding School has a culture of digital literacy which is marked by academic reforms that are carried out rationally to build more effective study and religious strengths in reaching the wider community.

Based on the results of interviews between researchers and program implementers and training instructors, the following can be obtained:

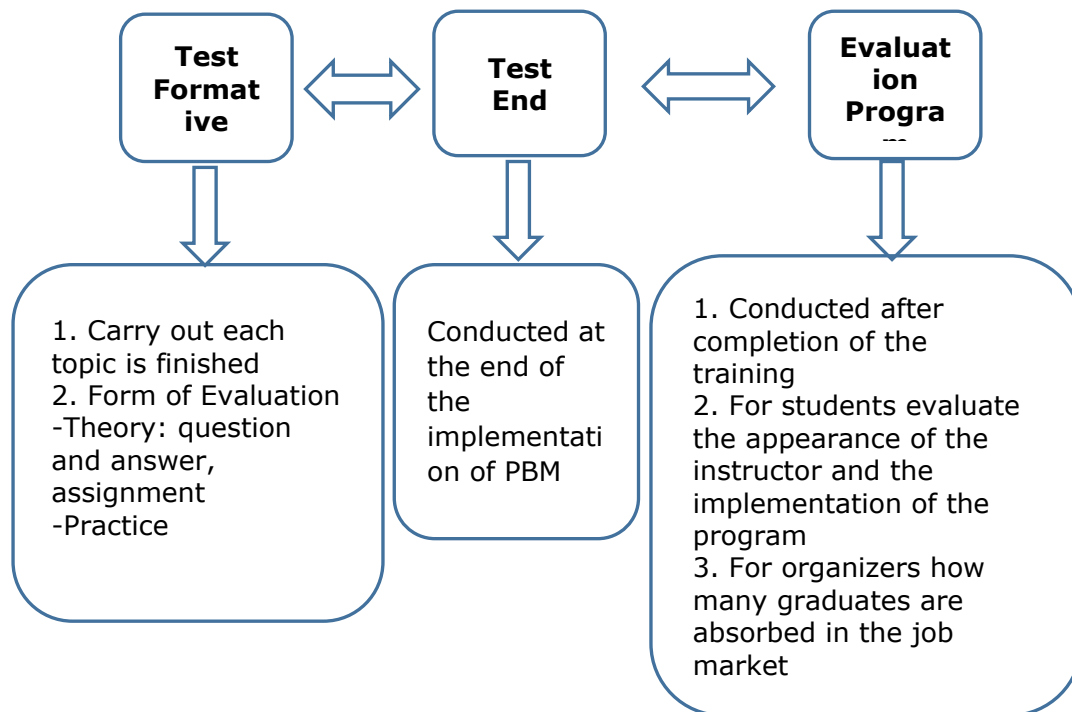


Figure 4.1 Training Evaluation Model
Source: Al-Mizan BLKK Organizer Head

Discussion

Planning can be defined as the process of making decisions in advance about future actions. Sudjana (Sutarto, 2013: 29) describes planning as a systematic approach for making decisions about future actions. Novitasari and Sugito (2018: 99) define the planning stage as an important stage that forms the basis for implementing an action. They explained that at the planning stage, training participants were involved in identifying their learning needs, determining the training schedule, place, as well as learning media and methods.

The Al-Mizan Community Work Training Center (BLKK) has a good organizational structure and an easily accessible organizational chart. During the implementation of the training, problems often arise that require solutions. Any changes or adjustments made must always focus on maintaining the quality of the training, the smooth running of the process, and the interests of the participants. Implementation of the training involves a learning process, with the facilitator delivering material to the training participants (Kamil, 2007: 159).

Evaluation is the process of collecting information to determine whether the stated objectives have been achieved, whether the program has been implemented according to plan, and to identify the impact of the program. This information is used to make decisions for future program improvements. Sutarto (2012: 13) argues that an effective evaluation strategy must be thorough, timely, objective and comprehensive, focused on strategic points, realistic, flexible, perspective and operational, and accepted by members of the organization.

Conclusion

The ICT Training Management organized by the Al-Mizan Islamic Boarding School Community Training Center (BLKK) has met the training standards set by the Ministry of Manpower. Every stage of management, starting from planning, organizing, implementing to evaluating as a whole, refers to training quality standards. This training succeeded in giving birth to a number of students and members of the community who already have independent jobs or occupy jobs in other companies that are in accordance with the field of information and communication technology expertise that they master.

So, Overall, the Al-Mizan Islamic Boarding School Community Training Center (BLKK) has met the training standards both in theory and procedures set by the Ministry of Manpower in ICT training management. Every stage of management, starting from planning, organizing, implementing to evaluating as a whole, refers to training quality standards. The results showed that the training management components such as planning, organizing, implementing, and evaluating had been carried out properly by the Al-Mizan Islamic Boarding School Community Training Center (BLKK). In addition, the students who have attended ICT training at the Al-Mizan Islamic Boarding School Community Training Center (BLKK) already have work competencies that are ready to compete in the world of work or work independently. Many graduates have been absorbed in the world of work and are independent entrepreneurs in the digital field.

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