THE EFFECTIVENESS OF COMPUTER & GRAPHIC DESIGN TRAINING FOR HAMLET 15 AND YOUTH ORGANIZATION MEMBERS OF PULOSARI VILLAGE ON ADMINISTRATIVE MANAGEMENT

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Abstract - *In this era of globalization, undetectable changes in all forms of information technology innovation are increasing. Therefore, in dealing with this, knowledge and skills are needed to use technology, and be able to access and manage applications in technology properly. Hamlet 15 is part of Pulosari village with the majority of its residents working as farmers, planters, and breeders. This makes the residents feel unfamiliar with the use of technology, especially computers. For this reason, this training was conducted with the aim of helping Hamlet officials and youth organization members improve their knowledge and skills in the use of MS Office Word and Canva to facilitate Hamlet administration work. To realize this, this training was conducted using the RRA (Rapid Rural Appraisal) method where this approach means understanding the situation and problems of the village quickly and this training was carried out in FGD (Focus Group Discussion). This training received a very good response so the result of this training was an increase in insight and skills towards technology.*

Keywords*: Training, Technology, Hamlet, Youth Organization*

1. INTRODUCTION

Globalization provides easy access to the transfer of various technologies in many areas of life in various countries. (Ellis, 1999) Information and Communication Technology (ICT) in this modern era is very important to support the progress of the world. ICT has become a basic requirement in the world of work, especially in the urban world. Expertise in the use of computers today is a mandatory requirement for almost all activities and actors in education, offices to industry. (Esmara, 2005) However, what is concerning is the lack of technological knowledge in the village environment and further action is needed to address this issue.

In the village government, including Hamlet, ICT also plays a vital role in supporting the smooth administration of the village and Hamlet (Niati & Soelistyono, 2018) Nowadays, village and Hamlet (RW) officials are faced with a lot of challenges and obstacles due to the development of the dynamics of society. So in this case, Hamlet officials are at the forefront of providing services to the community, especially in terms of correspondence. In administrative management, the use of computers is required with a deep understanding of the use of this technology. However, the understanding of computer technology among Hamlet(RW) officials is still weak. The current reality is that the quality of service provided by Hamlet (RW) officials is mostly far from the desired expectations, including the slow process of community administration. This is the main problem caused by the lack of mastery of computer technology from the Hamlet (RW) officials themselves.

This is also the case in Hamlet (RW) 15 Pulosari Village. The main problem in Hamlet(RW) 15 is the neglected administration due to the lack of understanding by the Hamlet and youth organization in Ms Office management, as well as in the use of graphic design applications. In fact, the real conditions that occur are correspondence, administration, and pamphlet making in the Hamlet(RW) 15 environment are very much needed and it is not uncommon for administration, correspondence, and even pamphlets to be made manually by handwriting. Meanwhile, there has never been training on Ms Office management and graphic design applications for Hamlet(RW) 15 officials and members of the Pulosari village youth organization.

Therefore, in following up on this problem, we are interested in conducting training on the use of Ms Office Word and the use of graphic design applications aimed at Hamlet(RW) 15 officials and members of the youth organization. The purpose of this training is to assist Hamlet(RW) 15 and youth organizations in developing their ability to use Ms Office Word and graphic design applications or in this case Canva. So that administrative management and pamphlet making are more controlled in the future.

Based on the implementation of this training, the author conducted a study to determine the effectiveness of the implementation of this training to show the difference in knowledge and abilities of Hamlet(RW) officials and

youth organization members regarding the use of Ms Office Word and graphic design applications before and after this training was carried out.

2. METHODS

This research was written using a quantitative approach method, where this approach according to (Cresswell, 2016) quantitative methods are methods that use samples of individuals or residents who are asked to answer a questionnaire to determine frequencies and proportions. Then by looking at the existing problems, researchers when carrying out this activity also applied the RRA (Rapid Rural Appraisal) method where this approach means understanding the situation and problems of the village quickly (Sulistyanto, 2017) where this method has the following principles:

1. This activity runs quickly but progressively, through planned and flexible exploration, adjusting the audience's understanding.
2. Providing facilities, meaning providing facilities during the activity to the audience, where in this training activity, the researcher becomes a facilitator, so that residents as an audience can be able to learn.

The above method is carried out in FGD (Focus Group Discussion), where there is training, mentoring, and evaluation (Liyanthy *et al*., 2018). To find out where and how much the residents of Hamlet(RW) 15 Pulosari know about computers, we gave a questionnaire containing several general questions about the things we would train at that time before the training time, then after the training was completed we also gave a second questionnaire to see if there was a progress change that occurred in Hamlet(RW) 15 residents after this training. From both questionnaires, the researcher hopes that there will be a change after the computer training.

3. RESULT AND DISCUSSION

Based on the problems described above, it can be seen that Hamlet(RW) officials and Youth Organization members are faced with the problem of difficulty managing Hamlet(RW) administration due to their lack of ability to use the computer itself, therefore we researchers conducted a computer training, especially MS Office and Canva with the aim of increasing the ability of Hamlet(RW) 15 Pulosari residents. This activity was carried out in 3 stages, namely: material exposure, hands-on practice, and questions and answers. The presentation of the material was explained directly by our group colleagues on how to make a Letterhead, what the important parts of an official letter look like, and how to design banners and posters through Canva.

Before the start of the training activities we gave several questions through a questionnaire to be filled in by the residents who attended the training at that time, the questionnaire was given to see the extent of knowledge and abilities possessed by Hamlet(RW) 15 officials and Youth Organization members regarding the computer itself. This questionnaire is also a benchmark for

whether there will be a progress increase in ability after this computer training. The questionnaire showed the following
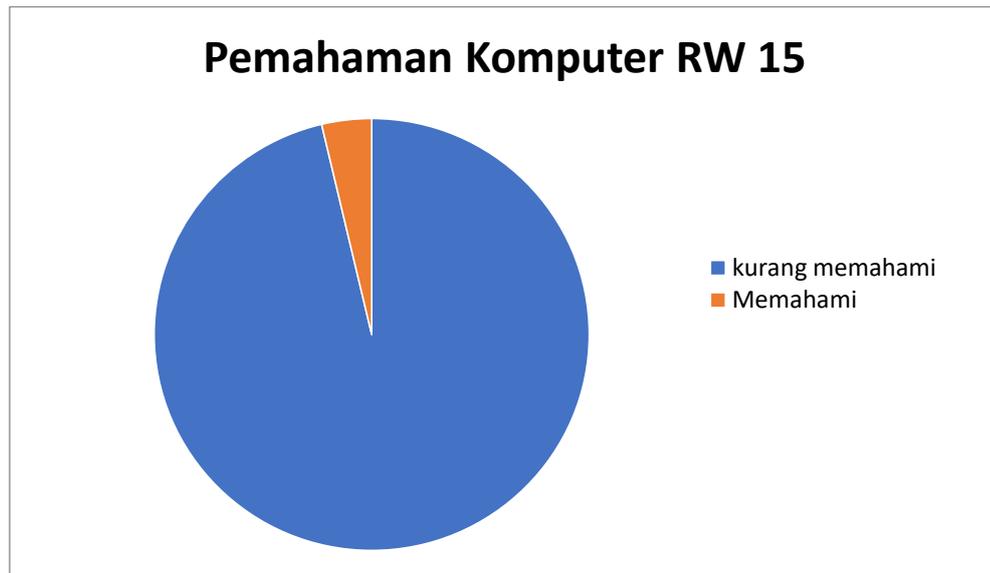
Figure 1. Quetioner Result

The questionnaire shows that 83.3% of Hamlet(RW) 15 residents do not understand computers and their use in depth, while the rest show that they already understand. The questionnaire clearly illustrates the lack of understanding of the residents of Hamlet(RW) 15 Pulosari regarding the use of computers. There are many reasons that support the lack of understanding of computers for Pulosari villagers. According to (Irmayani & Sudirman, 2019), one of the reasons for the lack of understanding of village-level technology could be due to a digital divide that occurs, the digital divide is the difference in understanding of technology between one another. In this case, the digital divide occurs between the village and city levels.

To find out in detail about the problems that occur, the researchers conducted 2 methods, namely RRA (Rapid Rural Appraisal) and FGD (Focus Group Discussion). This RRA method is a method of assessing and observing the condition of the target object quickly, then in practice and its activities are predominantly carried out by outsiders with little involvement of the insiders. (Rosadi & Wicaksono, 2022). The selection of the RRA method was carried out by looking at the advantages of this method, including :

- Fast time with low cost and unbiased results,
- Able to monitor, identify and evaluate service work programs,
- Can serve policy makers who want to decide something immediately and need information before making a decision,
- Help solve technological problems, especially due to social and economic constraints,
- Able to understand the problem on issues with an interdisciplinary perspective

The second method is FGD. According to (Zulkarnain & Gusti, 2020) FGD stands for Focus Group Discussion, which when translated into Indonesian is Focused Group Discussion, is a process of gathering information on a certain very specific problem. The FGD was conducted to gather in-depth information about knowledge, attitudes and perceptions, to develop research hypotheses, and to collect qualitative data.

With the RRA and FGDs, we gained a lot of information about the problems that occur in Pulosari village. As we know, the digital divide is a problem that we still often encounter, especially at the village level. One of the reasons that allows the digital divide to occur is the availability of infrastructure that is still inadequate, such as internet networks to the lack of equipment that supports these technological activities. Other reasons that cause the digital divide also do not only exist on external parties, residents who are internal parties also play a full role in this problem themselves. As the data listed in the book "Pulosari Village Profile" which contains data on Pulosari villagers, it is noted that the majority of the population work as farmers and breeders. In this data, it is clear that one of the other indicators that cause a lack of understanding of the computer itself can come from internal parties. This is because their work is less related to technology even though nowadays everyone inevitably has to understand and understand technology.

As farmers and breeders, they are also more likely to spend their time in the fields than at home. This is why we still encounter a lot of administrative errors and a lack of understanding of banner making, which is very useful for activities that may be carried out within the scope of Hamlet(RW) 15. Seeing the percentage of lack of computer skills, we conducted basic computer training, especially in Ms Office and Canva applications, because after researchers conducted RRA and FGDs, we saw the main shortcomings themselves, therefore researchers found analysis and innovation of this problem, namely in the form of computer training with the hope of alleviating the existing problems. Computer training with the FGD method is divided into 3 sessions, material exposure sessions, question and answer sessions and direct practice sessions of the two applications.

In the material presentation session, the material provided was in the form of how to make official letters, how to make banners, and invitation letters, which had previously been the main problem in administrative management within Hamlet(RW) 15. In the training process, researchers found several characteristics of Hamlet(RW) 15 residents in learning about technology. In the learning process, researchers found some similarities between residents and other residents when learning computers. Most residents of Hamlet(RW) 15 Pulosari were afraid to touch or even operate the laptops or computers available. In the learning process, most residents felt unfamiliar with the buttons. This incident is in line with several reasons why villagers experience a digital divide compared to city residents.

In the training, researchers played a direct role in dealing with residents who had difficulty operating existing laptops, researchers taught important basics such as how to turn on, how to make letterheads, and how to design banners

practically. At the end of the training, we freed the residents of Hamlet(RW) 15 Pulosari to practice directly in making letters and banners using the existing laptops. So that at the end of the training we can see to what extent the understanding has been obtained after conducting computer training.

In addition to seeing through the final results that have been made by residents, researchers also provide a post-test questionnaire that is tested to see how effective this training is for residents of Hamlet(RW) 15 Pulosari. Through this questionnaire, residents were asked again about computers and things that had been learned from the computer training. After the completion of the questionnaire, there was an increase in the percentage of residents regarding computer skills after the training. In this questionnaire, residents who successfully answer several questions in the questionnaire will be categorized based on the results of the correct answers. In this case, residents' computer skills will be measured in three categories: good, fair, and less good. Residents who managed to get more than 80% of the answers will get the Good category, residents who managed to get the correct answers with a score of 60% will get the Fair category, and residents who scored below 50% will get the Less Good category.

From these 3 categories, it will be seen how many percent increase in residents' understanding after the training. The table below presents the average score obtained by Hamlet(RW) 15 Pulosari residents after conducting computer training.

Table 1. Post-test Result

No.	Category	Average Results
1.	Good	70%
2.	Fair	20%
3.	Less Good	10%

In the presentation of the results shown, it can be seen that quite a number of residents have managed to enter the Good category in computer skills after going through training. From the results obtained, the residents who entered the Good category were also residents who entered the productive age, where they were familiar with mobile phones and the internet but were not utilized properly.

In this case, people of productive age who tend to not understand computers are easier to teach than people who do not know mobile phones or the internet at all. According to (Ningsih & Dewi, 2020) a person of productive age does tend to be easier to accept and learn new things, compared to someone who is already at an unproductive age, this happens because of differences in the age of brain maturity in a person. But unfortunately, the residents of Hamlet(RW) 15 Pulosari, even though they are at a productive age, still do not understand all of this. As reported in the book "Pulosari Village Profile", it is noted that the productive age in Pulosari village has a low level of education. Whereas the level of education is one of the most important factors in recognizing one's skills, with sufficient education one can

expand one's horizons and way of thinking, can expand additional new knowledge and form a more mature personality and sense of responsibility (Kusumahadi, 2012). From this fact, according to (Suyitno, 2020) formal education is a provision that must be owned by someone, especially Hamlet(RW) officials where it is hoped that these Hamlet(RW) officials will be able to formulate and understand so that they can bridge other citizens with today's changes.

From the presentation of the results of the post-test questionnaire and through FGDs, it is clear that there is a significant increase from the results of the previous questionnaire. With this, the researcher draws several reasons that support why there is a lack of understanding of the residents of Hamlet(RW) 15 Pulosari about the computer itself.

- Limitations of laptops as one of the supporting facilities to reduce the digital divide in the village.
- Lack of time allocation for understanding the computer itself.

As explained earlier, the majority of Hamlet(RW) 15 residents work as farmers and ranchers, making it difficult for them to allocate their time to learn computers more deeply. As said (Thoha, 1991) that ability is part of a person's maturity and knowledge that can be obtained from education, training, and carrying out work, so it is often referred to as work ability. From Thoha's explanation, it is understood that Hamlet(RW) 15 residents have the potential to have computer skills and reduce the digital divide that exists in Pulosari Village, unfortunately one of the inhibiting factors is the lack of time allocation given by residents to learn computers in depth.

4. CONCLUSION

Based on the results of the training activities carried out for Hamlet(RW) officials and youth organization members with the main objectives being the management of Ms Office Word and the use of Canva applications and research on the effectiveness of the training, it can be concluded that the objectives of the activity were carried out well. The response from the participants in this training showed that the material presented was very easy to understand and very relevant to the needs for administrative management of Hamlet(RW) 15 Pulosari. The participants who were initially only familiar with agricultural/plantation and livestock matters began to get to know technology and gained a broader insight into how to operate Ms Office Word and Canva and gained an increased understanding in terms of skills in operating Ms Office Word and Canva.

As a follow-up, the people involved in this training need to apply the materials provided in the training. Furthermore, there is a need to procure laptops or computers for RW or youth organizations and to provide continuous mentoring to continue to increase participants' knowledge and skills in technology.

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