The Identification of Learning Needs Based on Economic, Social and Cultural Environment at Pandhalungan Society in the Urban Area of Jember

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THE IDENTIFICATION OF LEARNING NEEDS BASED ON SOCIO-CULTURAL ECONOMY ENVIRONMENT IN PANDHALUNGAN COMMUNITY AT URBAN AREA OF JEMBER REGENCY

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Abstract

In order to actualize a community who likes to learn with the aim of improving their quality of life, it is necessary to identify learning needs based on socio-cultural economy environment for the community through individual or group approaches to revealan appropriate information that is needed by Pandhalungan community in both urban and suburbs areas in Jember Regency

This study was aimed to know the identification of learning needs based on socio-cultural economy environment in Pandhalungan community at urban area of Jember regency. The approach method used in this study was qualitative with ethnographic design.This approach functioned to describe and to interpret a certain cultural system or social group. The researchers examinedthe patterns of behavior, habit, and way of life of a community group. Moreover, the researchers studied about the themes of behavioral culture, language, and interactions of the concerned groups; so that, it showed about learning needs in the community. The research location was in urban area, precisely in Sumbersari Village. This research was conducted in 4 stages, namely field assessment, determination of problem categories, data collection, and data meaning. The data were collected through observation, interview results, and documentation related to community learning needs. The findings indicated that Pandhalungan community needed a training program which was one of the non-formal education programs because the training program could empower them.

Keywords: Identification, Learning Needs, and Socio-Cultural Economy

INTRODUCTION

In order to realize the development of the community with the aim of improving their quality of life, so meeting learning needs is important for the community. Therefore,it needs to be identified through an individual approach ora group approach. According to Sutarto (2006), learning needs is a distance among the level of knowledge, skills, and attitudes owned and obtained by a person, group, institution and community that can be achieved through learning activities.

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This identification is carried out to reveal the real information which is suitable with what is needed to grow the community who likes to learn. Furthermore, the community's learning needs isvarious; so that, everyone tends to have different learning needs. Learning needs felt by someone who is in a rural area may be different from the person in the suburbas well as different from the people in urban area. Considering that the Pandhalungan community in Jember regency is located in suburb and urban.

To determine the activities that can grow the community who likes to learn in Pandhalungan community, needs identification is conducted through the review of social, economic, and cultural environment. Hence, it is expected to be known about what learning needs to be learned by the community, specifically real needs that can be felt and beneficial to the community, especially related to non-formal education program. Furthermore, community members understand that learning is an important part of their life, and they always conduct lifelong learning for the advancement of themselves, their family, community, nation and environment through learning activities such asto knowing, working, solving problems, advancing life and fostering life together. Thus, through the identification of learning needs based on socio-cultural economic condition, it can be known about learning needs, especially related to non-formal education programs such as literacy education, equality education, empowerment through training, counseling, and life-skill. Therefore, it can be developed through the role of non-formal education in order to create community who likes to learn. Eventually, it can improve theirquality of life.

The identification of learning needs based on socio-cultural economy environment in Pandhalungan community means that the learning needs of the community can be determined based on economic environment. In this case, according toNasution (2004) someone's economic status can be seen and assessed from some aspects such as job, income, wealth, education level, condition and location of residence as well as association and social activities. While based on social conditionas stated by Linton (2000), community's social condition has five indicators, namely age and sex, job, prestige, family or family group, and membership in union group. Moreover, if it is viewed from a cultural aspect

which is a whole complex thing, It includes knowledge, beliefs, art, moral, law, custom, and other habits owned by humans (Taylor, 1871). Therefore, the learning needs based on socio-cultural economy environment is expected to determine the non-formal education program in accordance with the learning needs of the Pandhalungan community, especially in urban community in Sumbersari village, Jember regency.

Based on the description above, it can be said that to develop program and learning in non-formal education in order to create a society who likes to learn that has knowledge of science, environment and technology, then the first thing to do is to identify the needs of Pandhalungan community in terms of their socio-economic cultural environment; so that, they can know about the implementation of appropriate non-formal education program to their needs. Therefore, researchers were interested in taking the title "Identification of Learning Needs Based on Socio-Cultural Economy environment in Pandhalungan Community at Urban Area of Jmeber Regency". This study was aimed "to find out the identification of learning needs based on socio-cultural economy in Pandhalungancommunity at urban area ofJember Regency".

RESEARCH METHODS

This study used a qualitative approach which was chosen because the researchers wanted to reveal what learning needs was needed by the Pandhalungan community in Jember Regency. This qualitative approach is developed to study human life in limited cases, which is in-depth and holistic. The research focus was to identify the learning needs based on socio-cultural economy environment. Therefore, it became the consideration for using a qualitative approach because this research did not only reveal real events that can be quantified but also more than that, the results were expected to reveal the hidden value behind the event. Through this research, it can be explained in detail the storyline in chronological order; so that, finally it could provide the recommendation as the improvement of a policy that would be taken and implemented about the learning needs of Pandhalungan community especially at urban community in Jember Regency.

This study used ethnographic research designwhich was chosen because the researchers wanted to reveal the learning needs of Pandhalungan community. Ethnographic research according to Moestakes in Mapiare (2013) is a study of a broad field of various social settings that allow direct observation and interview of the activities and conducting communication and interaction with people both in formal and informal opportunities. While according toMoedzakirDjauzi M (2010), research using ethnographic design is a research approach that describes and interprets certain cultural system or social group where the researcher examines the patterns of behavior, habits and ways of life of a community group, then they learns the themes of cultural behavior, language and interaction of the concerned group.

This research was conducted in 4 stages, namely field assessment, determination of problem category, data collection, and data meaning. Field assessment was carried out by formulating and defining categories of research location. Field assessment was carried out by analyzing the characteristics of location in Jember Regency. The used characteristics as a reference for analyzing were the characteristics of people living in urban area. After determining these characteristics, the selection of the targeted location was then carried out. Determining the problem category was done by considering the condition of the research location based on the determined categories. The consideration process was carried out through village data collection in Jember regency. The data were then grouped according to urban category. The result of the grouping was then analyzed to determine which village would be the target of the study. After determining the location, communication with the village was carried out related to the intent and purpose of the research to ensure willingness as the target of the study.

Data collection was done through observation, interview, and documentation. While the data meaning was done by analyzing the data that had been collected through check and recheck, and then conclusion was done by making proposition related to the logic principle.Moreover, considering and establishing them into research findings, and then making a complete report of the research results. This process was carried out during the research.

According to Moleong (2006), the position of researchers in qualitative research is as planners, implementers, data collectors, analysts, data interpreters and finally as reporters of research results.Based on this research, the researchers in the field planned the activities, made observations, and interviewed community members and village officersas the informants. This research was conducted at urban area, precisely at Sumbersari village inJember regency. This location was chosen based on the following considerations:(1) the village was in the Pandhalungan comunity area; (2) this village was in education center of Jember regency where it was surrounded by public and private universities such as Jember University, IKIP PGRI, Jember State Polytechnic, Muhammadiyah University, and so on; and (3) the willingness of the village as the location of the research target.

The data that would be obtained by the researcher were the data in the form of information related to the learning needs of the community in the urban area of Jember Regency. The data could be in the form of document, observation, interview, and documentation related to the learning needs of Pandhalungan community in Jember regency.

The data source of this research waseverything that related to the community needs in each cluster which is obtained either directly from the informant or from other sources. The informants of this study consisted of the community, public figure, and village officers in each cluster. The other data sources were documents containing information related to the learning needs of the community either directly such as the result of the public questionnaire or indirectly such as statistical data and other information relating to the condition of the community in each cluster.

Data collection in this study was carried out through observation, interview, and documentation study. The document study was carried out to obtain preliminary data related to the condition of the community at urban cluster. The required documents wereCentral Bureau of Statistics (BPS) data, survey / research documents related to community learning needs, and other documents containing formation regarding the condition of the community in each cluster. While the observation technique was done to obtain data or to ensure the data

obtained through documentation study, as well as to select prospective informants who would then be interviewed. The observation was carried out directly by visiting the locations asthe research targeted in each cluster. Furthermore, the interview technique was carried out to obtain information regarding what learning needs was needed by the community in each cluster. Interview wasconducted to village community, public figure, and village officers with the potential to provide information regarding the learning needs of the village community in each cluster.

Furthermore, the technique used to determine the informants in the study was Snowball Sampling Technique. Data collected in this study were in the form of written or oral words from people and from observable behavior; so that the methods used for the process of collecting data were the method of participatory observation, in-depth interview, and documentation. Furthermore, the analysis technique used was hermeneutics analysis technique. Hermeneutics analysis according to Taylor in Sarosa (2012) is an attempt to make the object of study to be reasonable and clear. The analysis process was done by filtering the obtained qualitative data and the data were considered to be formulated into the results of the study.

According to Mapiare (2013), the steps consist of three steps, namely interpretation of part, overall interpretation, and meaning. Interpretation of part was done by interpreting the items and data sets obtained. The overall interpretation was done by assembling and reframing the data obtained into whole personal meanings. Understanding was done by continuing to examine and observe the meaning of the data obtained from the informants who would then be reported.

RESEARCH FINDINGS

Based on the results of interview and observation in the data exposure described above, the findings were:the people who were targeted to be identified related to learning needs in Pandhalungan community based on socio-cultural economy environment were poor people. Moreover, in term of economic environment, most of the profession was sellers whose income could only be used to meet their daily needs. Considering that they were mostly elementary or junior

high school graduates andmany even drop out from high school, so they only relied on selling activities to support their lives because they did not have skills. However, from the social aspect or condition, they still paid attention to the surrounding environment such as when their neighbor was sick, they still visitedwith other neighbors. Furthermore, if it was viewed from a cultural aspect, Sumbersari people still practiced in activities such as Islamic gathering and Development of Family Welfare (PKK) which were routinely attended, and an compulsory activity was social gathering; so that, it became a routine activity that sometimes there was the practice of making cakeand craft training. Hence, members were always waiting for because they could have new knowledge and skill. Thus, looking at the economic, social and cultural environment of the Sumbersari community, especially poor people, as described above, they needed one of the non-formal education programs that was training skill. The program could add experience with a hope that the training could increase their income. It could be seen from their enthusiasm when they participated in activities organized by Development of Family Welfare (PKK).

DISCUSSION

Based on the research findings, it was indicated that if it was viewed from socio-cultural economic environment, the learning needs of Pandhalungan community in Sumbersari village, Jember regency targeted on poor people in non-formal education programs. The training considered an important program for the community needs in the context of empowerment. It is as stated in presidential instruction no.15 of 1974 in Kamil Mustofa (2010) who stated that training is "part of education that involves the learning process to acquire and improve skills outside the applicable education system, in a relatively short time, and by using method that prioritizes practice rather than theory ". Whereas according to Moekijat in Kamil Mustofa (2010), the main objectives of training are 1) to develop expertise, so the work can be completed more quickly and more effectively; 2) to develop knowledge, sothe work can be completed rationally; 3) to develop attitudes, so it can cause willingness to cooperate.

Furthermore, it was conveyed that training was a deliberate or planned process, but it was not accidental or spontaneous activity. Training is a process consisting a series of systematic and planned activities directed at a goal. Thus, training was the learning needs for Pandhalungan community, especially poor community who lived in Sumbersari village. By giving training, it was expected to empower the community. If it was examined from an economic aspect, there was a change in welfare. Moreover, if the community participated in training skills, the skills acquired could be used as an effort; so that, it could increase their income.Someone who participated in the training event would have empowerment activity because empowerment could increase individuals, families, and communities who could take action to improvetheir situation. This statement is suitable with what was conveyed by FahrudinAdi (2012), empowerment shows the process by which individuals and groups gain strength, access to their own sources, and controls their lives. While according to Suharto Edi (2017), empowerment refers to the ability of people, especially vulnerable and weak groups; so that, they have the strength or ability to (a) fulfill their basic needs, so they have freedom. This freedom means not only in expressing opinions but also in expressing free from hunger, from ignorance, and from pain; (b) reach productive resources that enable them to increase their income, and obtain the goods and services that they need; and (c) participate in the development process and decisions that affect them.

Furthermore, empowerment in the urban community, especially community in Sumbersari village of Jember regency, it could strengthen the empowerment of weak group in community, including individuals who experience a poverty problem because empowerment had a goal by pointing to the condition or result to be achieved by a social change, namely there was an empowered community that hadknowledge and ability to fulfill their needs physically, economically, and socially. The behavior could be seen from having self-confidence, being able to express their aspiration, having a job, participating in social and independent activities in carrying out their life's tasks. Therefore, based on the description above, it could be said that if the economic condition was stable, the social and cultural aspects would go hand in hand. Moreover, based on

the findings in Sumbersari community, even though their economic condition was considered as middle down position, but the communitywas still enthusiastic in participating in activities and habits as the culture.

CONCLUSION AND SUGGESTION

Based on the findings and discussion described, the identification of learning needs based on socio-cultural economy environment in Pandhalungan community in Sumbersari community of Jemberregency was a training program. It could be seen thatif the people were categorized as middle down in economic condition,the training program could empower them who were ultimately expected to improve their welfare. Hence, an empowered community had the knowledge and ability to fulfill their needs.

The suggestions that need to be recommended from the results of the study are as follows: 1) For the headman, it is expected to be able to identify the types of appropriate training that can really be useful for the program target community; 2) community members are expected to be able to participate in training programs with enthusiasm and high motivation; so that, what is obtained can be used as an effort to improve their welfare.

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