

Smart Educenter with Let's Read Application for Children in Wonopuro Village

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ABSTRACT

Wonopura village is a village located in the hills of Rajakwesi, Dukuh Sidowayah RT.11 RW.03 Sidoharjo Village, Jambon Ponorogo District which is quite remote. The lack of the role of the family and the environment, both schools and the surrounding community is a source of problems for children, especially related to literacy problems. This program aims to help children to improve their digital literacy skills and also make it easier for parents to guide and monitor their children's activities. For this reason, this program is carried out as an effort for Digital Education and Literacy for isolated village children so that they can continue to live life like children in other villages. This program is carried out for 1 month with four meetings on Sundays. Every meeting, gather the children in Wonopuro Village RT.11 RW.03 Dukuh Sidowayah, Sidoharjo Village, Jambon District, Ponorogo Regency. The result of the implementation of this program is that it can improve digital literacy for the children of Kampung Wonopuro. The increase can be seen from the social side, namely increasing children's enthusiasm for learning to develop their potential and achievements during the current pandemic conditions; from an economic point of view, it can increase the attractiveness of the outside community after knowing that Wonopuro Village is to be a regional tourist destination with beautiful natural scenery through ecoliteracy and ecotourism; and from a psychological point of view, it can help increase the learning motivation of the children of Kampung Wonopuro.

Keywords: Let's read the application, digital literacy, smart educenter

Introduction

Indonesia excels in a period of 2045 prepared by the application from the map of the industrial revolution era 4.0. answering education as a solution to the impact of the industrial era 4.0. required entrepreneur education. The concept of entrepreneurial education will create creative and innovative children who can overcome obstacles in the future. Moravec states that industry 4.0 requires the education to build individual innovation practices and student empowerment teams to produce innovation (Sarikaya & Coskun, 2019). Schools are educational institutions designed for the development of human potentials. Also, the purpose of education is to improve the quality of human resources with the anticipation of producing superior and characterized human beings, raised through the affirmation of each activity that is integrated into entrepreneurship-based learning in school.

Ningrum's opinion (2017) reported entrepreneurship as a soul, attitude, ability to create something new, valuable, and useful for personal consumption and others, while entrepreneurs are skilled personnel in the aspect of developing personal businesses and taking advantage of opportunities, to improve their lives. Moreover, Nurseto (2010) established that efforts needed to instill the required entrepreneurship for teachers ought not to be limited to master the concepts,

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but also have the ability to perform the related activities. These include the application of all existing conceptions.

The plans towards learning conducted at Mata Najwa Kindergarten involved the application of entrepreneurship activities in early childhood, including several learning components, encompassing: 1) the objectives; 2) materials; 3) educators; 4) students; and 5) strategies (Sofino, 2017). This is followed by the inculcation of entrepreneurial values, performed in a series of activities that are initiated with planning, learning, implementing, and evaluating. Sani and Yunus (2018) in Malaysia showed the need to relate the results of research on teaching design or planning to one another and not to a specific subject. Furthermore, the information required is centered on the objective learning content, approaches, methods used, the imparting techniques, and assessment design of the teachers' teaching and learning outcomes. These are needed to play the role of evaluation material, which ought to be performed and added on instances where there are deficiencies.

the cooking class is an innovative program for preschool children. These are usually conducted to promote healthy eating behaviors, attained by providing knowledge on basic nutrition, food selection, menu planning, time-saving tips in the kitchen, and food preparation skills to parents and caregivers (Condrasky, Graham & Kamp, 2006).

This is also significantly increased their willingness to explore fruits and vegetables, as reported by parents. Also, the effectiveness of cooking on children's food-related preferences, attitudes, and behaviors is promoted (Hersch et al., 2014). The results and discussions stipulated that the values of entrepreneurship need to be internalized in students include independence, creativity, the dare to take risks, action-oriented.

Material and Methods

The following is the method of implementing the program.

1. Define Target Areas. The first step is to determine the target area.
2. Implementation Permit. After determining the target area, then coordinating with the authorities to carry out activities in Wonopuro Village RT.11 RW.03 Dukuh Sidowayah, Sidoharjo Village, Jambon District, Ponorogo Regency to conduct training education in the Smart Educenter program.
3. Socialization Planning. After coordinating and obtaining permission, the next step is to determine the day, date, and time for socialization and the implementation of training education in digital literacy for children as well as designing a program system, including division of tasks, analyzing and determining the tools and media used during training education. digital literacy of these children.
4. Socialization of the Smart Educenter Program. Conducting socialization and introduction to children in Wonopuro Village, Sidowayah Village, Jambon District, Ponorogo Regency.
5. Program Implementation. This program is carried out for 1 month with four meetings on Sundays. Every meeting, gather children in Wonopuro Village RT.11 RW.03 Dukuh Sidowayah, Sidoharjo Village, Jambon District, Ponorogo Regency.
6. Follow-up Plan. Evaluating the program by analyzing the obstacles that occur in the field during the Smart Educenter program: Digital Literacy Education through the Let's Read Application for the Children of Wonopuro Ponorogo Village. This program is expected to continue to grow, not only for Wonopuro children but also for the entire community in Sidowayah Hamlet, Sidoharjo Village, Jambon District, Ponorogo Regency.

Results and Discussion

Overview of target areas

The location is Wonopuro Village, Jambon District, Ponorogo Regency, East Java. Wonopura is one of the mountainous areas inhabited by the people of Dukuh Sidowayah RT.11 RW.03 Sidoharjo Village, Jambon District, Ponorogo Regency.



Figure 1. Location of wonopuro village

The target of this community service program is the children of Kampung Wonoporo Ponorogo. This program provides help increase digital literacy for children in the world balance out the development of technology in education in remote areas to raise the n potential and achievement. The number of children from Wonopuro village is 23 children, with details of 10 students currently studying at the junior high school level, 8 other students attending elementary school, and 5 of them not attending school. The purpose of digital literacy for isolated village children is to educate the public in utilizing technology and communication by using digital technology and communication tools or networks to find, evaluate, use, manage, and create information wisely and creatively. This program is taught to children who need education and literacy to improve their skills in technology.

In the context of education, remote villages are still difficult to get adequate education as well as facilities that are met according to existing learning standards. Wonopura village is the proof, Wonopuro is a village located in the hills of Rajakwesi, Sidwayah Ponorogo. It is categorized as an isolated village because to get to the village there is only one road in the form of macadam with a width of 1-2 meters. A motorbike can be used to pass this road, but only certain people can go through the road. To be able to receive basic education children have to walk as far as 5 km to get to the school which is at the bottom of the hill. When they got home, they walked again for about 1 hour to get home. Every day to get an education they have to spend a lot of time on the road. When they arrived home, the children had to help their parents find pet fodder. To study at the SMP/MTs level, they must leave the local village, considering that there are no schools or equivalent educational institutions in Wonopuro.

Wonopuro village has the potential for regeneration of children in the development of knowledge and skills in increasing village potential through digital literacy. Many children have difficulty with teaching opinions and assistance in digital learning. Because the location of residence is far from schools and public places such as markets. This village is 5 km from other villages and access to Wonopuro is limited by a footpath that can only be passed by motorbike or on foot. As a result of inadequate road access, the community has difficulty in pursuing education and

improving the economy. Economic improvement activities are carried out by farming using Perhutani land.

Smart Educenter socialization program

Socialization and introduction to children in Wonopuro Village, Sidowayah Village, Jambon District, Ponorogo Regency were carried out to explain how important digital literacy is for children today (Rahman et al., 2020). The objectives of this digital literacy training are as follows.

- a. To provide educational assistance, especially regarding digital literacy, which is sufficient so that it can motivate to continue to strive for education even though many obstacles hinder it (Harp, 1993; Puspaningtyas et al., 2020).
- b. To introduce various applications to support digital literacy and also digital learning as an effort to increase digital literacy for the children of Kampung Wonopuro.
- c. To train village children to create content on digital platforms as a step to introduce the potential of the local village to outside communities through ecoliteracy.
- d. To explore the potential of human resources further to achieve the development of achievement for remote village children.



Figure 2. Socialization program *smart educenter*

Implementation of the Smart Educenter Program

The implementation of the literacy program through the Let's Read application for the children of Kampung Wonopuro Ponorogo to improve their reading skills and literacy habits to be able to face technological challenges in a scientific, fun, and interesting way (Kravchenko, 2016; Nesi et al., 2010) is detailed as written in table 1.

Table 1. Procedure for the implementation of the digital literacy program

No	Activities/Steps	Description Activities Dilakukan an Employer Treatment
1.	Dissemination of digital literacy programs	Conducting socialization and introduction of digital literacy programs to children as well as explaining the importance of digital literacy for children today.
2.	Sifting reading books from the <i>Let's Read</i> digital library	Provision of reading books obtained by downloading from the application then printed out and distributed to children.
3.	<i>Let's Read</i> Digital Library app introduction	Steps to download and operate the application.
4.	Selection of various books in the <i>Let's Read</i> app	Selection of books based on language and level of reading books
5.	Children are asked to open, select, and read reading books in the application.	Read some of the selected books.
6.	The children were asked to re-tell the contents of the books they had read.	<ol style="list-style-type: none"> a. Each child tells the book they have read based on the chosen language. b. The children gave each other comments and questions about the contents of the books they read.
7.	After all the children had read and shared their reading experiences, the PKM-PM team appointed 2 children to conclude the activities carried out during the program.	<p>A brief description of the <i>Let's Read</i> application.</p> <p>Reading experience with the <i>Let's Read</i> app.</p>
8.	Drawing conclusions about digital literacy activities through the <i>Let's Read</i> application in general.	The children and the PKM-PM Team compiled a resume of the books they had read and their contents and the conclusion of the program.



Figure 3. Implementation of the digital literacy program

Conclusion

Based on exposure to community service activities above, it can be concluded that the program can be improve digital literacy for children of Kampung Wonopuro. The increase can be seen as follows.

1. From the social side, it can increase children's enthusiasm for learning to develop their potential and achievements during the current pandemic conditions
2. From an economic point of view, it can increase the attractiveness of the outside community after knowing Wonopuro Village to be a regional tourist destination with beautiful natural scenery through ecoliteracy and ecotourism.
3. From a psychological point of view, it can help increase the learning motivation of the children of Kampung Wonopuro.

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