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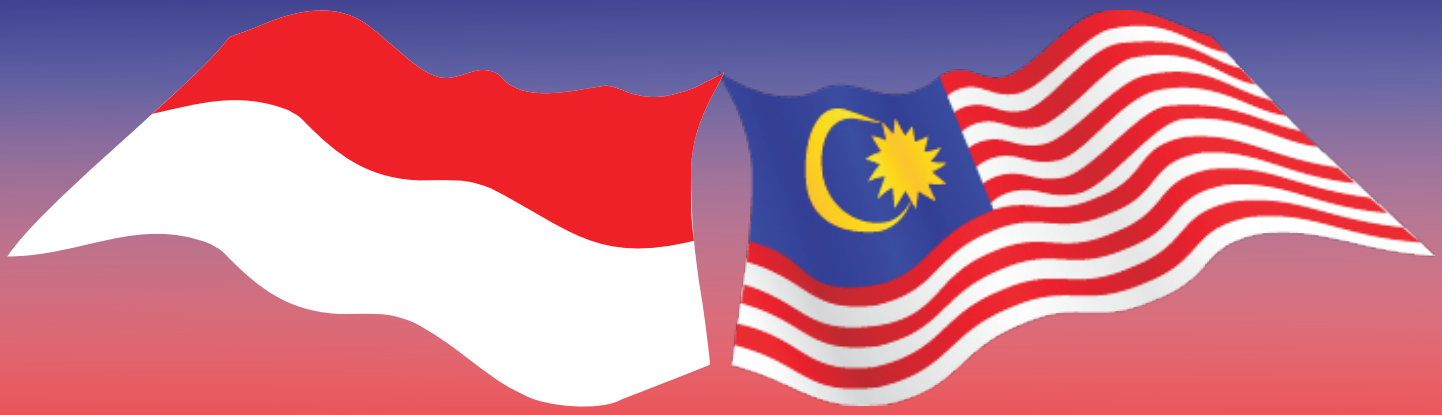

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(PAHMI 9)

Harmony In Diversity:
Building ASEAN Community 2015

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(PAHMI 9)

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WELCOMING ADDRESS

First of all, I would like to thank God who has given us His blessing and guidance so that we could gather in this forum to share ideas, knowledge and information.

It is my great pleasure to welcome all speakers and participants of the 9th International Conference on Malaysia-Indonesia Relations (PAHMI 9) 2015. I would like to express my deepest gratitude to Prof. Dr. Rochmat Wahab, M.Pd., M.A. (The Chairman of the Indonesian Rector Forum), Prof. Dr. Syafii Maarif (the National Figure), Prof. Dr. Mad Sidin Ahmad Ishak (University Malaya), speakers from Thailand, Malaysia, New Zealand, Japan, and Indonesia.

The theme of this conference is "Harmony in Diversity: Building Asean Community 2015". This theme was formulated due to some considerations. Firstly, Asean Economic Community will be realized soon therefore the contributions of the academician in this important forum are badly needed. Secondly, Asean Economic Community is not an illusion but it can be implemented since Asian countries have some similarities in terms of cultures, values, languages and the like.

This conference is organized by Faculty of Social Sciences Yogyakarta State University in cooperation with Universiti Malaya and attended by practitioners, researchers and academicians from reputable universities such as University of Malaya, University of Indonesia, Gadjah Mada University, Andalas University, Padjadjaran University, Udayana University, and Hasanuddin University. The committee has accepted 195 abstracts from the prospective speakers. However, there are only 125 abstracts that are eligible to be presented in this conference.

The speakers and participants will share ideas regarding the following subthemes: Multicultural Education; Disaster and Environment; Intellectual Property Rights; Entrepreneurship; Economic and Development; Migration, Labour, and Urban Society; International Relation and Security; Public Policy and Governance; Religion, Civil Society and State; and Media and Culture.

Finally, high appreciation goes to all participants who have undergone a long journey and are willing to take part in this conference. We hope that all participants enjoy the exchange of information, ideas and concerns, and the opportunity to develop a network of lasting professional relationships, through the hospitality of our hosts.

Chairperson

Dr. Nasiwan, M.Si.

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COMMUNITY CAPACITY BUILDING IN SURABAYA THROUGH THE PROGRAM BLC (BROADBAND LEARNING CENTER)

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Abstract

This study aims to determine the benefits BLC (Broadband Learning Center) in the development of community capacity in Surabaya. BLC is a learning facility Information and Technology (IT) that can be used by people in Surabaya for free as part of efforts to realize the Multi Media City Surabaya (SMMC). The training material that given is the knowledge about the use of office, internet, graphic design, and create a blog. Surabaya people who follow the teaching of IT in BLC, mostly teachers, students, entrepreneurs, SMEs, private sector employees, and housewives. These results showed that BLC have been able to develop the capacity of the community in the form of the use of information technology (IT) to support jobs, easy for doing school assignment , increasing business networks, and opening a new business.

Keywords: BLC (Broadband Learning Center), capacity building

A. Introduction: Quality of Human Resources in Indonesia

Development of a nation requires capital natural resources and human resources. From both of these resources, human resources is a crucial factor because of the human resources that are reliable it will be able to manage limited natural resources. From both of these resources, human resources is a crucial factor, because the human resources that are reliable will be able to manage natural resources are limited. Therefore, how to create quality for human resources and skills as well as highly competitive in the global competition is a challenge for a country.

Based on reports the CIA World Factbook In 2013, Indonesia has the largest population, fourth in the world after China, India, and America.

Indonesian population ratio toward the total number of the world's population is at 3.5%. The ten largest world population can be seen in the following table 1 :

Table 1 : Ten Largest Population

No	country	Population (inhabitants)	Ratio toward Total World Population
1	China	1.349.585.838	19%
2	India	1.220.800.359	17.2%
3	Amerika	316.668.567	4.5%
4	Indonesia	251.160.124	3.5%
5	Brasil	201.009.622	2.8%
6	Pakistan	193.238.868	2.7%
7	Nigeria	174.507.539	2.5%
8	Bangladesh	163.654.860	2.3%
9	Rusia	142.500.482	2.0%
10	Jepang	127.253.075	1.8%

Source: CIA World Factbook, 2013

Jumlah penduduk Indonesia yang besar tersebut, tenyata masih belum cukup untuk modal pembangunan bangsa, karena secara kualitas masih jauh dari yang dibutuhkan. Indonesia has a large population, was not enough for the capital development of the nation, because the quality is still far from what is needed. To see the level of quality of human resources in a country used measure HDI (Human Development Index). HDI is a tool developed by the United Nations to measure and rank countries' levels of social and economic development based on three criteria:

1. Life Expectancy (Longevity); This aspect measuring the birth rate and public health in a country.
2. Level of Knowledge (Knowledge); This aspect measuring the levels of education and literacy (literacy rate) in a country, how many are gained primary education, secondary, and higher.
3. Quality of Life; This aspect measuring the level of Gross Domestic Product (GDP) or Gross Domestic Product (GDP)

The HDI makes it possible to track changes in development levels over time and to compare development levels in different countries. According to the UNDP report in 2014,

Indonesia was ranked 108 of 187 countries. In the ASEAN region, Indonesia is above the Philippines, Viet Nam, East Timor, Cambodia, and Myanmar, and under Singapore, Brunei Darussalam, Malaysia and Thailand, can be seen in the following table 2 :

Table 2 : Top Ten HDI ranking in the ASEAN
Year 2013

No	Countries	Score	Rank	
			World	ASEAN
1	Singapore	0.901	9	1
2	Brunei Darussalam	0.852	30	2
3	Malaysia	0.773	62	3
4	Thailand	0.722	89	4
5	Indonesia	0.684	108	5
6	Philippines	0.660	117	6
7	Viet Nam	0.638	121	7
8	Timor Leste	0.620	128	8
9	Cambodia	0.584	136	9
10	Myanmar	0.524	150	10

Source: UNDP Report, 2014

Indonesian HDI scores is 0.684, or still under the world average by 0702. These position placed Indonesia in the medium group. UNDP divided HDI group into four categories: very high human development with an HDI score of 0.890, the high human development with a score of 0.735, medium human development with a score of 0.614 and low human development with a score of 0.493. According to the UNDP HDI category, the state of ASEAN countries could grouped by the following:

1. Very High Human Development: Singapore and Brunei Darussalam
2. High Human Development: Malaysia
3. Medium Human Development: Thailand, the Philippines, Indonesia, Viet Nam, Laos, East Timor, and Cambodia
4. Low Human Development: Myanmar

Based on data from the Central Statistics Agency (BPS) in 2013, concluded that seven provinces in Indonesia has a large budget and high value in HDI score, there are North Sumatra, West Java, Central Java, Jakarta, East Kalimantan, Riau, and South Sumatra. In addition, three provinces in Indonesia that have a large budget, but has low value in HDI scores: East Java, South Sulawesi, and Papua.

East Java is a province with a large budget, but its HDI low. The table 3 below show the HDI score of each district/city in East Java :

Table 3 : HDI scores of Regency / City in East Java
Year 2013

No	Regency / City	HDI Score	Ranking
1	Pacitan	73.36	16
2	Ponorogo	72.61	18
3	Trenggalek	74.44	15
4	Tulungagung	74.49	13
5	Blitar	74.92	11
6	Kediri	73.29	17
7	Malang	72.34	20
8	Lumajang	69.50	27
9	Jember	66.60	31
10	Banyuwangi	71.02	23
11	Bondowoso	65.39	34
12	Situbondo	65.73	33
13	Probolinggo	65.19	35
14	Pasuruan	69.77	26
15	Sidoarjo	78.15	6
16	Mojokerto	75.26	10
17	Jombang	74.47	14
18	Nganjuk	72.49	19
19	Madiun	71.46	22
20	Magetan	74.34	16
21	Ngawi	70.86	24
22	Bojonegoro	68.32	28
23	Tuban	70.04	25
24	Lamongan	71.81	21
25	Gresik	76.36	7
26	Bangkalan	66.19	32
27	Sampang	6239	36
28	Pamekasan	67.17	29
29	Sumenep	66.89	30
30	Kota Kediri	77.80	7
31	Kota Blitar	78.70	3
32	Kota Malang	78.78	2
33	Kota Probolinggo	75.94	9
34	Kota Pasuruan	74.75	12
35	Kota Mojokerto	78.66	4
36	Kota Madiun	78.17	5
37	Kota Surabaya	78.97	1
38	Kota Batu	76.09	8
Jawa Timur		**73.54**	

Source: BPS East Java, 2013

From the table above, Surabaya is in the top position with a score of 78.97. The effort of Surabaya to improve the quality of human resources is the BLC program (Broadband Learning Center). Broadband Learning Center (BLC) is a learning facility of information technology (IT) that can be used by people of Surabaya for free as an effort to accelerate towards the Surabaya Cyber City.

B. Broadband Learning Center (BLC) Program in Surabaya

The background of Development of BLC (Broadband Learning Center) in Surabaya is to realize the Multi Media City (SMMC). The government of Surabaya City through the Department of Communication and Information of Surabaya in cooperation with PT Telkom Regional Division V East Java to build a learning tool telematics located in several places in Surabaya, in an effort to achieve national goals, especially in the context of the intellectual life of the nation and encourage the accretion of various innovations in education system. The big changes that occur in the global environment requires us to develop the education system more open, more flexible, qualified and can be accessed by anyone who needs regardless of age, gender, location, socio-economic conditions, as well as previous educational experience. BLC (Broadband Learning Center) is expected to make Surabaya citizens can easily access ICT devices are provided.

BLC has three (3) target as the Multi Media City :

1. Surabaya Broadband Government and Education (B - GovEd), TIK training for UKM, elementary school, junior high school, and senior high school in Surabaya city.
2. Broadband Surabaya Citizen, is a Free Hot Spot service and information
3. Surabaya Government Community, an information services and learning media Telematics based on internet Hot Spot.

Previously, Surabaya has 5 places for BLC, Prestasi Park, Flora Garden, Urip Sumoharjo flat, and Tanah Merah flat. At this time, BLC has developed into 23 location that can be seen at following table 4.

Table 4 : Location of BLC in Surabaya

No	Name of BLC
1	Taman Prestasi
2	Rumah Bahasa
3	Rusun Grudo
4	Rusun Urip Sumoharjo
5	Bulak
6	Ampel
7	Rusun Tame 1
8	Rusun Tamer 2
9	Wiyung
10	Karang Pilang
11	Putat Jaya
12	Kupang Gunung
13	Kedurus
14	Sawunggaling
15	Taman Flora
16	Rusun Penjaringan Sari
17	Gunung Anyar
18	Mulyorejo
19	Wonorejo
20	Klakah Rejo
21	Semeni
22	Simomulyo
23	Made

Source:
Communication and Information Agency of Surabaya

Training materials that given by BLC is information technology such as:

1. Open office : word, excel, power point
2. Grafis design: photoshop, corel draw
3. Internet : browser, social media network, the ethic of information and electronic transaction.
4. Android Apps: dropbox, google drive, map, calender, team viewer app, and evernote app

The trainee in BLC could follow by:

1. The society : individual/group
2. Students : Elementary, Middle, High School, and College student
3. Enterpreuner : SME group (small and medium enterprise), Society small enterprise, self-supporting society group.
4. Group of Society : Family welfare, Youth, Dasa Wisma (a group that contain of ten housewife in each), environmental framework, Economic framework, and other organisation.
5. Any proffesion posible

The trainee free of charge to follow this training and get the certification, so this, BLC program could be used by community to improve the abbility in information and comunication technology. BLC has three session of training: first session (08.00 am – 10.00 am), second session (11.00 am – 01.00 pm), third session (02.00 pm – 04.00 pm). The trainee can chose the trining period for each necessity.

C. Capacity Building

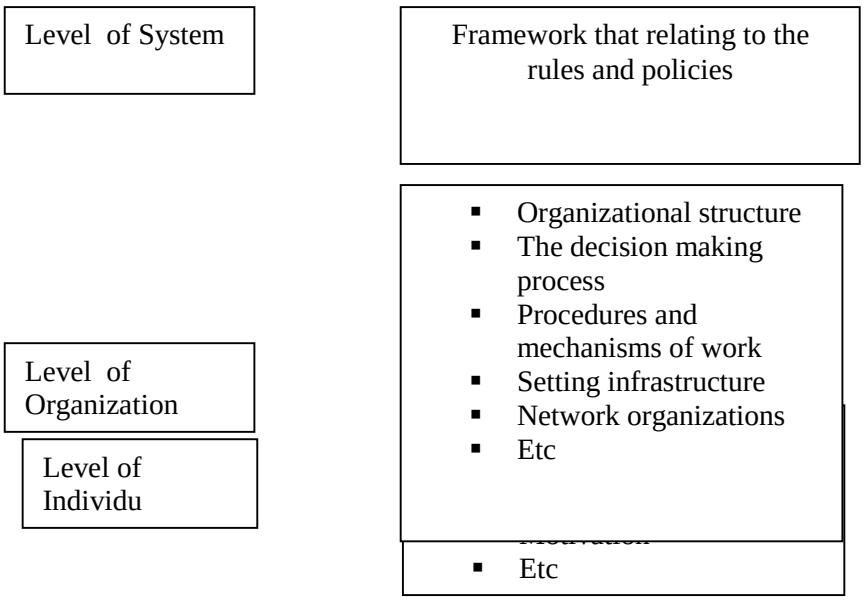
The terminology, the capacity is derived from the Dutch language ; capacitiet which means three things: first, the capacity or absorption ; second, the space or the facilities available; and third, the maximum capacity. Understanding the terminology of capacity building, still has a difference of opinion, some people refer to the definition in the context of the ability (knowledge, skills, etc), and others interpreted in a broader context, including attitudes and behavior. Some scientists also see capacity building as capacity development or capacity strengthening, signaled an initiative on developing existing capabilities (existing capacity). While others refer to constructing capacity as a creative process to build the capacity that has not been visible (Soeprapto Riyadi, 2010).

Brown (2001) defines " capacity building is a process that increases the ability of persons, organisations or system to meet its stated purposes and objectives". From the definition can be interpreted that capacity building is a process that can improve the ability of a person, organization or system to achieve the goals to be achieved. The opinion was the same as said by Yap (Gandara, 2008) that capacity building is a process for improving individual, group, organization, community and society to achieve the goals that have been applied. Also, according to Yeremias Keban T. (2004), more specifically in the areas of governance, found that capacity building is a set of strategies aimed at improving the efficiency, effectiveness, and responsiveness of government performance, with a focus on the development dimension, human resources, strengthening of the organization; and institutional reforms or the environment.

According to Keban (2004) that capacity building is a set of strategies aimed at improving the efficiency, effectiveness, and responsiveness of the performance. Further Morrison (2001) says that "Learning is a process, which flows from the need tomake sense out of experience, reduce the unknown and uncertain dimensions of life and build the competencies required to adapt to change".From the explanation above can be understood that the purpose of capacity building is learning, begin from the flow of the need to experience something, reducing ignorance and uncertainty in life, and develop the skills needed to adapt to deal with change.

Capacity building carried out at various levels (Soeprapto Riyadi, 2010) as the following chart :

Chart :
Level of Capacity Building



From the figure above it can be stated that capacity building should be implemented in an effective and sustainable in three (3) levels :

1. Level of the system, such as framework associated with the setting, policies and basic conditions that support the achievement of specific policy objectivity
2. Level of organization or the entire unit, examples of the structure of organizations, the process of decision making within organizations, procedures and mechanisms work, setting up of facilities and infrastructure, relationships and networks of organizations;
3. Level of individual, such individual skills and requirements, knowledge, behavior, grouping work and motivations of the work of people in organizations.

Capacity building carried out in various ways and also includes various aspects, when referring to the level above, the capacity building efforts can be done through:

1. At the system level ; mainly done through the development of policies, regulations (regulation and deregulation) that the existing system can run effectively and efficiently to ensure the achievement of the individual and the organization

2. At the organization level ; generally carried out with the development of the rules of the organization, leadership systems, management systems, human resource development, and the development of organizational networks
3. At the individual level; Generally done with education, teaching and learning widely to individuals themselves with a variety of methods both educational methods with the pedagogical approach and the approach of Andragogy. Not only done through formal education but also through informal such as courses, training, apprenticeship, socialization and others

While the World Bank emphasizes attention to capacity building in:

1. Development of human resources ; training, recruitment and termination of professionalemployees, managerial and technical
2. Organisational ; setting structures, processes, resources and management style,
3. Networking ; in the form of coordination, organization activity, network functions, as well as formal and informal interactions,
4. Environmental organizations ; namely the rule and legislation that organize the public service, responsibility and power between institutions, a policy that became an obstacle to development tasks, as well as financial support and budget.
5. The broader environment of other activities ; including political factors, economic conditions and situations that affect performance.

Meanwhile, UNDP focuses on three dimensions, namely;

1. Employment (dimensions of human resources), the quality of human resources and how human resources utilized
2. Capital (physical dimensions), concerning the material means, equipment, materials required and space/building,
3. Technology, the organization and management style, the functions of planning, policy making, controlling and evaluation, communications, and information systems management. (Edralin, 1997).

More complete, Soeprapto Riyadi (2010) explain that the definition of Capacity is:

1. Capacity building is not a product, but a process.
2. Capacity building is a multi-level learning process include individuals, groups, organizations, and systems.
3. Capacity building connects the idea of the attitude.
4. Capacity building can be termed as actionable learning where capacity building includes a number of learning processes are interconnected, accumulation clash that adds to the prospects for individuals and organizations that are continually adapt to the changes.

The focus of this research is the development of capacity at the individual level that done by the goverment of Surabaya city through boardband Learning Center program. Developing the capacity of individuals to society of Surabaya focused on improving the quality of human resources through the provision of knowledge (education) of information technology.

D. Results

This study was conducted at five BLC locations each of which represents the area of Surabaya central, north, south, east, and west. Surabaya central represented by the BLC Taman Prestasi, Surabaya north by BLC Ampel, Surabaya south by BLC Wiyung, Surabaya east by BLC Taman Flora, and Surabaya west by BLC Klakah Rejo.

In general, the following is a description of the activities on each BLC at the study location:

1. BLC Taman Prestasi ; most of the training participants are kindergarten teachers, entrepreneurs and students (junior high school, senior high school). Training interest by the kindergarten teacher is open office (word and power point), Internet (browser and social media network). Training interest by entrepreneurs is graphic design (photoshop, corel draw), Internet (browser and social media network). While training interest by junior high school students is open office (word), graphic design (photoshop), and internet (browser and social media network). This training is very useful by the participants. Participants of kindergarten teacher could use it to get the materials and props in launching the task as a teacher through the Internet. While entrepreneurs use it to add insight in the field of business / job, get a business network, and make online marketing. While the benefits for students is easy to obtain the necessary information and in doing school assignment
2. BLC Ampel ; most of the training participants are junior high school students, SME's, teacher of PAUD, private sector employees, and housewives. Training interest by junior high school students is open office (word), graphic design (photoshop), and internet (browser and social media network). Training interest by UKM is a graphic design (corel draw) and the internet (browser and social media network). Training interest by teacher of PAUD and housewives is internet (browser and social media network). While trining interest by private sector employees is open office (word, excel, power point) and the internet (browser and social media network). This training is useful for students to do their school assignments and increas the development of science, SME's to increase business network through online marketing, PAUD teachers to get the materials that are useful in carrying out its duties as a teacher, private sector employees useful to increas expertise to support the work. While useful for housewives to increase knowledge in the field of skills such as cooking and crafts that can be used to open a business.
3. BLC Wiyung ; most of the training participants are mothers of housewife and private employees. Training interest by housewives is the Internet (browsers, social media network). While the training interest by private sector workers are office applications for archival by using open office (Word, Excel) and the internet (browser and social media network). The benefits that felt by the participants housewife was able to get a variety of information such as news, scientific progress via Internet. While for private sector employees can support the work performance in office as more adept at applying excel that useful for archiving.
4. BLC Taman Flora ; most of the training participants are from a group of UKM and students (elementary school, junior high school, senior high school and college students). The training interest by UKM is blog creation, corel draw, and internet. While the training interest by students is the internet and power point. Making the social media network is also in great interested by all participants. Benefits obtained

by group of UKM after training is that they can expand their business through online marketing, improve product quality in the form of a good design and interesting. While the benefits for students is that they can get information about the development of science through the use of Internet. Beside it, mastery of the power point to help the students in doing the presentation.

5. BLC Klakah Rejo ; most of the training participants are PAUD teachers, housewives, and students (junior high school, senior high school, college student). Training interest by PAUD teachers are open office (word, excel and power point) and the Internet (browsers, social media network). While training interest by housewives is the internet (browsers, social media network). Meanwhile, the training that interested by students is an open office (word and power point), graphic design (photoshop), and internet (browser and social media network). The benefits of this training for PAUD teachers is to looking for creative ideas in educating students. While the benefits for housewives is to increase knowledge in the form of creative ideas on cooking, knitting, and even make a business. As for students, the benefits are the way to getting the knowledge and information needed for doing assignment of the school.

In general, the implementation of the BLC can be illustrated in the following table 4 :

Table 4 : Type Participants, training, and benefits BLC

No	BLC	Participants	Training interest	Benefit
1	Taman Prestasi	teacher (kindergarten)	Open office : word and power point Internet : browser and media social network	Getting the materials and props used to support their work as a kindergarten teacher
		Entrepreneur	Grafis design : photoshop, corel draw Internet : browser and media social network	Add insight in the field of business / job, get a business network, and make online marketing.
		Students (junior, senior)	Open office (word) Graphic design (photoshop) Internet (browser and social media network)	Easy to get the necessary information and facilitate the task of school
2	Ampel	Students (junior, senior)	Open office (word) Graphic design (photoshop) Internet (browser and social media network)	Easy to work on school assignments and broaden the development of science
		SME entrepreneurs	Graphic design (Photoshop and Corel Draw) Internet (browser and social media network)	expanding business network
		childhood teachers	Internet (browser and social media network)	Obtain materials that are useful in carrying out its duties as a teacher
		Private employees	Open office (word, excel, power point) Internet (browser and social media network)	Add expertise to support the work
		Housewife	Internet (browser and social media network)	Increase knowledge in the field of skills such as

No	BLC	Participants	Training interest	Benefit
				cooking and crafts that can be used to open a business
3	Wiyung	Housewife	Internet (browser, and media social network).	Get a variety of information such as news, scientific progress
		Private employees	Open office (word, excel) Internet (browser and social media network)	Improve work performance because experts apply excel
4	Taman Flora	SME entrepreneurs	Graphic design (photoshop, , corel draw) Internet (browsers, social media networks and ethics of information and electronic transactions)	Develop business through online marketing, improve product quality in the form of a nice design and attractive
		Students (elementary , junior high, high school and college students).	Open office (word dan power point) Graphic design (photoshop) Internet (browser and social media network).	Mendapatkan informasi tentang perkembangan ilmu pengetahuan dan memudahkan dalam mengerjakan tugas sekolah Get information about the development of science and ease in working on school assignments
5	Klakah Rejo	childhood teachers	Open Office (word, excel and power point) Internet (browsers, social media network)	get creative ideas in educating students
		Housewife	Internet (browsers, social media network).	Increase knowledge in the form of creative ideas on cooking, knitting, that can be used to open a business
		Students (junior, senior, student)	Open Office (word and power point) Graphic design (photoshop) Internet (browser and social media network).	Getting the knowledge and information needed in doing school work

Source: The results of data processing

E. Conclusions and Recommendations

Broadband Learning Center (BLC) program organized by the government of Surabaya city through the Department of Communications and Information Technology has managed to increase the capacity of individual people in Surabaya. All of BLC participants felt the benefit after training in the form of: (1) easy for obtaining information, find creative ideas, and increase an expertise that can support the work; (2) increasing in business through good product design and attractive as well as the expansion of the network business (online marketing); (3) easy for doing assignment from the school; and (4) open a enterprise / business.

The Trainees can be grouped into six that consist of a teacher (PAUD \ and kindergarten), students (elementary, junior, senior, and college student), self-employed, entrepreneurs Small and Medium Enterprises (SMEs), private sector employees, and

housewives. Type of training that is interested by all participants is the internet (browser and social media network). Graphic design (photoshop) interested by all students and all SMEs. Word and excel interested by all private sector employees. While, Graphic design (corel draw) interested by all SMEs.

In general, success in improving community capacity can be achieved due to the type of training that followed the participants according to their needs. Participants are given the freedom to choose the type of training they need and given the freedom to choose the schedule (time) of training.

While the suggestions that given is the benefits BLC wider scope, then the location of the BLC should be increase especially in areas that far from the city. Therefore, the people living in the area can access all training conducted BLC easily.

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