

E-Learning Project for The Elderly Transgender Community in Jakarta, Indonesia

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Forum Komunikasi Waria Indonesia (FKWI, Forum for Indonesian Transgender Advocacy) is a non-profit organization for Indonesian transgender people based in Jakarta. The non-profit's vision is to achieve gender equality for its population. FKWI has two primary missions: (1) to provide social and vocational assistance, such as temporary shelter, food, medical care, and vocational training for income generation; (2) to organize and register the national identity for its population in the national level to access the socialized state healthcare. Although transgenderism is not prohibited by state law; however, due to the conservative view and culture about gender norms, transgender people are still stigmatized in Indonesian society. The stigmatization's negative impact is two-fold; it hinders trans people from obtaining many socio-economic opportunities and impedes the non-profit from providing vocational and good citizenship training. FKWI highly depends on individual and group donors and the group of volunteers. The lack of funding for FKWI exacerbates the expansion of vocational training for income generation and good citizenship training to equip the population with the necessary skills to survive and thrive.

E-learning is deemed an ideal solution to expanding training for this population because: (1) it allows independent learning, self-paced, anytime, and anywhere. Independent learning is used for working recipes in PDF files when they cook and bake outside the scheduled learning time; (2) some volunteers reside in other countries. Thus, instructors and learners can meet synchronously during the twice-a-month schedule. The significances of this online learning project are: (1) to achieve one key element of exercising one's human freedom – access to employment and financial independence. Employment and financial independence allow FKWI trans members to live with dignity; in the long run, FKWI and transgender people can be

recognized as active and productive participants in their community and country; (2) to encourage other individuals and institutions to become involved stakeholders in helping the stigmatized group; (3) to promote a culture of inclusivity towards other humans, regardless of gender identity; and (4) to achieve gender equality that is critical to sustainable development as stated in the United Nations (UN) Sustainable Development Goals (SDGs).

Discussion of Four Trends

The Stakeholder and Gatekeeper

A stakeholder is a member or group with stakes in an organization's goal of achieving its vision and mission. Why do stakeholders matter for FKWI? They are vital to FKWI's ability to be: (1) effective in its deliverables for its population. Transgenderism is a complex socio-economic and cultural issue; thus, solutions should use multidisciplinary lenses. Understanding the stakeholder helps the non-profit to advance its missions; (2) accountable for its actions and consequences; and (3) ethical throughout the process to foster trust in the society, which the non-profit highly depends on (NP, 2020).

In Forum Komunikasi Waria Indonesia (FKWI), many stakeholders are involved: individual/group donors, volunteers, transgender people, surrounding communities, media, and the government. Due to the size of the non-profit, the population it serves, and its financial ability, there is no gatekeeper's presence. By far, every relationship is directly between the non-profit and the other stakeholders.

The primary and most important stakeholders are individual and group donors, vital for FKWI's funding support. The stigmatization and marginalization of transgender people have impeded the non-profit's ability to obtain funding from its stakeholders, exacerbating not only FKWI's effort to sustain the shelter in providing social services to its members but also to

expand its ability to provide personal development training. In relation to the e-learning project, funding is critical to technology affordance.

The second most vital stakeholders are the volunteer group, comprised of individual volunteers, and the Catholic Church in Jakarta. They have been the most active participants in serving FKWI and its population, providing financial, physical, and psychological support. The priests offer psychological and spiritual support by welcoming transgender people to the church, which is significant considering how transgenderism is viewed in Indonesian society. The support given by the church provides visibility on a bigger stage in the national context of Indonesia as a nation where religious tolerance towards those marginalized by conservative views on non-conforming gender identities exists, and it can set a positive example to the rest to the rest of the members of society.

The third most vital stakeholders are the surrounding community and media by nurturing and expanding visibility via continuous good relationships. For example, there are many less fortunate households where the shelter is located. Thus, FKWI makes many food and clothing donations for the people in the neighborhood. It is a form of giving back to the community. As for the media, it is a stakeholder that holds its importance to help with socialization about transgenderism and the transgender people who are humans just like everyone else regardless of their chosen gender identity that is non-conforming.

Furthermore, the last two stakeholders are the FKWI members and the local and state government. FKWI members are the recipients and active participants in the organization's vision and missions. For the e-learning project, the elderly trans people will be the learners of some vocational and good citizenship training. Furthermore, the local and state governments are essential to the organization's vision of gender equality. Good cooperation with local government

expedites the registration for the national identity of elderly trans people. The national ID is vital to access Indonesia's universal healthcare. Most importantly, the Indonesian government plays a significant role in achieving gender equality as part of the United Nations Sustainable Development Goals through policy creation and implementation.

Technology for the E-learning Project

The e-learning project for FKWI is a collaborative project among volunteers in Indonesia and abroad. There will be two classes per month, on the 2nd and 4th Saturday at 9:30 am Jakarta time, using a synchronous format because cooking and baking classes need a timely interaction between learners and instructors. Ideally, the 2nd week is scheduled for vocational training like cooking or baking classes, and the 4th week is planned for good citizenship training. However, the volunteers are flexible with the schedule change, depending on unforeseeable events. The twice-a-month class will be conducted via Zoom because it is widely used in Indonesia.

The other technology used for this e-learning project is (1) video because it provides an audio-visual presentation that many prefer. Visualization is not only attractive but also helps learners to better map the information in their minds, which leads to better understanding. The videos can be produced by volunteers or using the available video resources from YouTube; (2) textual format using Canva or Piktochart to create engaging content, including exercise materials that learners can access on their own time. Usually, the content materials would be converted to PDF format; (3) Microsoft Form or Google Form to create multiple-choice quizzes, surveys, and feedback forms; and (4) WhatsApp because it is a heavily used communication application for Indonesians. WhatsApp group is used for learner-learner and learner-instructor interactions. It is also used to send PDF file materials so learners can access them with the tip of their fingers. To maximize the e-learning process and experience, different learning theories are incorporated.

As for professional development, the non-profit does not provide any professional development for the instructors. As all the activities provided for FKWI are volunteer-based, it is entirely up to each volunteer to take on professional development training. For example, some volunteers would take arts and crafts classes from other sources at their own expense, which would then be presented and taught to FKWI members.

Theory of Behaviorism, Cognitivism, and Constructivism and Implementation on Learning

Combining a different kind of theory of learning broadens the possibility of successful learning. A combination of behaviorism, cognitivism, and constructivism is most suitable for the FKWI e-learning project by choosing the strengths from each theory.

Behaviorism is a learning theory that focuses on the observable behavior changes influenced by external stimuli in the environment (Ally, 2008). The approach assesses behavioral changes through quantitative measures (Bates, 2009). Habitual change is critical to behaviorism because behavior is a learned habit; the theory then determines what information is to learn and unlearn for behavior to change as expected.

Behaviorism theory's implementation on e-learning for FKWI comprises (1) pre-determined learning objectives provided at the program's beginning. It is essential to lay out what is expected of the learners at the beginning of the learning process; (2) a contract established among learners to be respectful and kind during the learning process; (3) a reinforcement of rewards and punishments. Since the participants in this e-learning project are mainly elderly with low educational attainment, reinforcing rewards is preferred to encourage a positive learning attitude. Learners would earn points on attendance and participation, for example. At the end of the learning process, the top three learners would receive a surprise gift; (4) timely feedback to learners for correction purposes that is done during the class and outside

the class via WhatsApp; and (5) multiple-choice quizzes using Microsoft Forms or Google Forms with feedback. In behaviorist learning, instructors serve the learning manager role in the behavioral change process.

In cognitivism, learners are the center of learning; learning is deemed as an internal process of acquiring and storing information using taxonomies, such as (a) cognitive; (b) affective; (c) psychomotor (doing), and (d) creating (Bates, 2009). Cognitivism theory's implementation on e-learning for FKWI consists of: (1) creating learning content in a shorter period due to memory's limited capacity; (2) creating content that is visually pleasing to attract the interest of memory to acquire the information. PowerPoint slides and Canva would work for these purposes; and 3) alteration based on learners' different learning styles. Some elderly trans people with more cognitive skills are taught essential bookkeeping to manage the laundromat and the beauty salon. In cognitivist learning, instructors play the role of the subject matter experts to learners.

Furthermore, constructivism is a learning theory that also sees learners as the focus of learning, emphasizing "human consciousness, free will, and social influences" (Bates, 2009, para 1). Human agency is significant in constructivism as learners construct knowledge by incorporating their version of the world; their experiences help shape and give meaning to the knowledge they create. Constructivism theory's implementation on e-learning for FKWI comprises (1) collaborative learning, such as group work with two or more people. Reciprocal learning can be implemented in good citizenship training; (2) storytelling helps learners understand the world based on their experience. Storytelling is a venue for their expression and thoughts on discussion issues. This could work well for a gender-related topic and its relation to

the stigmatization and marginalization of transgender people. The role of instructors in constructivist learning is as facilitators.

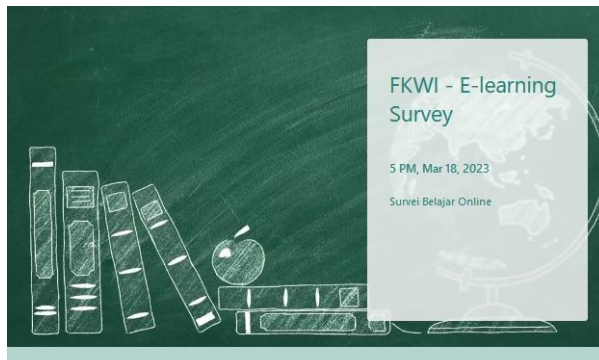
Behaviorism theory is helpful for classroom management; instructors use this learning theory to manage the learning process better. Instructors in behaviorist learning are vital participants in achieving the intended behavioral changes. Although cognitivism and constructivism share a similar focus on the learners, cognitivism does not necessarily encourage learners' consciousness and free will. The elements of cognitivism are more on acquiring, storing, and processing information to achieve learners' higher thinking skills. Instructors play the role of a subject matter expert in cognitivism, unlike in constructivism, where instructors act as facilitators to the learners during knowledge construction. After the learning process, conducting the necessary assessment to evaluate the situation and adjust along the way is ideal.

The Assessment for Success

Assessment is vital to the overall success of this e-learning project. Volunteers ought to sit down and do some review on the e-learning project. A trimester review allows volunteers to assess and reassess the project to revoke anything hindering progress and add what is needed to improve and increase productivity. [FKWI e-learning survey](#) will be distributed after each training to find out how the e-learning has impacted the learners and what the organization can do better.

Image 1

FKWI E-learning Survey



1. The training is helpful to my personal development (pelatihan ini berguna untuk pembelajaran diri)

- Agree (setuju)
- Disagree (tidak setuju)
- Neutral (tidak ada komen)

2. The materials (presentation, PDF files, video) have been useful

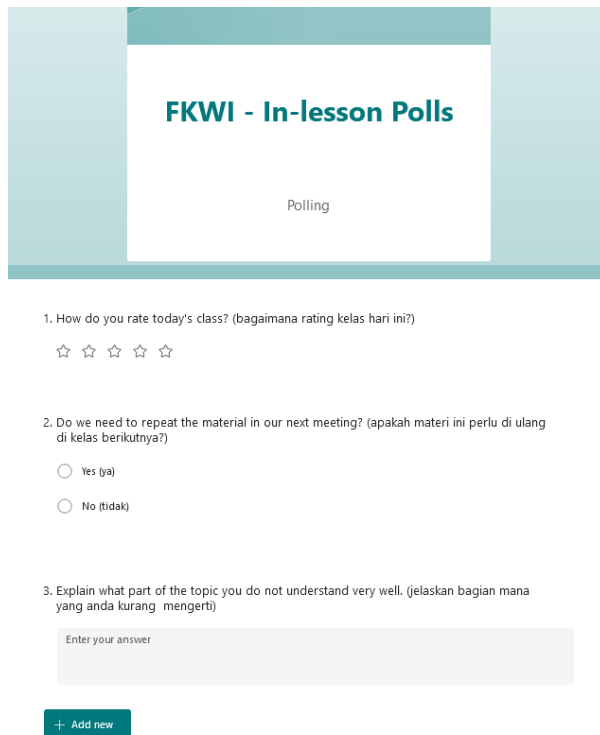
- Agree (setuju)
- Disagree (tidak setuju)
- Neutral (tidak ada komen)

Similarly, assessment is crucial for teaching and learning both for students and teachers. “Assessment is the most significant prompt for learning” (Boud, 1995, qtd by Ashford-Rowe, Herrington, and Brown, 2014, p. 205). “... the result of our assessment influences our students for the rest of their lives and careers...” (Race, Brown, and Smith, qtd by Ashford-Rowe et al, 2014, p. 206). Practical assessments provide in-depth guidance, which would increase learners’ progress and performances.

Two assessment categories serve different purposes: formative and summative assessments. A formative assessment is conducted throughout learning (Prodigy, 2020). A summative assessment is an assessment that occurs, usually at the end of the learning process, in the form of a final test. The intended goal is to evaluate learners’ overall learning. A summative assessment generally covers the topics taught from the beginning to the end of the process; it considers what learners have learned and how much knowledge they have gained (Prodigy, 2020).

Image 2

In-lesson Polls



FKWI - In-lesson Polls

Polling

1. How do you rate today's class? (bagaimana rating kelas hari ini?)
☆ ☆ ☆ ☆ ☆
2. Do we need to repeat the material in our next meeting? (apakah materi ini perlu di ulang di kelas berikutnya?)
 Yes (ya)
 No (tidak)
3. Explain what part of the topic you do not understand very well. (jelaskan bagian mana yang anda kurang mengerti)
Enter your answer

FKWI learners are not evaluated using a summative assessment due to the nature of the training provided for this population. However, a formative assessment could be the appropriate kind to implement. A formative assessment can be conducted after class using [in-lesson polls](#) to see how much learning the learners have gained and if they have any questions about the material.

FKWI and its volunteers measure the success of the e-learning project using four primary indicators: (1) learners can implement the learning into a productive actionable item. For cookie-making training, it is a success when the elderly trans people can bake the cookie well and sell the products. For simple bookkeeping training, it is a success when they finally can work independently doing bookkeeping for the laundromat and beauty salon; (2) positive feedback

from learners; (3) volunteers are satisfied with the cooperation and teamwork; and (4) planning for an expansion of the project.

Conclusion

The internet has accelerated the way learning is conducted across the globe. The advancement of communication technology and the internet have made e-learning a go-to option for many people to obtain knowledge. Despite some challenges that e-learning have, such as the quality of learning, delivery, and outcomes, e-learning also offers many advantages.

E-learning is cost-effective. People have yet to learn in a physical building with its logistics necessarily. E-learning can be accessed from any location worldwide as long as, at a minimum, there is a reliable internet connection, computer, and mobile devices. For many adult learners, e-learning is attractive as it allows individuals to be independent learners and work at their own pace. Flexibility becomes one of the most important benefits people seek in compensation. Most importantly, e-learning creates accessible and inclusive educational experiences for people from diverse backgrounds, including FKWI and its elderly transgender population.

For FKWI, which relies heavily on volunteers' contributions, e-learning's advantages outweigh the disadvantages. E-learning improves the personal development of many elderly transgender members. E-learning is one of the routes to achieving the organization's vision and mission related to empowerment and gender equality. In addition, e-learning also encourages other stakeholders to volunteer their time and resources to help this population.

Learning is a dynamic process. It is vital to nurture a lifelong learner attitude; thus, e-learning helps this nurturing process. E-learning makes it even more possible for many people to stay learning with fewer restrictions. Should we use a global lens, e-learning can be the answer

to a more educated world society. As UNICEF states, “digital learning [means] reaching every child – wherever they live, however, they learn.” (UNICEF, n.d.).

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