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SELF EFICATION OF PEOPLE WITH DISABILITIES IN IMPROVING DIGITAL LITERATIONS (Study in Jayapura City, Papua Province)

EFIKASI DIRI PENYANDANG DISABILITAS DALAM MENINGKATKAN LITERASI DIGITAL (Studi di Kota Jayapura, Provinsi Papua)

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Abstrak. *Penelitian ini bertujuan mendapatkan gambaran mengenai efikasi diri peserta Jambore ICT Tahun 2016 dan 2017 penyandang disabilitas dalam pemanfaatan teknologi informasi dan komunikasi. Beberapa aspek yang dihadapi penyandang disabilitas saat ini antara lain: kesulitan melihat, kesulitan mendengar, kesulitan berjalan/naik tangga, kesulitan menggunakan/menggerakkan tangan/jari, kesulitan dalam hal mengingat atau berkonsentrasi, gangguan perilaku dan/atau emosional, kesulitan/gangguan berbicara dan/atau memahami/berkomunikasi dengan orang lain, dan kesulitan mengurus diri. Penyandang disabilitas sebagai sumber daya manusia seharusnya dikembangkan potensi dan kelebihan dirinya. Dengan pemanfaatan ICT sebagai enabler diharapkan dapat meningkatkan efikasi diri para peserta Jambore penyandang disabilitas untuk hidup mandiri di dunia kerja.*
Penelitian ini menggunakan metode deskriptif kualitatif untuk mendapatkan mengenai self efficacy pada penyandang disabilitas yang mengikuti Jambore ICT. Pengumpulan data lapangan berlangsung dari tanggal 30 Juli 2018 s/d 3 Agustus 2018, Kota Jayapura, Provinsi Papua. Subyek penelitian individu, dengan key informan dan informan ditarik melalui snowball sampling.
Keikutsertaan pelatihan ICT disabilitas (tunarungu, tunadaksa, dan tunanetra) dalam Jambore ICT Tahun 2016 dan 2017 dapat meningkatkan keyakinan atas kemampuan dirinya memasuki dunia kerja, mensosialisasikan kepada saudara, teman dan masyaraakat serta dapat menumbuhkan keyakinan dalam tentukan kesulitan, seperti pengoperasian software dan hardware ICT. Pemisahan jenis dan klasifikasi disabilitas dengan jumlah siswa pelatihan dalam satu kelas yang standar akan mempermudah penerimaan materi pelatihan Jambore ICT.
Kata-kata Kunci: *Efikasi ; Disabilitas; Teknologi Informasi dan Komunikasi.*

Abstract. This study aims to get a picture of the self-efficacy of ICT participants in 2016 and 2017 with disabilities in the use of information and communication technology. Some aspects faced by persons with disabilities today include: difficulty seeing, difficulty in hearing, difficulty walking / climbing stairs, difficulty using / moving hands / fingers, difficulty in remembering or concentrating, behavioral and / or emotional disturbances, difficulty in speaking and / or understand / communicate with others, and have difficulty taking care of yourself. Persons with disabilities as human resources should develop their potential and strengths. The use of ICT as an enabler is expected to increase the self-efficacy of Jamboree participants with disabilities to live independently in the world of work.
This study uses a qualitative descriptive method to obtain self efficacy in persons with disabilities who take the ICT Jamboree. Field data collection took place from 30 July 2018 to 3 August 2018, Jayapura City, Papua Province. Individual research subjects, with key informants and informants drawn through snowball sampling.
The participation of ICT disability training (deaf, deaf, and blind) in the 2016 and 2017 ICT Jamboree can increase confidence in her ability to enter the workforce, socialize with relatives,

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friends and communities and can foster confidence in determining difficulties, such as the operation of ICT software and hardware. Separation of types and classifications of disability with the number of training students in a standard class will facilitate the reception of ICT Jambore training materials.
Keywords: self-efficacy, ICT, training, disabilities, digital literacy.

INTRODUCTION

People with disabilities have the full potential of living life and contributing to the social, cultural, and economic development of society. Therefore, the disabled must get the same opportunity to develop themselves. With the same opportunity to thrive, Ministry Communications and Informatics facilitates the activities of the ICT Jamboree. The ICT jamboree for teenagers and adults with disabilities is an attempt by the Ministry of Communications and Informatics to train young generations of disabilities with ICT skills. The implementation of Crested ICT Jamboree year 2016 and 2017 by the Ministry of Communications and Informatics is a universal obligation of telecommunications and informatics governed by regulation of the Minister of Communication and Informatics No. 25 year 2015 Article 3 paragraph (1) juncto Article 4 paragraph (2) stating that the implementation of UNIVERSAL service obligation of telecommunications and informatics is intended for community groups with disabilities including groups of people with disabilities.

ICT Jamboree for teenagers and adults with disabilities (vision, hearing, physical and intellectual), it is filled with Microsoft Office Training (Excel, Word, and Power point), internet, graphic design, Photoshop design, cover design, presentation designs and public speaking. After the training, the competition is held, ranging from individual and group categories. Individual category competitions, namely: Microsoft Office (Excel, Word, and Power point), Internet, Photoshop Design and public speaking. Competition category groups, namely: Cover design and presentation design.

Participants of teenage jamboree and adult groups with disabilities, following the training, are expected to encourage the development of self-potential. It is hoped that creativity and productivity go through cyberspace that can help increase self-potential. Besides, later participants can share their knowledge and skills to family, friends and the wider community. Knowing how to browse and master the application will have the means to work, nowadays ICT is friendly for the disabled. MS Word and MS Excel can be worn by vision disabilities though, as the features are now possible. Teenagers will find it difficult to plan a career goal if they are not sure of their abilities, so it is important to have high self-efficacy at this age (Astuti & Gunawan, 2016 p. 148).

Citizens with disabilities have the same rights and opportunities in order to obtain facilities and services from the country in developing themselves, their families and communities in all

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areas of national development. The development of information and communication technology especially the Internet and telecommunication devices have changed various joints of life. The development also has a positive impact for most people who are able to take advantage of them, including those with disabilities. Those with disabilities are entitled to work opportunities, necessarily tailored to their abilities and conditions. People with disabilities should be aware of all parties, including the Government considering that all citizens have the same rights to obtain a decent job.

Law No. 8 of 2016 on people with disabilities article 1, paragraph (2) mentions the similarity of opportunity is a condition that provides opportunities and/or provides access to people with disabilities to distribute potential in all aspects of state and community organizers. As a leading sector of the development of communication and informatics, which has the task to develop human resources in ICT, Ministry of Communication and Informatics cares and seeks to improve the skills of people with disabilities in order to have the opportunity to create jobs in the ICT sector, so the activity of ICT Jamboree for the disabled is held. The activities of the ICT Jamboree are also intended to improve digital literacy as well as ability and competence for generations of children and youth with disabilities. In accordance with the development of the program that meets the rights of the Disabled in the Act, also empowered in inclusive development.

The goal of the Ministry Communications and Informatics ICT Jamboree is to improve adolescent digital literacy and adults with disabilities who will be given insight into ICT opportunities in manifesting their potential to be productive, improving information and Family understanding of ICT opportunities for adolescents and adults with disabilities in the inclusion of social and cultural activities, and development inclusivity and increasing public awareness of the importance of development inclusivity.

Participants are expected not only to enter the workforce, but also teenagers and adults with disabilities can create jobs by utilizing digital technologies such as creating new applications. A disability jamboree is expected to serve as a catalyst for the use of information and communication technology in the community, so as to remove the stigma of disability as the backward people through the provision of opportunities and Self-ability.

Research related to self-efficacies, among others, Habib Bahar and Aviani, with the title of student's academic self-efficacy in the blind, (Bahar, 2015 p.169). The research aims to see the academic self-efficacy of students with visual impairment. Research uses qualitative approaches using phenomenological research design. The results of the study obtained by subjects have

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different sources of academic self-efficacy, both from self-esteem, the influence of others who make the subjects feel able and confident to be able to run the lecture until the goal is achieved.

Other related research is done by Rianti Puji Wahyuni with the title of Self Efficacy intervention plan in youth with physical disabilities (study of Self Efficacy in the context of vocationally in youth with disabilities The innate physical disable that follows skill training). Research aims to get an overview of self efficacy in teenagers with disabilities. The results showed that as many as 55.4% of respondents had high self efficacy. While others still demonstrate doubt over their abilities. The low level of confidence in self-ability can inhibit the development of needed skills and influence one's persistence when dealing with difficult tasks. Based on these conditions, the researcher subsequently designed an intervention program to help them improve self Efficacy (Wahyuni, 2015 p.1).

Academically the results of this research are expected to complement the results of research that has been done in relation to the self-efficacy of the disabled with disabilities in improving digital literacy in the environment of Jayapura City, Papua province. It is practically expected to be an input in the process of understanding the problems of self-efficacy with disabilities in the environment of Jayapura, Papua Province.

The Concept of Self-Efficacy

Alwisol defines self-efficacy as self-perception of how well the self can function in certain situations, self-efficacy is related to the belief that the self has the ability to take the expected action (Alwisol, 2009, p.287). Self-efficacy has an impact on one's life. The impact of self-efficacy, among others, that individuals can choose the right behavior, have high motivation in trying, able to survive when faced with problems, have facilitative thinking patterns, and are more resistant to stress (Permana et al., 2017, p.58).

Gist and Mitchell say that self-efficacy can lead to different behaviors among individuals with the same ability because self-efficacy affects choices, goals, problem solving, and persistence in trying (Judge and Erez, in (Ghufron, M. Nur dan Risnawita S, 2010). Someone with self-efficacy believes that they are able to do something to change the events around him, while someone with low self-efficacy considers himself basically unable to do everything around him. In difficult situations, people with low efficacy tend to give up easily. While people with high self-efficacy will try harder to overcome existing challenges. The same thing also expressed by Gist, which shows evidence that feelings of self-efficacy play an important role in overcoming motivating workers to complete challenging work in relation to achieving certain goals.

Bandura in (Feist, J. & Feist, 2008) defines self-efficacy as human

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belief in their ability to practice a number of measures of control over their self-function and events in their environment. Individuals who believe can do something have the potential to change events in their environment and are closer to success than those who have low self-efficacy.

Based on the description it can be concluded that self-efficacy is an individual's belief in his own ability to face or complete a task, achieve goals, and overcome obstacles to achieve an outcome in a particular situation. Student self-efficacy is one of the factors that influence student learning outcomes (Monika & Adman, 2017, p.223). The role of thinking ability in the development of self-efficacy is quite large, because people with high intelligence will be better able to remember and analyze events that have been experienced, so conclusions will be made more precise (Rustika, 2012, p.20).

Self-efficacy if related to the implementation of Information and Communication Technology Jamboree (ICT) in 2016 and 2017 for persons with disabilities, the self-efficacy of the Jamboree ICT training can be defined as a person's beliefs about the ability or competence to direct motivation, cognitive ability, and take action needed to do tasks, achieve goals, and overcome challenges in the world of work to be level with non-disabled people.

Bandura (in Feist & Feist, 2008) argues that individual self-efficacy has important implications on individual performance, can be seen from three dimensions, namely: (1) Level / Magnitude Level, namely the individual's perception of his ability to produce behavior that will be measured through the level of assignments that show variations in the difficulty of the task. Level refers to the level of difficulty of tasks that are believed to be handled by individuals. Individual beliefs have implications for the choice of behavior based on obstacles or difficulty levels of a task or activity. The individual will first try a behavior that he feels capable of doing and avoid behavior that is beyond his ability. The range of individual abilities can be seen from the level of obstacles or difficulties that vary from a particular task or activity; (2) Generality, namely individuals assessing their ability to function in various specific activities. Varied activities require the individual to be confident in his ability to carry out the task or activity, whether the individual feels confident or not. Individuals may be confident in their abilities in many fields or only in certain fields, for example a deaf person is confident in his ability to use Microsoft Office applications (Excel, Word, and Power point) after following the ICT Jamboree held by the Ministry of Communication and Informatics in 2016 and 2017, and visual disabilities for example is confident in his ability to search for information through the internet using a search engine after following material about the internet when training at the ICT Jamboree of the Ministry of Communication and Informatics, or the physically more confident in using photoshop design

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applications after participating in the ICT Jamboree organized by the 2016 Ministry of Communication and Informatics and 2017. (3) Strength, i.e. people who have strong beliefs, they will survive with their efforts even though there are many difficulties and obstacles. This dimension is usually directly related to the level dimension, where the higher the difficulty level of the task, the weaker the perceived confidence to complete it. Individuals who have a high form of self-efficacy have an optimistic nature, a positive mood, can improve the ability to process information more efficiently, have the thought that failure is not harmful but instead motivates themselves to do better. Low self-efficacy individuals have a pessimistic attitude, negative moods thus increasing the likelihood of someone becoming angry, easily guilty, and increasing their mistakes. So aspects of self-efficacy are always related to the level of difficulty of the tasks assigned, which also relates to the behavior of individuals in various fields of mastery of the task and the level of ability or stability that exists in the individual.(Bandura, 1997) states that each individual has a high commitment to achieve his goals, and individuals will also invest a high level of effort and think strategically to deal with failure.

People who have high self-efficacy will have confidence about their ability to organize and complete a task that is needed to achieve certain results in various forms and levels of difficulty (Shofiah & Raudatussalamah, 2014 p.228). Positive thinking helps to direct motivation, cognitive abilities, and take actions needed to do assignments, achieve goals, and overcome academic challenges optimally. By changing his way of thinking to be positive, academic self-efficacy can be improved,(Aswendo Dwitantyanov, Hidayati, 2010 p.138).

Disability Concept

The disability has the same standing, rights, and obligations as the non-disability community. As part of an Indonesian citizen, it is appropriate that people with disabilities get special treatment, which is intended as a protection effort from vulnerability to various acts of discrimination and especially protection from various violations of human rights. The special treatment was seen as a maximization effort of respect, promotion, protection and fulfillment of universal human rights (Muhtaj, 2008 p. 273).

According to the Government integrated database, there are 6 million disabled in Indonesia, excluding psychosocial disability. The World Health Organization (WHO) estimates that the number of people with disabilities in the developing country is 15 percent of the population, which is 22 million people. They are entitled to state and citizen recognition and receive healthcare, education, employment, and accessibility (Thohari, 2018).

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In the International Convention on the Rights of the disabled and the Optional Protocols on the Convention (UN resolution 61/106 13 December 2006) The disabled shall mean any person who is incapable of guaranteeing by himself, all or in part, the needs of normal individuals and/or social life, as a result of their records, whether or not they are congenital, in terms of their physical or mental abilities. Juridically the notion of a disability is governed by article 1 paragraph (1) of Law No. 4 of 1997 as follows: Any person who has physical and/or mental disorders, which may interfere with or constitute obstacles and barriers for him to perform the proper activities, consisting of: a) physically challenged; b) mentally disabled; c) physically and mentally disabled.

Disability is a person who belongs to the physically challenged, mentally challenged, or combined physically and mentally disabled (Act No. 4 year 1997). Disability is an imbalance of interaction between the biological condition and the social environment (the Rights Convention with disabilities/CRPD).

People with disabilities are persons who have physical, mental, intellectual or sensory disabilities for a long period of time interacting with the environment and their community attitudes may find it difficult to participate fully and effectively on the basis of rights (Law No. 19 of 2011 On the ratification of the rights of persons with disabilities).

According to Law No. 8 of 2016 on disability. Persons with disabilities are individuals who experience physical, intellectual, mental, or sensory limitations over a long period of time interacting with the environment may experience obstacles and difficulties to participate fully and effectively with other citizens based on equal rights. The law also mandated public friendly service with disabilities.

Not all humans are created with perfect physical or mental conditions. There are some people who have shortcomings such as unable to hear (deaf), unable to see (visual impairment), physical disabilities (hearing impaired), unable to speak, mental retardation, and so forth.

Digital Literacy

The concept of digital literacy was first put forward with one focus regarding how to become an audience capable of searching, processing, and using various information online (Gilster, 1997). Digital literacy is simply defined as the ability to understand and use information from various types of information sources that are broader, and able to be displayed through computer devices. The link between digital literacy and information is one of the main focuses emphasized in a variety of digital literacy programs, and this is then criticized because literacy is not solely focused on relation to information, but must be broader. Digital literacy, especially for young people and adults must also be seen as a social practice that is inherent in

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technological development, so that people should realize the importance of the concept and application of digital literacy when they are unable to avoid everyday practices that come in contact with various technologies(Livingstone, S., van Couvering, E., & Thumim, 2005).

In the book Digital Literacy Supporting Materials (Nasrullah, 2017), digital literacy is defined as knowledge and skills for using digital media, communication tools, or networks in finding, evaluating, using, making information, and using it in a healthy manner, wise, intelligent, meticulous, precise and law-abiding in order to foster communication and interaction in everyday life. Digital literacy is a skill that not only emphasizes the ability to master technology, information and communication devices, but also emphasizes the ability to socialize, learn, have an attitude, think critically, creatively, and inspiratively.

The need for digital literacy activities is carried out in a networked and continuous manner, where one of the central roles regarding community empowerment related to digital media should be able to be carried out by the government. The not yet optimal digital literacy movement is certainly unfortunate, at a time when there is some potential to gain profits through digital media. For example, digital media technology is considered to give birth to new media entrepreneurship (Conway, 2014 p.275).

Digital literacy skills beyond the mastery of digital technology devices, expressed the results of research Martin & Grudziecki (Martin, A., & Grudziecki, 2006) through their research results, digital literacy skills are emphasized on the attitudes and awareness of someone in using ICT devices to communicate, the ability to express themselves in social activities, with a view to achieving goals in various situations of the individual's life. Digital literacy capabilities will be better, if able to be developed in real life situations, and able to solve problems. Digital literacy capability makes a person able to transform activities through the use of digital technology devices. Everyone must have awareness as digital literate people, in the context of life, work and learning.

Access through the internet to information and knowledge, will open up insights and can encourage becoming individuals who are up to date. Through the internet, disabled people can access millions of free online books, and skill tutorials so they can complete study assignments or explore skills according to their talents and abilities. Education, knowledge and skills possessed by persons with disabilities, will certainly bring closer to the type of work skills possessed. The type of work that is growing rapidly and is needed in the era of information society is digital or computer related work. Through internet access, disabled opportunities can open wide business information opportunities such as blogging or vlogging paid by advertisers, online notaries,

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consultants, social media maintenance, online shops (ecommerce) and others.

Children and young people with disabilities have the potential to have a full life and contribute to social, cultural and economic development. Persons with disabilities should have equal opportunities with non-disabilities to develop themselves through ICT training activities. Through Jamboree activities in the form of ICT training and competitions held by the Ministry of Communication and Information Technology in 2016 and 2017, it is expected to explore the potential of participants in improving digital literacy and abilities they have after participating in training that can be used according to industry needs, mapupun offices so that they can compete in the world of work.

According to Beetham, Littlejohn and McGill (2009) quoted by Sarah Davies (2015), there are seven important elements related to digital literacy, namely information literacy, digital scholarship, learning skills, ICT literacy, career and identity management, communication and collaboration and media literacy. Information literacy involves the ability to find, interpret, evaluate, manage, and share information. Digital scholarship includes active participation in academic activities, for example in research practice. Learning skills include effective learning of all technologies that have complete features for teaching and learning activities both formal and informal. ICT literacy or information and communication technology literacy that focuses on how to adopt, adapt and use digital devices both applications and services. Career and identy management about how to manage online identity. Whereas communication and collaboration includes active participation in digital networks for learning and research. Media literacy includes the critical reading and creative abilities of academic and professional communication in a variety of media.

METHODOLOGY

This research is a descriptive study using a qualitative approach. Data collection was carried out by using in-depth interviews for persons with disabilities teaching teachers, parents with children with disabilities and disability communities in Jayapura City, Papua Province. In this study also interviewed the 2016 and 2017 Jamboree ICT participants spread across Jayapura City, Jayapura Province as many as 20 participants consisting of deaf, deaf and blind people.

Of the 20 respondents with disabilities, netted 14 respondents with hearing impairment who are still active on the SLBN Part B Jayapura bench, the remaining 5 are physically disabled, and a blind person. All respondents reside in Jayapura City. Field data collection took place from 30 July 2018 to 3 August 2018. When collecting data was assisted by the teacher's assistant for SLBN Part B

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Jayapura, while the rest was assisted by field facilitators due to difficulties in translating in sign language or in receiving information from selected informants. To enrich field data, researchers also made observations at SLBN Part B Jayapura City, Papua Province.

RESULTS AND DISCUSSIONS

Application for people with disabilities

Literacy on the visually impaired has now begun to develop much better than before. With the computer talking, the blind can learn slowly to use existing technology. Digital literacy is one solution that can be applied. With a screen reader on computers, laptops, and smart phones, a lack of vision can help blind people improve digital literacy. With current technological developments, the blind can contribute to the literacy program because with access to the internet, access to digital books is unlimited. The blind people with disabilities are currently helped by technology that is developing so rapidly for the needs of communication or information search. For example, JAWS (Job Access with Speech), NVDA (Non Visual Desktop Accessible), Talk Back, Voice Over, Screen Reader based on Android, iOS, or Windows. For example, a blind person with disabilities can use a screen reader. This application serves to identify objects that appear on the screen and then the application is then able to change it in the form of sound.

The public in Indonesia did not miss making the local version. Java MAS T-Netra aka "Money Android Scanner answers to the Problem of Blindness" and Deaf Communicator, are examples of its application. Java MAS is an application for blind people to scan currency values with a technology called OCR or Optical Character Recognition. When the application is directed at money, the application will say its value.

Deaf Communicator application is an application that helps the deaf to find out what people are talking about. In addition, it can be used for blind people to communicate with normal people. Using Deaf Communicator can find out what normal people are talking about. The deaf who cannot speak can make a sound. Applications that help people with disabilities made in Indonesia are generally the result of student development (Zaenudin, 2018).

Efficacy plays a very important role in daily life, a person will be able to use his potential optimally if self-efficacy supports it. The self-efficacy of persons with disabilities such as hearing impairment, hearing impairment and visual impairment in increasing digital literacy, will be described in 2 dimensions, namely confidence in one's own abilities and confidence in determining difficulties.

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Confidence in Self Ability

Based on the information from the deaf, deaf, and blind people they believe in their ability to follow the implementation of ICT Jamboree activities and be able to socialize the material that has been obtained during training to fellow participants with disabilities, more confident than before participating in training, increase the courage to speak in public, increase knowledge and experience in the field of ICT. Participants are also more confident to explore what has been given during the training in accordance with their talents such as Microsoft Office (Excel, Word, Power Point), Photoshop design, public speaking, making graphics, media design. Individuals who have high self-efficacy in certain situations will display behavior, motivation, and affection that is different from individuals who have low self-efficacy (Geon, 2016 p.31). The blind informant expressed confidence in using the internet as a medium of communication, education, information and entertainment and public speaking. Deaf and Deaf Person informants have also claimed to be able to create social media accounts after following material on the internet, such as creating WA, FB, Instagram, Line groups, even though many informants already have accounts, WA, FB, Instagram, Line before participating in training. Besides that, the informants have also been accustomed to finding information through search engines, especially the deaf and deaf, before attending the training.

The participation of persons with disabilities (deaf, and visually impaired) in the 2016 and 2017 Jamboree ICT activities made participants after attending the training increase their confidence in their abilities, become more confident, and want to explore their potential. The skills gained during training are also believed to be a reference to the world of work and the knowledge gained during training can also be disseminated to relatives, friends and the community.

Problems encountered, regarding the photoshop design application material, the informant said most could use the photoshop design application, Adobe Photoshop, only to deepen and master the substance required a longer training time for participants. Regarding the editing of image files using Adobe Photoshop, the deaf and hearing impaired informants said that they could, although there were some who before the training understood it first, there were also those who did not know anything about knowing a little, because according to him the material provided was insufficient and deep, despite their time. limited.

ICT Jamboree learning materials provided to the deaf, deaf, and visually impaired such as public speaking, assessed disability informants that the material obtained

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can be applied in daily life practices, they feel smoother, more confident and can appear in public so they can practice because it is given the theory and practice directly, besides that the informant also said it could be better as a host of a particular event and can socialize in front of many people.

Confidence in Defining Difficulties

ICT Jamboree training on learning material that can foster confidence in determining difficulties, such as operating Ms Word faster and easier, making charts using Excel, presenting using power points, making magazine cover designs, making new friends through social media, finding information on job opportunities through social media, reduce nervousness when speaking in front of a crowd.

Based on the results of interviews with 20 disabled persons with hearing impairment, hearing impairment and visual impairment regarding the operation of Ms Word, it is known that after obtaining ICT Jamboree training, deaf and hearing impaired people say it is easier and faster to operate Ms Word, and for those who do not know how to operate it can be how how to operate Ms word. For making graphs using Excel, judged by various informants, some say they can make graphs using Excel well, there are only a few who understand how to make graphs using Excel, but there are also informants having difficulty making graphics through Excel. This could have happened, because participants who participated in the ICT Jamboree had varying levels of ICT intelligence and skills and the time available for graphic material sessions used too little. Presentations using power points were assessed by the majority of informants who are deaf and hard of hearing can be done so that it can be interesting when presenting a material or speaker. The deaf and hard of hearing informants are mostly confident in finding new friends, looking for old friends or communicating with family with FB social media through their cellphones, and there are those who trade through online media after participating in the ICT Jamboree. The family (especially father and mother) is the first and foremost environment that gives a lot of influence to various aspects of a child's social development, especially in relation to the learning process (Mahmudi & Suroso, 2014, p.188).

Persons with disabilities also consider that getting a lot of information on job opportunities is easier and faster, some even have information about job opportunities and are hired at BUMN BUMN, printing through social media. The magazine cover design, after participating in the session, was considered by the informants to be easy, fast and able to practice, there were also only a few who could, and some were completely unable to follow. This could be, because the level of disability varies, such as mild, moderate, severe and very heavy deaf, besides that the level of intelligence

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and knowledge is different, and also mentions the material given by the instructor too quickly and the session has limited time (short) so difficult to receive subject matter.

Ms Word operation training, making charts with Excel, Power Point, making new friends through social media, obtaining information on job opportunities, making desaign cover, and reducing nervousness when speaking in front of many people when participating in the ICT Jamboree participated by participants in disabilities in the City of Papua, assessed become more capable and confident than ever before shutting down. Problems encountered, disability training participants in the ICT Jamboree have not fully obtained the maximum material provided by the instructor, because of the limited time given material, too many participants in the class, mixing types and classifications of disabilities in one class.

Self-efficacy of Persons with Disabilities and Digital Literacy

Persons with disabilities have the same needs as the general public, including digital literacy needs. It's just that the problem is to meet their needs sometimes there is no one to facilitate it. Provision of basic knowledge of digital literacy in the current era has also become a necessity in educational institutions and corporations. But unfortunately, access to the mastery of digital technology has not been enjoyed equally, including by persons with disabilities or children with special needs.

The self-efficacy of persons with disabilities in their digital literacy collaborates in fostering relationships in social life. They exchange ideas, stories, views, ideas, opinions and ideals in their social media. They do not trust information from one source, they are very close to the information obtained by finding out the truth accompanied by supporting evidence. It is hoped that digital literacy access for persons with disabilities in the future will be more open so that they can be more empowered.

CONCLUSION

Persons with disabilities who take part in the ICT Jamboree in Jayapura City - Papua Province are known that after receiving training, people with hearing impairment and disability claim to be easier and faster in operating ICT software applications. Even those who have never learned it after attending training can finally operate it. The Ministry of Communication and Information Technology also facilitates ICT Communication Jamboree training aimed at increasing digital literacy of youth and adults with disabilities. By following the ICT Jamboree for persons with disabilities, the

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informants felt that after attending the training they were more confident and more motivated in developing their potential. They also feel compelled to bring out creativity and productivity through cyberspace that can help increase their potential.

Digital literacy that is focused on ICT Jamboree activities is more on learning skills which include effective learning of all technologies with full features for teaching and learning activities both formal and informal. With the high self-efficacy of people with disabilities it automatically increases their digital literacy in using technology. With the confidence of people with high disabilities, they can have knowledge and skills in the field of ICT in operating computers, and they can learn independently to improve access to information they have and even be able to open information business opportunities such as e-commerce. Training activities such as ICT Jamboree are felt for them to be able to increase ICT knowledge and mastery which can then be distributed to relatives, friends and the community. As input, the government needs to organize ICT training for workers with disabilities so that they can have high self-efficacy then they can develop and improve digital literacy.

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