The Digital Social Impact in ICT Literacy Programme for Rural Community

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Abstract: - This paper will be discussing ICT literacy at rural community in bridging digital divide for rural digital divide community by Perak State Government in Malaysia. This study is looking at the impact of ICT literacy program for rural community after infomediaries conducted a training for the community. The understanding of the research is looking at the social digital impact such as social digital impact formation, social digital impact imbrications and social digital impact articulation. Methodology of the research is conducted by distributing questionnaire to 583 respondents in the familiar village choose by Perak State Government. The finding of the research shows that social digital impact formation .majority used for chatting and online services. Social digital impact implications revealed that majority used ICT to access internet and do homework. They also used ICT for playing computer games. Meanwhile, social digital impact articulations revelaed majority used ICT for general knowledge and academic purpose, also used ICT for online banking and utility bill.

Key-Words: - Digital Social Impact in ICT literacy programme for Rural community

1 Introduction

Perak State Government, Malaysia through its subsidiary K-Perak Inc, had launched Community Bridz programme to bridge digital divide among rural community. This programme aims to provide ICT basic knowledge, for example in the use of computer and internet by rural community. The Government of Perak believe in providing communities with the knowledge, skills, and facilities to embrace ICT as part of the holistic effort to transform Perak into a fully-developed state. Infomediaries was the company elected by Perak State Government to provide training to rural community. As many as 20 computers were supplied to Infomediari by K-Perak Inc to carry out the training. Training is carried out for two days on Saturday and Sunday. Each community is given training once only during the programme, with the requirement that a community must have an internet connection. After several years, the social impact study has been conducted by researchers from E-Community Research Center UKM. This impact study is called social digital impact. The data for the study data was gathered and analysed in 2009 [1].

2. Perak State and E-Community Vision

The Perak State is the second largest state in Peninsular Malaysia. It is one of the 13 states of Malaysia. It borders Kedah and Yala Province of Thailand to the north, Penang to the northwest, Kelantan and Pahang to the east, Selangor to the south and to the west by the Straits of Malacca (Map 1).

Ipoh Town is the state capital of Perak and is known historically for its tin-mining activities until the drop of tin price, which has severely affected the state's economy. The royal capital, however, is Kuala Kangsar, where the palace of the Sultan of Perak is located.

Modern Perak is divided into 9 administrative districts or "daerah" in Malay. The 9 districts are Hulu Perak, Kerian, Larut, Matang & Selama district, Kuala Kangsar, Kinta district, Manjung, Perak Tengah, Batang Padang district, and lastly Hilir Perak district (Map 2).

Map 1: Peninsular of Malaysia and The Perak State

Map 2: The Nine Administrative District in Perak State

2.1 E-Community Vision

The Perak's E-community vision strives to be a knowledge State by year 2015 and to promote ICT on its own in the Silver State. This vision is encapsulated in K-Perak's emphasis on MIND industries:-

M	- Multimedia content
I	- IT outsourcing
N	- New media
D	- Research, Development and Design

To ensure that this vision is met, K-Perak Inc. has identified five key areas that will accelerate the development of the MIND industries, namely:-

i. **K-Government** – is a portal that is developed for the local community to provide them with the facility to attain specific services online. Using open source platforms, the programme essentially provides government agencies with an effective yet affordable means to enhance their service delivery. The programme was provided by the State Administration as well as several state agencies.

ii. **K-Society**- such as Science and Mathematics Excellence Programmes, K-Perak e-Learning Cluster, K-Perak Bridz Community (Bridging the Digital Divide in Perak), K-Perak Kidz Workshop (ICT excellence for rural, oboriginal people, and religious schools.

iii. **K-Workers** – similar to a `finishing school', this programme is a collaboration between the private sector and K-Perak Inc. with the objective of sharpening the skills of fresh graduates, professionals, and technopreneurs in the fields of technical skills, soft skills and entrepreneurship.

iv. **K-Economy** – Following the Multimedia Super Corridor concept, year 2007-2010 focus on the development of Creative Multimedia Content (CMC) and shared services and outsourching (SSO) industries. Second, abudance of CMC and SSO talents. Lastly, to create a series of ICT and MSC Malaysia awareness campaign for the community of Perak.

v. **K-Infrastructure** – The developments of K-Infrastructure such as Wireless Perak Project, MDec Infostructre and Cellular Audit and K-Perak Infrastructre Enhancements.

The main roles of K-Perak Inc. are to advise the Perak State Government on policies, develop Multimedia Super Corridor (MSC) Malaysia practices, multimedia operations, supporting companies located in the area, and promoting MSC

Malaysia Cybercentre @ Meru Raya locally and globally [2].

The vision and mission of Perak as a Kowledge state are;

Vision – To transform Perak into a developed State and full-fledged Knowledge State by the year 2015.

Mission;
i. To provide facilities and infrastructure to transform Perak into preffered ICT investment destination.
ii. To create programmes to enhance the awareness on Perak's ICT prospects among local communities and potential foreign investors.
iii. To proactively work with local and foreign organizations to bring in new technology to enrich the local ICT industry.

To achieve the vision and mission K-Perak Inc. provides the neccessary support in making this possible, such as;

i. Emphasis on shared services outsourcing (SSO) and creative multimedia content (CMC).
ii. Equipping people and promoting ICT.
iii. Creating knowledge workers and technopreneurs with competitive edge
iv. Infrastructure development, and
v. Modernising government services

Under K-Society programmes, there are sub-programmes and include the following:-

i. Science and mathematics excellence programmes - to assist primary and secondary school students to improve academic achievement in Science and Mathematics.
ii. K-Perak e-Learning Cluster - is a programme that was set up to facilitate this initiative and cultivate `21st Century learners' in Perak.
iii. K-Perak Kidz Workshop: ICT excellence for rural, aboriginal people, and religious schools – the programme is aimed at increasing the awareness and utilization of ICT among students from rural areas, aboriginal people and religious schools.
iv. K-Perak Bridz Community: Bridging the digital divide in Perak.

2.2 K-Perak Bridz Community: Bridging The Digital Divide in Perak

The K-Perak Community Bridz project was founded with the purpose of exposing rural communities to technology and encouraging the adoption of ICT among urban and rural communities, with the ultimate objective to bridge the digital divide among Perak's communities.

A year after its commencement in December 2007, the programme attracted more than 22,000 people to attend the day-long activities. As part of K-Perak ICT outreach programme, the company's infomediaries teams were sent out to various districts to run the awareness campaign. People of all ages-children, youths, adults, and senior citizens from 267 villages and 39 organizations were there for the event. K-Perak's dedication in carrying out this programme has seen 612 of such programmes organised all over Perak in year 2008.

With a bigger infomediaries team and larger number of districts visited in year 2008, the campaign saw 18,666 participants, which is an encouraging increase compared to 3,561 participants the year before. The results were enough for K-Perak to target a larger set of audience in its next campaign[2].

To accommodate the informediaries team's increasing size, new equipments were acquired to effectively carry out the unit's outreach initiatives. The equipment included laptops, portable audio system, projector and portable screen, as well as networking hardware.

3 Statement of the Problem

KPerak Community Bridz programme that is operated by Infomediari is a short term training. Hence this study will foresee how far is the impact towards social digital learning community. The only problem faced by researchers is that the program is a short term programme. How can ICT learning provide benefits to rural community. How would the rural community apply their knowledge in ICT in their daily life. The effectiveness of KPerak Community Bridz programme can be measured based on social digital impact analysis, which are social digital impact on formation, social digital impact on implication and social digital impact on articulations. All these three issues show

how the rural community applied the training given in ICT in their daily life. The daily life includes boosting up of their economic, social, culture, political and life-long learning. Similarly to look at how KPerak Community Bridz programmes would be able to narrow the digital gap among rural community in Perak. In 2010, Perak state government is targeting as many as 231,600 rural community residents to be literate in ICT, that is about 10% of the state's population [1].

4. Rural Urbanizing Through Cyber Spaces

Digital social impact measurement was fundamental to KPerak Community Bridz programme to measure the successfulness in giving ICT knowledge to rural community. KPerak Community Bridz programme is also a digital bridge to rural community and provide infrastructural facility for e–learning. The programme and the facilities were tailored to prepare the communities towards 'urbanizing rural communities through cyber spaces'. Urbanizing the rural communities through cyber spaces is a development concept, which is continuity from urbanizing countryside through facility and implemented under the New Economic Policy (1971-1990). Continuity of rural urbanization through cyber spaces was implemented under Malaysian National Economy Policy (1991-2000) and Vision Economy Policy (2001-2010). Also, KPerak Community Bridz Programme is applied through The National Strategik Framework for Bridging the Digital Divide to realize the rural urbanization through cyber spaces. The concept of E-Inclusion is one strategy that will be achieved by the Community Bridz programme in rural urbanizing through cyber spaces. That means developing social and E-Enclusion (economic inclusion) in a knowledge society. Employing ICT to address the problems of digital divide and social exclusion and promoting opporturnies for the economic and social empowerment of all rural residents (Figure 1).

E-INCLUSION

Access | Adoption | Value
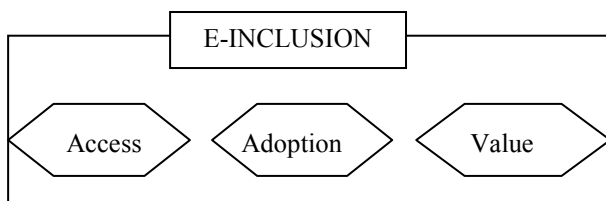
Source: Economic Planning Unit, Prime Minister Department of Malaysia [3].

Access means delivering ICT infrastructure to everyone. Adoption means promoting regular and widespread use of ICT-based content in everyone's daily life. Whereas value means ensuring that the social and economic value of ICT is realised by underserved Malaysians [3].

Refer to Figure 1, E-Inclusion is defined as employing ICT to address the problem of social exclusion and promote opportunities for the socio-economic empowerment of rural citizens. To achieve e-enclusion under rural urbanization through cyber spaces process as follows:

Phase I: Delivering access to ICT infrastructure to all members of society;

Phase II: Promoting regular and widespread adoption of ICTs in the daily lives of citizens; and

Phase III: Ensuring the socio-economic value of ICT is realized by all including the underserved community.

Each subsequent phase will build upon others to ultimately generate socio-economic value as a result of applying ICT, as shown Figure 2.
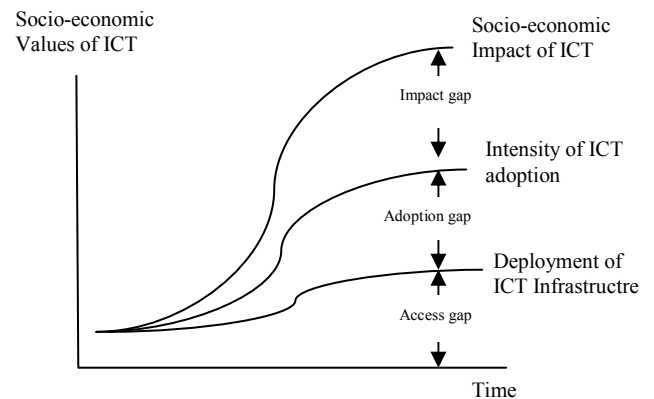
Source: Economic Planning Unit, Prime Minister Department of Malaysia [3].

From Figure 1 and Figure 2, in achieving E-Inclusion within rural community, five implementation thrusts have been formulated [3].

Thrust 1 – Increase ICT access and adoption of ICTs by underserved such as coordinate and harmonise government telecentre programmes to achieve efficiency in operation and management. Second, to increase telecentres and mobile coverage in remote areas.

Thrust 2 – Create value in e-Inclusion programme such as prioritise programmes that create e-Inclusion to target groups through tripartite collaborations between government, NGOs and private sector.

Thrust 3 – Develop local content through participatory approaches such as lead agencies consult underserved communities to indentify specific and local content requirements. Another strategy is to adopt top-down-up approach in bridging digital divide programme design that incorporates methodologies for community development in support of social innovation and upscaling.

Thrust 4 – Cultivate multi-stakeholder collaboration and coordination such as establish lead agencies to facilitate programmes design and implementation. Another strategy is to adopt improved methodologies for programme design, partnering with state authorities, the private sector and NGOs.

Thrust 5 – Institutionalise evidence-informed policy and practice such as adopt the outcome approach in programme design, monitoring and evaluation. Second, install systematic measure for data collection for measuring access, adoption and e-Inclusion, comprising the national cencus and household surveys.

KPerak Community Bridz programme had provided mobile telecenter for rural community. The aim is to achieve the goals of national e-Inclusion. It aims at reaching a wider ICT access, ICT adoption, also provide maximum value to the application of the rural socio-economic. It can indirectly provide urban facilities to rural society. For the long term change of mind development of the rural people to urban people.

The facilities of the mobile telecentre are better than those of Cyber Cafes in towns. Nevertheless, the success of urbanizing countryside through cyber spaces is depending on socio-cultural and community attitude. Although KPerak Community Bridz programmes is a free programme, the community refused to join, particularly youths and adults. The 'wait-and-see' attitude towards the programme is affecting the programme's objective. Most of the program's participations are from mainly children and teenagers. While with the adults and youths, participation is usually by the youth and village leaders.

Rural urbanizing through cyber spaces with KPerak Community Bridz programmes would affect socio technology in rural communities. The effect of socio technology could be seen through digital social impact. Digital social impact refers to the effect of ICT usage after given basic training by appointed infomediari. The continuation of practice in computer and internet knowledge after the programme was a big success and has been applied in daily life such as for life-long learning, SMME, communication and information seeking for daily essentials [4].

The main objective of the rural urbanizing through cyber spaces with KPerak Community Bridz is to bridge digital divide among rural community with urban community. It is expected that with this programme, ICT knowledge among rural community can be at apr with urban community and it is available to everyone if they work hard and strive [5]. KPerak Community Bridz programme is a great chance for rural community to gain knowledge of ICT. Hence the successfulness of this project depends on the attitude, initiative and proactiveness of the community. KPerak Community Bridz programme is Perak State government top down programme and it is a responsibility for the citizens to grab the opportunity given. Otherwise, it is difficult to conduct the programme.

It will be a big success if the community keeps practicing and applying ICT knowledge in their daily life. It can be measured from social digital impact among community which participated in this project. The three important impacts are the impact of social digital in formation, imbrications and articulations. In evaluating the social digital impact of this project, all these three aspects should not be separated. If it shows positive effect to the three impacts from social aspect, KPerak Community Bridz programmes conducted by Infomediari are successful in developing ICT skill in rural community.

The success of this program would directly create a rural community as a knowledge society. Knowledge society is a creative society, innovative, able to compete in global level, and having high moral and ethical values. This society is an adaptation from K-ekonomi, life-long learning and produce worthy knowledge [6]. Knowledge society is an admired society in The Third Outline Perspectice Plan-OPP3(2001-2010)

for achieving goals of Vision 2020 for Malaysia becoming a developing country.

5. The Digital Social Impact

Digital social impact was the result from analysis of knowledge development in measuring the development of economy in the digital era [7]. The social digital impact effect in urbanizing countryside through cyber spaces based on KPerak Community Bridz programmes involves input-output process. The input process involves the understanding of strength, weakness, opportunity and threat (SWOT) that are faced by rural community and environment. After identifying SWOT, new input development will be injected so that in order to hit the target and not wasted. Then, it involves throughput process, namely how to civilize ICT, love ICT and practice ICT knowledge among rural community.

The right process will produce a quality output. The produce or output must be in line with the objective and K-Perak Inc's objective, in particularly, for general and KPerak Community Bridz programmes. Regarding this project, the output was how many rural communities are literate in ICT. The output can generate income, whether from material or non-material. From material, it can be computed with generated money value, while from non-material could be seen in how literate and the advantage resulting from the programme. This Outcome is named Knowledge Product Index (KPI). KPI give impact on the long term KPerak Community Bridz programmes. The important of long-term impact is to determine KPerak Community Bridz programmes as ongoing programme and sustainable to lead rural community in ICT knowledge [8]. The impact must be linked with long-term development of the nation namely OPP3 as part of the mission and Vision 2020.

After KPerak Community Bridz programme has gone through the input process, throughput, output, outcome and impact, impact analysis will be conducted based on three social digital impacts as stated before. Before tabling social digital impact result, we need to understand what is the meaning of the three social digital impacts based on literacy programme of ICT for rural community.

5.1 Social Digital Impact Formation
Social digital impact of formation related to external social logic which encompasses input for development of human capital, namely how far skill, ICT knowledge and information environment, rural community achievement after the programme is implemented [9].

Digital social impact of measuring the extent to which information the effect of ICT access by the rural population to bridge the digital divide. Height of ICT skills and other skills related to technology causing them to increase capital Insane. Access to ICT in terms of digital social impact can irrigate villagers formation through urban services in cyberspace.

Social impact of digital formation measure success not only access, but at the same time to see the attitude and behavior of consumers from the effects of rural ICT programs KPerak Community Bridz. Attitudes and behavior was seen after they received immediately after exposure ICT skills training programs KPerak Community Bridz done. Consumer attitudes and behavior was seen as an example the period use of ICT, how they use ICT and the interest shown.

5.2 Social Digital Impact Imbrication
Social digital impact of imbrications is a very specific impact namely about throughput and output produced. It is involving a result of planning, programme management and implementation. The effect will be shown on of how far rural community use ICT knowledge such as complete homework, make project working paper and create website [10].

KPerak Bridz community programs also expect that villagers can use the knowledge of ICT in daily lives. Groups such as children can use ICT skills to do their school work. Adults can use ICT facilities to view the current market price of commodities, stock prices and also make savings on their daily lives. Also, the elderly can view information on the computer and the Internet about health care for themselves.

This means that the KPerak Community Bridz provides better social impact of digital imbrications. At least rural people with ICT literacy can use ICT in their daily activities by using the internet and computer. Such as in doing their agricultural project report, accounting, and marketing the farm product on the internet. Consequently, social digital impact imbrications it is program provides the maximum benefit to the

village people regardless of age, education level and income status.

5.3 Social Digital Impact Articulation

Digital social impact of this articulation examine the ability of villagers to use ICT to increase economic, social, cultural and political activity [11].

Social digital impact of articulations behaves as hybrid profit resultant of outcome and impact from KPerak Community Bridz programmes. It includes culture, development agenda practice and continuation ICT after Community Bridz programmes implemented to rural community. It is to see the effect on how far rural community advantaged ICT for interest their life sort of doing top transaction line, communicated through own blog, long-distance education and surf e-government service. There are two e-government services that are associated with rural population such as e-services and e-JobsMalaysia.

E-services to enable the rural people to transact more easily with the government agencies and utility companies via multiple electronic delivery channels. These delivery channels are namely kiosks and internet service such as through telecentres. E-services is responsible for providing the infrastructure to link government systems onto common network accessible by the service provider. Some of the services provided are payment for renewal of outo vehicle licence, electrical bill, cheaque payment and application for replacement of MyKad. e-JobsMalaysia is one-stop service centre for job applications. It enables rural people who are looking for jobs, and employees who want to recruit new employees, to communicate on the same platform (MAMPU 2009).

6. Methodology

The methodology will discuss two things. The first is clear understanding of research methods, while the second describes the research method.

6.1 Research Understanding

This study shows the extent to which KPerak Community Bridz managed to increase access, adaptation and value impact of ICT use among rural residents. The extent to which the program is successful KPerak Community Bridz bridges the digital divide. Similarly, this study shows how to irrigate the village through the spatial-based cyber-

social effects of digital divide among rural population in the State.

ICT is a human technology and can be used regardless of borders, territory, culture and ethnicity [12]. So based on the understanding of this research program KPerak Community Bridz can accelerate the process of bridging the digital divide due to the fact that ICT is easy to learn and very close to human values.

Even though the program is KPerak Community Bridz mobile telecentre, but to expose the agenda of ICT skills more quickly. The program works with people close to the village-based bottom-up approach. KPerak Community Bridz program was conducted after obtaining the approval of the villagers through their village leaders. Participation in this program is voluntary rather than compulsory. Therefore the understanding of the study to see KPerak Community Bridz program will significantly contribute to the economic, social, cultural and political residents. This effect can be seen and measured quantitatively by digital social impact.

6.2 Research Method

This study used quantitative method to analyze social digital impact of KPerak Community Bridz programme, which is the questionnaire method, workshop, interview, survey and observation. As many as 583 respondents were chosen as research sample. The respondents constitute KPerak Community Bridz participants namely senior citizens group, adult, youth, teenagers and children. Meanwhile, the Informediaries were interviewed and surveyed. Participants elected as respondent were requested to answer questionnaire, and some of them were chosen to be interviewed by the researchers. Those chosen to be interviewed constitute senior citizens group, adult, youth, teenagers and children.

To deepen social digital impact, workshop for all Informediari was held to understand consumer's response on KPerak Community Bridz programmes. Meeting and dialogue with K-Perak Inc management was also held to understand KPerak Community Bridz programme objectives.

Visits to rural areas were also conducted in order to scout and make observation. The observation and survey were done during KPerak Community Bridz training in rural areas. Through this way, respondents' attitudes were directly observable in

ICT usage performance. The effect on social digital impact is visible from the participant group.

The scope of social digital impact that were asked during questionnaire, survey and interview are respondent background, internet access centre, ownership, knowledge and use computer personal. It is also included ownership, knowledge and use of internet at home. Other scope was perception on internet, perception on training programme benefit community, perception on training programme service training programme community and sustainability community.

Study areas covered include state of Perak namely districts and areas such as Lenggong, Beruas, Padang Rengas, Kuala Kurau, Temelok, Degong, Changkat Jering, Tanjung Piandang, Asam Kumbang, and Taiping.

Data was analysed through descriptive statistical method with the use of SPSS software. Analysis include descriptive statistics and will be indicated through frequency distribution and percentage.

6.3 Variables

To measure the ICT literacy level of rural population, the three social impact of digital are considered as components. Under the component it is variables of the research.

The components of social digital impact formation of eight variables that are surfing the Internet, used email, chit-chat, used the software word processor, used the graphic software, used the blog, surf entertainment website and access any online information to increase their knowledge [9].

The components of social digital impact imbrications of six variables that are To make the school work using computers, office work using computers, reading the news through the Internet, using the convenience of online courses, using computers for business operations such as marketing, customer relations, systems payment and accounting, also used the facilities of electronic government system [10].

The components of social digital impact articulations of nine variables that are to apply for jobs via the Internet, to have closer family relationship, bring us the neighborhood, can be expanded into a global network of partners, to reduce business costs, can increase revenue, could expand the business, enhance your identity and

love of country, and enhancing the ICT innovation [11].

7. Finding Analysis Digital Social Impact on KPerak Community Bridz Programme

7.1 Demography

Respondent age level that were interviewed are 42.6% aged between 7-12 years namely children, 34.1% are aged between 13-17 years namely teenagers, 15.4% are aged between 18-40 years namely youths, 6.0% are aged between 41-60 years namely adult group and 2.7% aged 60 and above namely senior citizens group. These mean child respondents are the most because they are responded so well towards KPerak Community Bridz programmes.

From gender aspect, 44.2% respondents are men, while 55.8% is women. Most of the respondents work in private sector (4.6%), farmers (3.0%), government (1.4), dealer (1.2%) and 7.9% in others sector. Remainder was student because most of the KPerak Community Bridz programmes' participants were among primary school and secondary school students.

In respondents' income, it shows that 8.9% of then have monthly income under RM500, as many as 4.9% also income RM501-RM1000, meanwhile 3.5% income RM1001-RM2000 and 1.9% have monthly income more RM2000. This mean majority consumer constitutes to low-income group and no income. Nevertheless, for the programme KPerak Community Bridz, the program is conducted free from any charge. Therefore, any of the respondents can participate in the program.

On respondents' education level, it is shows that 1.4% of respondents have no formal education, 1.4% pre school, 46.7% primary school educated, 28.6 qualified secondary assessment low, 17.1% qualified education certificate Malaysia, 2.8% qualified diploma, 0.9% qualified degree and 0.9% others.

7.2 Social digital impact formation

The effect of social digital formation analysis shows that 98.8% of respondents can use computer for chatting. This is because the main reason for chatting is to communicate with friends. From formal social relationship aspect, it is enhancing the chatting skill among respondents. KPerak Community Bridz programme's effect also has

been shown in social digital impact formation namely 96.6% respondent have good graphic skill. This caused respondent in school used graphic software to finish up homework. Apart from that, 58.7% surf the internet in order to seek information and knowledge. This proven that 43.6% respondents' purpose to surf the internet is to look for information on education. Internet usage impact also shows that 95.2% respondent surf the internet for entertainment, game computer latest, latest software, information on fashion and food.

The main strength of the achievement of digital social impact is the presence of many participants who formed the KPerak Community Bridz of children and adolescents. They are exposed to computer and Internet skills in schools and also at cyber cafés. Those interested in joining KPerak Bridz Community for free services within two days of training provided. Even though they already have the basic skills of ICT-based open source Windows, but through this program they are exposed to the open source U-Buntu, IBM.

7.3 Social digital impact imbrications
Social digital effect analysis result had showed that 94.7% respondent use computer for office work and 51.3% seek information homework. Most of the respondents are among adult, in particular teacher use computer to finish up administration work. While child respondent use computer to finish up homework that have been given by teacher. For respondent which possess lower skill in using computer, their major benefit of using computer is 45.3% which can help in their relationship with their client. Respondent who have the skill in using computer at moderate level, 55.7% had benefited increase skill in application computer such as graphic application, compose, and count through statistic easy. High skilled respondent (46.4%) had benefited it by communicate with partner and relatives whether in country and abroad. These social digital impacts show that KPerak Community Bridz programmes is giving benefit to people.

Study also found that if the period of KPerak Community Bridz program is extended to level of beginner and moderate skill, it is also able to enhanced participants skill in becoming skillful using ICT. Because of KPerak Community Bridz programmes is 'touch n go' ICT exposure and had no permanent premises, then the respondents have difficulty to increase their ICT skill in a short period.

Training provided for two days of the day Saturday and Sunday is not enough. Turn given relatively limited in children, adolescents, youth, adults and senior citizens. In effect there are adult and elderly participants only to turn to the children. Adult and elderly participants felt that the child is more important given the opportunity to pursue KPerak Community Bridz.

The effect shows that not many adults and senior citizens who can participate in this program because the time factor and the training period is too short. Project KPerak Community Bridz was only given a one-time training program for each village. This is because the equipment is adequate training to be training a whole village only on Saturday and Sunday.

7.4 Social impact digital articulations
Result from social digital articulation has shown that 70% respondent from KPerak Community Bridz programmes have successfully increased their knowledge in using internet, which are academic knowledge and general knowledge that help them in daily life. As academic knowledge is giving benefit to students to finish up their academic work, general knowledge is also beneficial for those inquisitive commodity market and service current prices. Apart from that, 50.9% respondent stated that internet facility is useful to resolve daily business, for example online payment, e-banking, and any government online job application. Other effect on social impact articulation is enable respondents to promote their products and services through internet. It is an easy way also to obtain information on government service by surfing www.malaysia.gov.my. Relationship and social encounter among friends and family also become easier with the use of e-mail, chat, internet relation chat (IRC), which is apart from communicate manually.

The main reason why the performance of digital articulation of social impact in the medium for this project is implemented early. Because the program is held KPerak Community Bridz once in every village there is only awareness program about the use of village communities and ICT access. There should be follow-up program in the telecenter as Medan Info Desa or Village Internet Centre for skilled people to use ICT facilities to support the socio-economic activities meraka. Another action is to ensure that villagers believe the electronic trading system. What if there is confidence and

trust is difficult to reject the use of ICT in trade and industrial activities that they do.

8. Conclusion

As a conclusion, KPerak Community Bridz programmes had given a big effect on social impact which is very beneficial to respondents because this program is a training program for rural community and conducted by appointed Informediari. Positive attitude from respondents have made this program become more beneficial in learning new knowledge and technologies. Nevertheless, major obstacles in this programme are that not all countryside is covered with internet access, such as internet line service, WiFi, Broadband and WarNet. Therefore, not all rural community in Perak is able to follow KPerak Community Bridz programmes. If this problem continuously, the effort to bridge the digital gap among rural community is impracticable and more inclusive.

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