INTRODUCTION

The utilization of digital education technology in developing Malaysia’s human capital has leap forward in the twenty-first century and beyond. But the group of Malaysian village youths in the outskirt villages are left out of the main stream of digital technological enhance livelihood knowledge particularly comprising of village youths with secondary and diploma qualification are in dare need of technical and livelihood knowledge. Their disparity could be complement with the utilization of the district libraries and resource centre that equip with basic digital technologies Learning Management System as a platform to compensate this disparity, in addition to the existing books, e-books, magazines, audio visual gadgets. As the application of digital technologies enhancement in education has been placed as top priority in Malaysian educational system, not only it has been commissioned in schools of all levels but also in every district public library. It does not only upgrade and digitize the districts’ public libraries savvy in the usage of digital information technologies for both village youths to be relevant and competitive in building human capital. The use of a blended digital education platform in public libraries could be beneficial to village folks in upgrading their knowledge and skills. This model could be used as framework of practice for enhancement of life skills among developing nations as well as under-developed countries in line with SEAMEO’s Education Agenda to promote lifelong learning and 21st century skills. If such technology-enhanced skills development programme could be implemented from earlier stages in educational settings in line with Sustainable Development Goals (SDGs) and Malaysian Education Blueprint, more skilled workers could be produced to raise the performance in the workplace and contribute to the worldwide improvement of human capital. Legal and policy issues on digital facilities will be discussed as to advocate lawful and ethical application of this initiative. Future direction of studies to develop a comprehensive structural model will also be deliberated.

KEYWORDS

Blended mode, Open and Distance Learning, village youths, Lifelong learning, Legal and policy issues, Sustainable Development Goals.

2. REVIEW OF LITERATURE

Transforming Malaysian public libraries into digital knowledge dissemination centre in supporting lifelong blended learning is a significant move in supporting one of the eleven shifts presented in Malaysia Education Blueprint 2013-2025 which is highlighting on the leverage ICT to scale up quality learning across Malaysia [1]. Researches have been conducted on distance, collaborative and e-learning in education but rarely any researchers conduct on the utilization and enhancement of digital technology for village folks’ lifelong livelihood blended collaborative learning that enable accessibility to educate and transmit the much needed day to day knowledge for social transformation and knowledge development of village youths as to bridge the digital divide of citizens between the urban and rural as well as Malaysian’s education disparity. This is utmost important as people from all walks of life especially village folks needed the know-how of accessing to knowledge and education. Indeed, collaborative digital blended learning environment can be used widely for educational or training purposes when the government sector and private sector team up for the purpose of human capital development in the country. Therefore the enhancement of blended learning platform connected to all districts libraries is in fact an effective way of utilizing digital technology for rural folks in acquiring the much needed livelihood education and the contents.
to the users. A study stated that blended learning is usually found in three delivery modes/media/method of learning, first combining online and face-to-face instruction, secondly combining instructional methods and thirdly combining instructional modalities or delivery media [2]. The first definition reflects more accurately on the historical emergence of blended learning systems as compared to the latter two that were much debated about since blended learning was so broadly defined that they encompass virtually all the technologies and systems that involve multiple instructional methods and delivery media [2].

The creation of a blended digital learning environment by commissioning and utilizing the existing digital technologies in the district libraries throughout the year, will in turn create a regional collaborative platform for the lifelong learning management system and transform it into a regional collaborative lifelong learning center system that will be cost-effective in the dissemination of knowledge to all the village youths. This would enable them to be centred into one place based in district vicinity not only for the purpose of networking among their peers, but also for friendship, racial integration, religious tolerance and knowledge acquisition especially during weekends. Therefore, as quoted that academic community is addressing more and more on the rise of on-line community that will be instrumental in the realization of advanced learning society [3]. Internet on-line environment enables new and interesting designs for the support of traditional learning for the development of new forms of learning. All these could also apply into enhancing business learning environment in transforming a regional learning management system into a regional collaborative district youths lifelong learning platform to create a learning society and human capital of the country.

The much preferred lifelong learning tenure for village youths could be to combine both the electronic-enabled learning system and traditional face to face classroom teaching and learning methodology as they maybe comprise those first time learners and users of digital technology that should be guided by an instructor preferably a group of well-trained librarian cum teachers who are savvy in computer because there is a research that suggests that collaborative works on blended training solution which incorporates traditional methods as well as technology-led learning [4]. One method is to utilize it as a method of providing a consistent level of skills within a team of delegates prior to them participating in an instructor-led session so they can get the most out of the training from the instructors’ time and knowledge. In other hand, a study introduced that blended approach is that by highlighting some of the unique characteristics with the environment available on-line, elements that emerge would differentiate excellent e-learning, namely the sharing of knowledge through blended learning environment for industrial sector workers and upgrading of knowledge capital for societal development in Malaysia [5].

Young suggested that within the web-enabled environment, individuals can access learning materials, courses, individual topics and performance support resources any centralized centres of office, at home or while traveling [4]. Standard web browsers offer a consistent and seamless user interface across a wide variety of workstation platforms and networks. One can also access the contents of the library online, as well as the content relevancy because most of the courses followed, distance and collaborative interactive project [6]. The production of learning materials could be enjoyed nationwide by those users in the collaborative lifelong blended learning centres irrespective of their location. New ideas and materials would become immediately available for discussions and trials after dispatch by e-mail to a central server. The central server would serve as main frame to enable the instructor to upload all learning files and document as well as instruction to the learners from the manufacturing sectors around the districts.

Evaluating program effectiveness includes a document of technology plan, password protection, encryptions, back-up system and reliable delivery, established standards for course development, design and delivery, good facilitation of interactive and feedback as well as the application of specific standard for evaluation. All these would enable smooth accessibility for them to achieve excellence and acquiring those much-needed societal knowledge and adult technical education and thus lead to the progressiveness of developing human capital in Malaysia. On the other hand, Rajasingham also noted that effective, cost-efficient instruction that can match the needs for skills related to technological change, delivered interactively, at the convenience of the learners [7]. The learners, no matter where their physical location would be, should be able to interact with the instructors and other peers, with the content as well as with one another in synchronous or asynchronous mode. This digitalization allows the mergers of tele-communications and computer giving us information technology, new ways of teaching and teaching in this digital age as well as further providing alternatives to adult learners.

Another issue needed to be addressed is the effectiveness in the management of district and village libraries collaborative blended learning environment in collaborative lifelong blended learning centre for village folks where the collaborative and blended learning management platform needs to have certain quality. As proposed, elements of quality control and assurance system in distant learning should produce resource learning materials and monitor correspondence of learning activities [8]. Thus, it is not about workforce training for many individuals and groups brings pressure on evaluation to yield information about its effectiveness as well as efficiency as a learning solution especially the industrial sector workers without digital technology. What’s more on the awareness of the burden on the instructors in terms of time-consuming management tasks that they have to attend to if the technology-support learning has to occur [9]. Therefore, all the district and village libraries need to hire qualified and experienced librarian cum knowledge disseminator to guide the village folks the proper ways to use the sophisticated digital technology to create and enhance a blended digital learning environment. The management perspectives of digital technologies in the regional collaborative industry sector are that workers’ lifelong blended learning platform are of utmost importance to ensure the success teaching and learning approaches. As quoted that networked learning will be exciting commentator which leads to virtual university, driven forward by policy emphases on lifelong learning. All these must be taken into consideration [10]. By doing so, we are able to see the impact and its effectiveness towards the implementation of a whole new teaching and learning, collaborative blended lifelong learning platform for district and village libraries. In the management perspective, techniques and technologies can be taught as principles prior to application, whereas the management processes and their complications have to be experienced to be sensed prior to a required theory [11]. Therefore, trained ICT facility management instructors need to be appointed as permanent staff to the blended learning environment. Local school teachers are also the best choice as they have acquired the digital technology know-how as well as all the perspective contents needed by the village folks.

Embracing on the journey of creating and enhancing a sophisticated blended learning implementation leads the instructor and librarians to being censorship and law literate. Hence, codes of ethics should be followed by them in serving the community. As listed by IFLA, members of a certain profession are entitled to code of ethics which provide general principles in guiding them in performing their duties to the community [12]. Furthermore, librarians in the Polytechnic of Ibadan, Nigeria are abiding the codes of ethics mentioned in avoiding any misconduct or harmful acts that could risk their profession [13].

3. LEGAL AND POLICY ISSUES

In protecting the morality of the society, laws and regulations should be imposed as well as the installment of digital security since each individual youths and village folks are equipped with their own private access password. Government seems to play their vital role by imposing the following Acts: Computer Crime Act 1997, Personal Data Protection Act 2010, Communications And Multimedia Act 1998, Malaysian Communications And Multimedia Commission Act 1998, Copyright Act 1997.

Online public library users have easy access to obscene images and have the tendency to share them. Sending obscene images is an offense under Section 233(1)(a) of the Communications and Multimedia Act 1998. If convicted, a fine not exceeding RM50,000 or imprisonment not exceeding one year, or both, may be imposed. The role of censorship by the internet controllers will effectively prevent the dissemination of obscene materials to the public. Censorship is not restricted to pornographic materials only but also covers any misinformation. However, censorship will affect the usage of the internet and its applications. A closer and more in-depth consideration must be given before censorship is executed [14].

Internet users in public library especially youths are exposed to the spreading of deceptive content which are fake news and fake reviews. As highlighted by some researchers, the phenomenon of fake news either by writing or beliefs is a dangerous prospect for online users [15]. In Malaysia, those who are subject to the Act can be subjected to a monetary fine not exceeding RM50,000 or imprisonment not more than one year, or both. This is stated under Section 233(1)(a) Communication and Multimdia Act 1998. In addition, on 27th March 2018, new Bill known as Fake News Bill 2018 was presented for Second Hearing Session in Malaysian Parliament. Instructors for digital facilities in public library are responsible in handling the users’ personal data, such as passwords, address, photos and other related information. This responsibility is governed under Personal Data Protection Act 2010. Those who break the Act is subject to punishment of fine not exceeding RM300,000 or imprisonment not more than two years, or both.
4. RESEARCH OBJECTIVES

The objectives of this study are:
1. Determine ways of achieving an effective management of the districts as collaborative blended open and distance lifelong learning management system for village youths and folks in using technology in the learning process which has an influence on the level of their knowledge achievement and the nation's human capital building
2. Determine further ways of achieving excellence in maximizing utilization of the existing districts libraries into a regional collaborative blended learning environment in delivering quality and lifelong education to every village youth in the district.
3. Bridge the digital divides between urban and rural areas, technology have and have not between urban and rural areas, technology have and have not.

4.1 Research Framework

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Independent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Collaborative Lifelong Digital LMS through districts Libraries</td>
<td>Demographic factors</td>
</tr>
<tr>
<td>In Supporting the Transformation of Village youths Human Capital</td>
<td>village youths Learning culture and environment</td>
</tr>
<tr>
<td></td>
<td>Digital facilities (ICT and LMS platform accessibility)</td>
</tr>
<tr>
<td></td>
<td>Learners’ efficacy</td>
</tr>
<tr>
<td></td>
<td>Digital leadership and managerial quality</td>
</tr>
</tbody>
</table>

Figure 1: Theoretical Framework, anchored on constructivist and social-cultural framework

4.2 Research Methodology

A set of questionnaires was given to a total of 300 respondents from village youths randomly selected from various district from different states in Peninsula Malaysia. The questionnaire consists of Parts 1 and 2. Part 1 was focusing on the respondents’ demographical data and Part 2 on dependent and independent variables. Non-parametric and parametric statistical tests were used to analyse the data.

4.4 Descriptive Statistics

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender</td>
<td>Male</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>2. Race</td>
<td>Malay</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Chinese</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Indian</td>
<td>50</td>
</tr>
<tr>
<td>3. Academic Achievement</td>
<td>Secondary/ Diploma education</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Primary education</td>
<td>180</td>
</tr>
<tr>
<td>4. Working Experience</td>
<td>6-15 years</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>&gt;16 years</td>
<td>50</td>
</tr>
<tr>
<td>5. Experience in using Internet</td>
<td>0 - 1 years</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>2-4 years</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>&gt;5 years</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 1 and 2 summarize the respondents' characteristics. There are 50 males (16.7%) 250 females (83.3%), village youths from 4 states in peninsula Malaysia. Table 1.3 shows that 40% of the workers only possess basic secondary or diploma education and the rest only primary education. Among them are 150 Malays (50%), 100 Chinese (33.3%) and 50 Indians (16.7%). Table 4 shows 83.3% of them have between 6 to 15 years of working experiences and the rest have more than 16 years of work experience. Table 1.5 shows that 73.3% of the respondents have only have less than one year of experience in using internet.

4.5 Statistics and Discussion

Table 1 shows that there is a strong positive relationship between villages youths academic achievement and districts libraries digital facility provided. Each district library digital technology platform surveyed is trying to provide some form of learning facility to their learners who follow collaborative enhance lifelong learning programs. Village youths are encouraged to use the internet facility like networking with their respective librarian or instructor via learning portal provided through the blended LMS. In few libraries digital platform in particular, villages' youths and folks are encouraged to attend classes in the weekend using blended learning methodology. Majority of the youths comprise village working...
people or school drop-out who are constantly upgrading themselves. Table 2 shows that the village youths are able to learn better when instructors incorporate the use of ICT and blended learning in their instructions. Librarian or Instructors and village youths are the users of ICT in the teaching and learning process. However, some instructors faced limitations in the lifelong learning process as the software and hardware provided were limited. Librarians or Instructors encountered the problem of being unable to facilitate village youths in this perspective because not all the library and units of desktop can access to the electronic learning portal. The only means is through the use of their own Internet at home for learning and individual consultations individually at their home. This affects their learning process. During the beginning stage of learning, the rate was very slow as the village youths who are technology first timers were facing a lot of problems in the usage of digital technology.

Table 3 shows that there is a strong relationship between Librarians as instructors' commitment and the learning content provided. Librarians or Instructors faced limitations in less cost and time consuming methods of the learning content in the portal which is already ready for the learners to access. The librarians or instructors download and upgrade their learning contents from time to time and maintain their portal. In applying this, they must follow the guidelines formulated by the government. For example, the district information department could channel information on the country's development plan and national agendas or live experiences or success stories. As state that experiential learning-based and team-based assignments which make extensive use of ICT with real life setting could be the best solution in achieving total learning experience by combining theory and practice for learners' application in their daily life [16].

Table 4 shows that there is a strong relationship between the learning culture and environment of village youths and the digital technology provide in the villages libraries. The survey by some researchers showed that nearly all students had access to a computer and the Internet. However, some students were unable to log on to the learning portal because they are not equipped with the digital facilities. Some of them could not upgrade or maintain their digital learning platform. So, the effectiveness in the management and learning process is influenced by the institutional factors. Instructors' commitment and the learning content provided. Librarians or Instructors download and upgrade their learning contents from time to time and maintain their portal. Proper procedures to be practiced. Certain cyber laws and legal stipulated by the government have been mentioned by the "Net Law" and "Digital Platform Act" as a framework of practice for collaborative village libraries lifelong learning programs.

5. DISCUSSION
The significant difference between librarians in districts libraries lifelong and livelihood digital technology learning platform and the application of the much-needed enhanced collaborative lifelong learning among the village youths could be due to the inadequate funds from government for setting-up interactive communication between the instructor and the learner [21]. The village youths are belonging to the younger generation age group. Therefore a regional lifelong digital technology enhances blended centres provide as an effectiveness platform for collaborative village libraries lifelong learning programs. A committed librarian as digital learning instructors will yield the success of the implementation of ICT programs and enhance lifelong learning application for the village youths. The success of implementation of ICT and enhanced blended collaborative lifelong learning application for the village youths teaching and learning process. Successful implementation of ICT and enhanced blended collaborative lifelong learning application needs to be compelling to the targeted audience by offering the learner a resource that seems to be appealing, valuable and productive to their goals and aspirations [19]. The support of the education processes are all in such a way that they provide key elements of providing learning materials, facilities for practical work or simulations, enable questions and discussions, assess and provide support services to the learners [20].

The significant difference between the districts and village youths' academic achievement, and work experiences in the usage of ICT and Internet in enhanced blended collaborative lifelong learning in district libraries may be due to the inadequate learners' experiences, qualification, usage and application of ICT. This may account for the differences and consequently affect the effectiveness in the management and usage of ICT infrastructure provided in district libraries in the country [21]. They need experienced portal administrators and content managers' contribution to minimize those short-changes. The increase of users especially village youths in the enhanced blended collaborative lifelong learning districts libraries have prompted the government to adopt a more moderate approach by seeking extra funding and extra digital facilities as well as construct more libraries in the country especially in the rural vicinities.

Village youths' demographic factors play a vital part in the success of a blended collaborative lifelong learning. As a user in the digital facility, one has to equip him or herself with the state of the art digital learning tools at home too and this needs money. The villages youths could afford to do so either by buying for themselves or sponsored by the nearest funding sector and in order to subsidize. However, the problem may be for them to be solely committed to the life-long learning process. If this is the case, they will have to spend time to equip themselves for that purpose or they may set priority themselves. Therefore knowledge gained by workers through the collaborative lifelong learning application, empowers them to know more and learn better. It can be regarded as an important contribution to the development and transforming the village youths into knowledgeable society. Librarians and instructors are not only managing the organization as a whole but also other units in that organization. So long as the public distance learning facility in the country could see the need and initiate personal requirements for the well-being of the society then it will carry out the much needed social responsibility towards the Malaysian community.

6. CONCLUSION
The five dimensions of collaborative blended district libraries learning environment, namely demographic, workers' learning culture and environment, digital facilities and technology accessibility, digital leadership and management of quality and the learners' efficacy in using technology has constituted to the success of the team. Each one has been categorised in order: the advancement of rural society and livelihood.

The success in the management of the blended collaborative lifelong learning districts libraries have depends much on the librarians and instructors' personnel's experiences as well as the digital platform and lifelong learning contents and the managerial knowledge. Broadband facilities should be free for all in the country and whatever expenses should be borne by the government. In fact there are disburse through the telecommunication ministry and government privatized telecommunication and Multimedia Corporation whereby corporate social responsibility is one of their priority and agenda for the benefit of the citizen of the country.

All in all, the findings of this study show that there are significant differences among the five dimensions stated above contributing to the upgrading of skills among the village youths with the latest technical and livelihood knowledge that are relevant and competitive as compared to their peers from the urban areas. The implication is that the use of a blended digital education platform through district libraries connected via a common main frame server could be beneficial not only to village youths and lifelong learners who wish to upgrade their knowledge and skills. Such model can be used as framework for practice for lifelong learning (work/entrepreneurial/survival) skills development.

7. RECOMMENDATIONS
It is recommended for the public library management to launch an attractive promotion in welcoming public especially youth to utilise provided facilities in the library. The blended LMS and librarians as instructors and portal administrators' technical, experienced, competent librarians and instructors. This will make a vast difference in influencing village youths' learning process towards gaining insight into various kind of knowledge needed for the advancement of rural society and livelihood.

The village youths' demographic factors play a vital part in the success of a blended collaborative lifelong learning. As a user in the digital facility, one has to equip him or herself with the state of the art digital learning tools at home too and this needs money. The villages youths could afford to do so either by buying for themselves or sponsored by the nearest funding sector and in order to subsidize. However, the problem may be for them to be solely committed to the life-long learning process. If this is the case, they will have to spend time to equip themselves for that purpose or they may set priority themselves. Therefore knowledge gained by workers through the collaborative lifelong learning application, empowers them to know more and learn better.
The government should at least reduce import taxes and tax exemption on all purchase of desktop or laptop computers for its entire citizen in the country. On the other hand, government should provide free or reduced rate on online facilities such as Wi-Fi. In addition, electricity should be provided nationwide so that there will be no interaction in the youths and folks learning process. Bigger districts libraries which cater for larger crowds of youths may introduce Web 0.3 facilities to facilitate the ease in download of learning resources by technology savvy village youths from the open excess resource centre in the district public libraries.

Another important factor in encouraging the village youths to frequently visit district public libraries is the government could locate the district libraries in the same vicinity as district largest shopping mall. Apart from that, the accessibility and other facilities such as public transports, kiosk, prayer room and eateries should be taken into consideration. This would enable people from all walks of life from the district especially youth to come to the district library as well as parents to encourage their teenage children to learn in the district libraries. Government should also launch legal awareness campaign on the issues of online users’ rights. Since the Acts and Regulations are provided, government has to play their role in strictly enforcing them.

REFERENCES


