

ANALYSIS OF DISTANCE LEARNING AT CENTER OF SOCIAL LEARNING ACTIVITIES ASH HABUL HIDAYAH

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ABSTRACT

The centre of social learning activities is included in the non-formal education unit. In Indonesia, there are three educational types, namely formal education, non-formal education and informal education. Education is now technology-based since the virus that has plagued the world has affected all sectors, including education, which is required to carry out learning activities from home. Education must continue to be carried out even if only at home because following the constitution, nine-year compulsory education so that distance learning carried out at home must be prepared such as planning learning, the learning process using media and technology assistance, then how the evaluation must be carried out by teachers to know and monitor student progress. The location of this research was carried out at the Ash Habul Hidayah Society Learning Activity Center Jl Ciliwung Airdas No. 30, Lowokwaru Village, Blimbing District, Malang City. The technique used for the selection of informants using the purposive sampling technique. Data collection techniques using interviews, observation and documentation. Data analysis techniques with data collection, data reduction, data presentation and concluding. The validity of the data using source triangulation. The results of this study indicate that distance learning planning has been implemented properly so that the learning flow can run according to the plan, the learning process is implemented according to the plan by using appropriate learning models and learning evaluation is carried out by knowing whether the objectives of the learning have been achieved.

Keywords: Distance learning, Society Learning Activity Center, Packet C

INTRODUCTION

Learning in the pandemic era must also adapt to conditions, as this year the whole world was affected by a virus that can spread quickly. One of the sectors affected by the Covid-19 virus is the education sector. Learning that must be adapted and modified according to the conditions of each school without being separated from the regulations that have been set by the government. Learning that must be done at home so that all learning residents are hindered by different distances and places, require media assistance in accessing them. Technology-based learning methods are very helpful in an era like today which requires school from home. Using methods and quality in learning, by combining conventional learning and technology to produce learning that is easy to accept and interesting to learn. Educational institutions that carry out the learning process, are supported by technology which is an added value for the institution and is the institution's obligation to fulfil students' learning rights through any media. Technological sophistication does not guarantee that access to education can be felt by all regions in Indonesia, limited access from regions makes education not evenly distributed. The demand for fulfilling the necessities of life is higher than education, many parents prefer their children to work rather than go to school because the cost of living is very high. Not many parents realize that education can also change the economic strata of the family, but not all parents are literate with education.

There are three types of education in Indonesia, namely formal, informal and non-formal education. Formal education such as elementary, junior high, high school for informal education, education received from infancy or education at home and then non-formal education according to (Wibowo, 2013) is very instrumental in helping various educational problems. Non-formal education units consist of Course and Training Institute, Study Groups, Center for Society Learning Activities, Taklim Council; and other similar non-formal education units. Center for Society Learning Activities or usually called the equivalence education program, namely the package A program equivalent to elementary school, package B equivalent to junior high school and package C equivalent to high school which is intended for learning citizens who drop out of school and cannot continue their education due to various problems (Anggraeni, 2018). The community calls it a school chase package or an equality school which is usually generally known by the public. This non-formal education is also used to help realize the government's goal of compulsory education 9 years ago to solve the poor distribution of education in several areas. Knowing that non-formal education is recognized by the government for legality permits and diplomas issued can be accounted for, many non-formal educations expand from its aim to provide useful education for the surrounding area as well as empowering complex mothers to be given education about the skills that they want to have. The basic concept of the centre for social learning activities from, by, and for the community refers to its orientation, namely to empower the community to be able to improve their quality of life. The centre for social learning activities is no exception as one of the non-formal educational institutions that aim to expand opportunities for citizens, especially those who are unable to improve the knowledge, skills and mental attitudes needed to develop themselves and work for a living, one of the components of the system is the teacher (fatimah, 2008).

For education in Indonesia, it is still not evenly distributed and trying to support and succeed the government's 9-year compulsory education program, supporting government programs, for example in Malang city which implements equality programs such as early childhood education, and the centre for social learning activities. Malang city has many centres for social learning activities, every sub-district has an equality program. One of the center for social learning activities ash Habul Hidayah in blimbing sub-district to organize an equality program for pursuing package A, pursuing package B, pursuing package C which is still running until now. Students at the centre for social learning activities ash Habul Hidayah are of school age but some students do not want

to finish their education after school. In the learning process at the Ash Habul Hidayah Center for Society Learning Activities using offline and online since the beginning of 2018. So there is no doubt that online learners in other words distance learning that can be accessed and done anytime and anywhere do not have to face to face. For offline learning, the meeting between the tutor and students, all students are given assignments or materials already using technology assistance, even though they meet with the tutor but the material can be accessed in the classroom that has been prepared for each level. The modules used are also of high quality so that students get good learning support and are supported by their surroundings. Applications that are usually used in distance learning are those that have been provided by the Ministry of Education and Culture, namely Google for Education, Learning Houses and Cisco Webex. The website of the centre for social learning activities Ash Habul Hidayah can also be accessed to find out the profile of how his learning <http://www.Center for Society Learning Activitiesahh-mlg.sch.id/> is used to announce important information related to learning that must be conveyed to participants educate. With the help of distance learning technology media, it can be done well such as using classrooms where students can download eBooks that have been given in each class and then they can collect assignments, for attendance using the form then check back whether they have collected the assignments given by the tutor The WhatsApp group is also a supporting media to make it easier to inform assignments and provide access for citizens to learn to ask questions in the forum. For the assessment, the tutor has adapted his assessment which has been the guide so far so that it will be easier for the tutor to attach the tasks that have been done by the learning community. The purpose of the Equivalence Education program package A, B, and C is to increase the knowledge, skills and attitudes of students and can have the expertise and can change lives in the future for the better. The participation program can be said to be successful if graduates from the institution can become better and can survive with their lives in the future to change the family economy to get a more decent and good job. From the background that has been explained, the focus of this research is economic learning planning, the process of implementing economic learning, evaluating economic learning at the centre for social learning activities Ash Habul Hidayah.

METHOD

This research is qualitative research with a phenomenological approach. According to (Moleong, 2010) the phenomenological approach is related to everyday life and the informant's perspective. Phenomenological research explains and interprets the learning phenomena experienced by the informants in a natural state without any coercion in explaining the distance learning they receive. This study wanted to find out how the informants explained about the learning they experienced themselves, how the implementation process in learning, learning tools and evaluation in learning. Informants must experience the phenomenon to be studied for themselves, students pursuing package C, tutors, and the head of the foundation are key informants in this research. Students pursue package C as a phenomenon that can be generated because each individual has differences in factors of gender, age, educational background, lifestyle and work environment.

This study was carried out in detail and according to the research objectives, during data collection in the field naturally without any coercion. This research must be honest, there is no compulsion, and must be serious in getting the data collected actually to have something to do with the data that has been used. The location of this research was conducted at the Center For Society Learning Activities Ash Habul Hidayah Jl Ciliwung Airdas No. 30, Lowokwaru Village, Blimbing District, Malang City. The research subjects here are learning residents at the level of package c, men or women working or not, age is not a problem and the object of this research is to explore information from the point of view of informants about distance learning. Data collection techniques using observation, interviews and documentation, data analysis techniques according to Miles and Huberman in (Susilana, 2009).

RESULT

Based on the results of research in the field, informants have answers with different points of view. This can be explained in table 1.

Table 1. Distance Learning

Economic Education Representation			
Informant	Economic Learning Planning	Economic Learning Process	Economic Learning Evaluation
1	- Learning Tool - Choose the appropriate learning method	-Carry out the learning process with the help of the media	- the facilities and infrastructure in the institution have met
2	- learning path -learning methods -Create learning tools -Preparing media for learning	- provide information to students - explain the material using the planned method - ask questions there are difficulties - give assignments to see the capacity of receiving the material that has been explained	- ask students how there are obstacles in learning this time - should there be any improvement in my tutor capacity and student capacity - share the Google form to provide feedback about this lesson - Give appreciation to assignments that have been collected by students

3	- follow the instructions of the tutor -prepare gadgets	- see tutor information (wag) - check google classroom - work - tutorial video - at night can only do the task	- fill in the google form - informing that the assignment has been submitted but it is past learning hours
4	- prepare gadgets -	- see learning videos - just doing assignments, not attending class because of work - assignment collection in google classroom	- fill in the google form
5	- prepare gadgets	- follow the learning steps - view learning videos - reading material - doing task - collect tasks	- respond to the teacher when asking - provide input for next week's learning

DISCUSSION

Distance learning planning for Economics Subject at Center for Society Learning Activities Ash Habul Hidayah

Learning planning is an initial activity that must be carried out in every lesson, how to plan a scenario or distance learning path in each institution is different according to the objectives, concepts and directions of learning. As stated (Ministry of Education and Culture of the Republic of Indonesia, 2020) Teachers develop distance learning structures depending on what is being taught, who is being taught, personal abilities and available resources. So as a teacher it is obligatory to prepare to learn well how to make the right flow for students, what material will be given to students, the means from students to fulfil in participating in learning. Like the teacher doing the opening greeting, giving the motivation to explain the material to be received by using an approach method to students so that students do not feel that they are not being cared for or not supported, as a tutor, they must be thorough and fair to all their students. Students study with tutors who become friends who are trusted by students and are responsible for delivering material to students by preparing learning tools that are following government recommendations and then adjusted to the conditions of each institution.

The strategy used by the teacher to approach students is through a personal approach or personal communication that is built between the teacher and students so that there is student trust in the teacher so that in learning they do not object to receiving the material to be delivered by the teacher, it is not a burden to learn By choosing a way to approach students, teachers are also required to prepare learning tools used such as face-to-face learning, one of which is lesson plans, syllabus, promissory notes, an annual program which is an important key in starting lesson planning so that teachers understand what material is right, give assignments that are following the material, explain through learning videos or just verbally, the teacher has a handle in starting learning. Preparation before starting distance learning is the media used to deliver material to students with audio, audiovisual media, etc. Because students are pursuing packages, the media used for learning facilities are learning videos, google classroom, google form and WhatsApp, these media are often used by students and all students have them so they can be used anywhere and anytime. Although there is a predetermined learning schedule, because the majority of students are pursuing this package, many are not working according to their study schedule. So how does the tutor deliver the material well and straightforwardly so that students who cannot attend the study schedule can have the material received and their learning rights fulfilled?

The Distance Learning Process for Economics Subject at the Center for Society Learning Activities Ash Habul Hidayah

Based on the results of observations, interviews and research findings, it was found that the process of distance learning activities following (Munir, 2009) has four components in the learning process, namely, this equivalence education learning management conducts learning management first such as conditioning students and then providing motivation at the beginning, sources learn to use electronic handbooks such as e-books that have been in google classroom for students, services in learning are also facilitated such as if students find it difficult to access the application, the teacher will provide other alternatives so that facilities for students and tutors can be met, Assessment of student work as tutors usually will not make it difficult for students who are diligent in collecting assignments and actively asking questions so how do their students feel about distance learning.

The implementation of distance learning is different from distance learning that has been implemented since 2018. The implementation of this learning process is carried out fully online, not offline, which is different from the previous year. Because distance learning has been implemented for a long time, it is not foreign for students to apply this distance learning. The implementation is given according to a predetermined schedule so that it can run smoothly with the selection of the right method so that students are interested in their learning and choose the right material. Learning that does not burden students in learning because students pursuing this package tend to have other responsibilities, such as working while working, it is appropriate so that if faced with two choices of choosing which one should take precedence, students will object, with distance learning, students remain can work and can get his right to study too. Students must be responsible for completing assignments or materials that have been given by tutors during learning, for that as tutors must be more understanding to students who the majority have other responsibilities outside their school.

The learning implementation is according to the schedule, which is Monday at 17.00-18.00, reminding that today there is an economics class and then reminding that you have to fill out online absences through GF and then be given PPT material based on the eBook that is already in the google classroom of each class, There was a question and answer session in the WA group about the material and chapters explained, the teacher answers questions through learning videos so that students are clearer, explains to students with case studies so that students can understand and accept the material than do the tasks that have been given in the GC as the teacher reminds and motivates them to do their work. After that, the closing provides information that the material that has been explained earlier is sufficient and needs to be emphasized on the material and case studies which are so with the end of the class giving the closing and meeting next week.

Distance Learning Evaluation

In the implementation of distance learning activities, several factors must be evaluated for tutors and for students, such as students who cannot take lessons according to the schedule, what should be done by the institution. With that, the institution provides leeway for students who are mostly working to ask for material or difficulties in understanding the material to the tutor of each subject so that as a tutor gets responsibility for complaints from these students by agreement and communicated well between tutors and students. For tutors who must be evaluated in terms of providing suitable material for students, choosing a method that is also suitable for students, so consultation with tutors for other subjects is also necessary so that there is sharing between teachers for the development of tutors in teaching.

Evaluations that need to be carried out by tutors that are qualitative are just sentences that build students to motivate students to be more active in learning and are quantitative or assessments given from the results of the student's work themselves which must be evidence for students to get grades so students become more enthusiastic in learning because they are given an assessment that is following the results of their work. Quantitative assessment is more focused on the process that is passed because students are pursuing the majority of workers' packages, so the process that students do to do assignments and read the material is highly appreciated because not all of them can carry out the two responsibilities that are important for these students. Assessment is the process of assigning or determining value to certain objects based on certain criteria. Sudjana (2010) Tutors are also required to be evaluated by students through comments and questions made by the teacher so that students answer, one of which is the google form where there are questions given to students to evaluate teachers so that learning is better in the future so that the student's point of view need for tutor evaluation.

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