Distance Learning Model for Islamic Religious Education Subjects in Non Internet Server Provider (ISP) Areas

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ABSTRACT

Distance learning is the final alternative in realizing sustainable education during the Covid-19 period. The distance learning model will not face serious problems for areas that have a strong internet network, but distance learning will face various problems for areas that do not yet have an Internet Server Provider (ISP). Therefore, this study aims to reveal how the learning model was carried out during covid-19 in non-ISP areas, especially for Islamic religious education subjects. The research was conducted with a qualitative approach, data collection techniques were observation, interviews, and documentation studies. The results of the study are that Islamic religious education teachers in areas where there is no internet carry out distance learning through: first, learning plans are made according to the conditions when learning takes place remotely. Second, the implementation of distance learning in non-ISP areas is that teachers provide information on information boards in schools related to tasks that must be carried out by students, students carry out tasks according to information available at school and take them to school, and for students who the location where he lives close to the teacher's house can take him directly to the teacher's house. Third, the methods, media, and learning resources used are that the method does not use standard learning methods, learning media are also not used, while the learning resources used are Islamic Religious Education books which are commonly used in SD Negeri 10 Lubuk Layang.

Keywords: PAI learning, covid-19, ISP

INTRODUCTION

Education is an activity carried out by a teacher in educating and developing human personality both physically and spiritually. According to experts, education is an attempt to change the behavior of each person or group (Arlinghaus & Johnston, 2018), and mature students through teaching and training (Moran, 2018), through education, humans will have the ability and provide great benefits for other humans.

In Law No. 20 of 2003 education can be understood as a planned activity to gain better knowledge (Indonesia, 2003), and so that students are enthusiastic in improving their abilities to have religious spiritual strength. Therefore, religious education in the national education system has an important position because one aspect of national education is educating students' spirituality (Arifin, 2016; Alam, 2020; Sartika et al., 2020; Khairunnas et al., 2021). The important position of religious education in the national education system, so Islamic religious education becomes part of the curriculum that must be included in every educational unit starting from elementary school, middle school to university.

In its development, religious education is expected not only to deliver cognitively capable students but also have practical skills (Ritonga, Lahmi, et al., 2021). In line with the desired target, Islamic Religious Education learning during the Covid-19 period was faced with quite serious problems, because it could not be implemented in practice. This is further exacerbated by the condition of the education administration area which still does not have an Internet Server Provider (ISP). This phenomenon is a reality that exists in Indonesia, namely there are still many areas that have not been reached by the internet network (Sartika et al., 2021; Sajida & Ranjani, 2020).

Learning Islamic religious education is faced with various problems even in normal conditions. Based on the results of research related to Islamic religious education learning, it is known that among the problems that usually arise in learning Islamic religious education is the use of methods, namely teachers are less skilled in choosing methods that are suitable for the character of students (Lubis, 2018). Teachers have not been able to utilize information technology in facilitating the realization of students' understanding of the material (Harianto et al., 2021; Ritonga et al., 2016). In fact, even though they are certified teachers, they have not guaranteed their skills and competencies in realizing Islamic religious education learning that is free from problems (Tisnelly et al., 2020).

The Covid-19 condition expands the problems that plague the learning of Islamic religious education. It is said that because of the teacher's inability to use technology tools, lack of facilities, unavailability of Internet Server Provider (ISP). As with the Pasaman area, to be precise at SD Negeri 10 Lubuk Layang, the address is Sundatar, Jorong VII KP. Sir, Lubuk Layang, South Rao District, Pasaman Regency, West Sumatra Province. This area as a whole is still difficult to obtain an internet network, especially the area where the students live, so distance learning by utilizing the internet network cannot be carried out.

The fact that happened in the area where the students live at SD Negeri 10 Lubuk Layang inspired researchers to reveal how the learning model was carried out during the Covid-19 period at SD Negeri 10 Lubuk Layang. This question arises because at the time the research was conducted, the government set a policy that learning in an atmosphere of covid-19 must be transferred from face-to-face learning to online-based learning (Salehudin et al., 2021; Ritonga, Kustati, et al., 2021). According to the environmental conditions of SD Negeri 10 Lubuk Layang, government policies related to online learning are difficult to implement, so findings related to distance learning models for areas where ISPs are not available are urgent things to do.

METHODOLOGY

This research was conducted at SD Negeri 10 Lubuk Layang, South Rao District, Pasaman Regency. This school was chosen because many students live in areas that have not been reached by the internet or ISP networks. The research period is from June 2020 to February 2021. This seven-month period is used to

complete all series of research activities, both those related to administration to the preparation of reports.

Sources of research data are Islamic religious education teachers, students who are determined by snowball sampling. Islamic religious education teacher is a research informant because he has the ability to provide the desired data according to the research content. Students are informants because they are people who experience distance learning during the covid-19 period, so they will provide information objectively related to the data needed. Data were collected through observation, interviews, and documentation studies.

Researchers made observations on the Islamic religious education learning model carried out at SD Negeri 10 Lubuk Layang, the type of observation used was non-participant observation. This type of observation is used considering the condition of the school and the time that researchers have it is impossible to carry out participatory. The interview used was an unstructured interview, this type of interview was chosen because of the researcher's desire for all informants to convey their thoughts freely without being hindered by the grid of questions asked. While the documentation study is intended to obtain research data sourced from diaries and documents owned by informants.

All data that has been collected is then analyzed using interactive techniques, namely analyzing data simultaneously with data collection. This technique was chosen with the intention that the preparation of the required data can be carried out simultaneously by removing unnecessary data. And this interactive technique is considered appropriate to determine the validity and validity of research data.

RESULTS AND DISCUSSION

Distance learning is an institution-based formal education in which students and instructors are located in separate locations, thus requiring interactive communication to connect the two. Various resources are needed in distance learning such as the existence of technology services with information relations between educators and students through the use of learning systems that must adapt to the situation of each region (Putri et al., 2021), in areas where ISPs are available, distance learning using technology is not difficult. On the other hand, learning for areas where ISP are not available will be faced with very serious problems.

In this case, according to Warsito, there are several characteristics of distance education, including 1) There is a separation of learning that is close to a permanent element between educators and students during the education program, 2) There is a separation between one student and other students during the program. 3) The existence of an institution that manages educational programs in an institution. 4) Use of good communication facilities in providing learning materials to students. 5) Provision of two-way communication facilities so that students can take solutions and seek and manage their benefits.

Distance learning for both teachers and students is a big challenge. The challenge for teachers is how teachers are able to teach students who have different bits of intelligence and capture, diverse learning styles, and solutions when students experience obstacles in the distance learning process. This is an opportunity for teachers to understand the conditions and situations of students and take appropriate action to provide teaching and services. So that here the teacher has challenges and opportunities as well to learn and pay attention to the material that will be taught to students and teachers must also be able to innovate learning well in order to encourage teachers to develop teacher competence in applying the learning in a variety of ways.

Currently, all countries around the world are being hit by a major disaster due to the Covid-19 virus. Covid-19 is a disease that can cause respiratory problems,

throat disorders, nausea, and flu. The spread of the Covid-19 virus can be transmitted by people infected with the virus through physical contact. The Covid-19 virus can change many things in our interactions, our interactions with humans, with the environment, everything becomes foreign. As a result of the Covid-19 virus, the government has made various policies, one of which is Work From Home (WFH). This policy advises people to do all their work from home. It turns out that this virus does not only have an impact on the world of work but also in the world of education. Thus, the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, made regulations so that schools asked their students to carry out learning activities remotely or study from their homes. This policy was made to prevent the spread of the Covid-19 virus.

Distance Learning Planning Model in Non-Internet Server Provider Areas

Based on the research results obtained, the planning for the implementation of distance learning-based Islamic religious education during the COVID-19 pandemic at SD Negeri 10 Lubuk Layang has not been maximized. This inadequacy can be seen from the curriculum, syllabus, assignment sheets, and lesson plans that have not been prepared as thoroughly as possible. Less than optimal learning planning will affect the achievement of learning objectives.

Planning is one of the first functions of creative management in achieving goals effectively and efficiently, planning is also referred to as a view of the future and creating a learning tool to direct one's actions in the future. The planning process must start from setting goals to be achieved, through needs analysis and complete tools, and then determining the steps that must be taken to achieve these goals.

Planning is a teacher activity programmed in an instructional manner to make students learn actively which emphasizes the provision of learning resources (Akmal & Ritonga, 2020). Planning is an effort to teach students. In this sense, it is implicit in learning to determine, determine, develop ways to get the required teaching results. Thus learning requires the nature of planning as an effort to provide lessons to students. Likewise in the learning process, students do not only interact with educators as an object.

The data relating to how the planning is carried out by teachers at SD Negeri 10 Lubuk Layang is as shown in the following diagram:
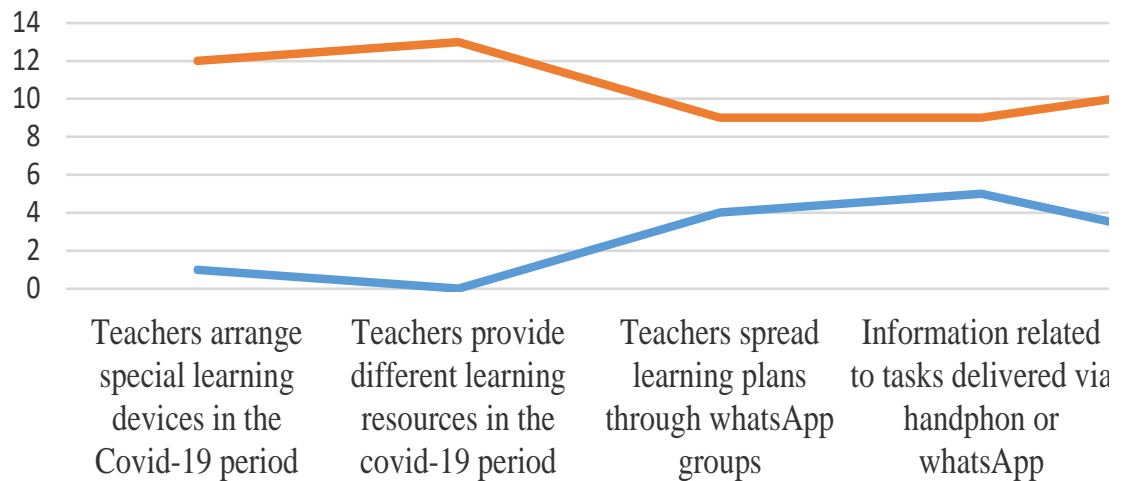
Diagram 1. Students' opinions regarding the Planning of Islamic Religious Education Teachers for Distance Learning

From the data in Diagram 1 above, it can be explained that Islamic religious education teachers have not made learning plans specifically for learning during the Covid-19 period. As the informant's statement on this aspect emphasized that the teacher did not do special planning for learning activities during the covid-19 period. In addition, the learning resources used by teachers in teaching PAI at SD 10 Lubuk Layang are the same as normal conditions.

The making of the syllabus carried out by all Islamic religious education teachers in the South Rao sub-district in the religious teacher working group (KKGA) was then formulated and planned by the emergency curriculum content that had been determined by the education and culture office of Pasaman Regency as a reference for teachers, especially Islamic religious education teachers in implementing the distance learning process during the covid-19 period in non-ISP areas.

Making task sheets formulated by Islamic religious education teachers at SD Negeri 10 Lubuk Layang during covid-19 at that time the government took a policy that students were not allowed to attend school in the context of preventing the transmission of covid-19 to all educational institutions in Pasaman district starting from the level of kindergarten, elementary, junior high, high school, even up to university, especially the students of SD Negeri 10 Lubuklayang, South Rao sub-district.

Making recaps and schedules by Islamic religious education teachers in the context of picking up and recaps of returning assignment sheets by parents of students that have been planned together in deliberation by all stakeholders at SD Negeri 10 Lubuk Layang, namely, the school, school committee, and parents students, which is done once a week.

Islamic religious education teacher at SD Negeri 10 Lubuk Layang Make an evaluation recap, to provide an assessment of the assignment sheets done by students from home, as a guide and reference for teachers, especially Islamic religious education teachers in order to motivate students to continue studying at home in the covid-19 period.

Learning Implementation Model of Islamic Religious Education Based on Distance Learning in Non-ISP Areas

Implementation of learning is an action taken by a learning process so that it can run smoothly, effectively, and efficiently. State Elementary School 10 Lubuk Layang carried out the Islamic Religious Education Learning process by learning to provide assignment sheets. Islamic Religious Education teachers have prepared to learn tools in schools such as, Learning Implementation Planning (RPP), Preparing Task Sheets by SK, KD that have been set by the Pasaman Regency Education and Culture Office, issued by the Education Office Curriculum, Giving Sheets assignments are picked up and returned directly by the parents of students

The implementation of distance learning-based Islamic religious education during the COVID-19 pandemic at the 10 Lubuk Layang State Elementary School, South Rao District, Pasaman Regency. The implementation of learning in schools is following existing provisions by providing assignment sheets that are relevant to the current situation and we also saw firsthand that all implementation was by existing provisions, and seen from the form of the assignment sheet made by the teacher, it seemed not too much and also not too complicated, it applies to the class level, but the higher class level is also not too much.

Related to the implementation of Islamic religious education learning in non-ISP areas, it can be seen in the following table diagram:
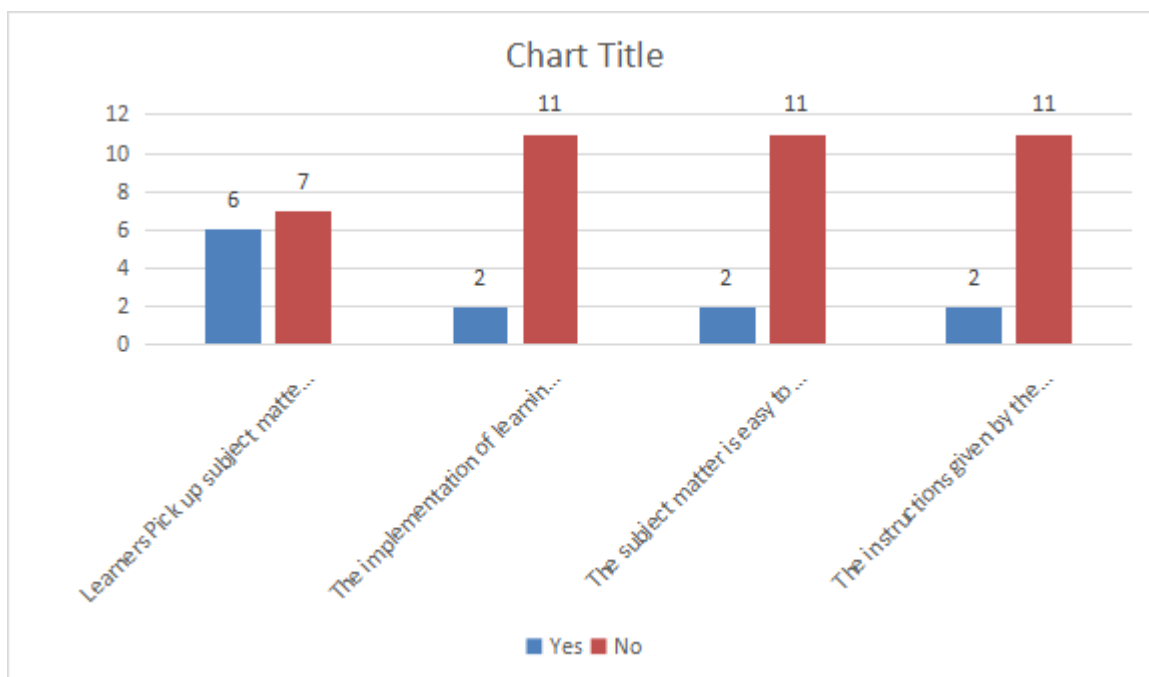

Diagram 2. Distance Learning Implementation Model According to Students

By the diagram described above, it can be understood that the implementation of distance learning of Islamic religious education in areas that do not have internet access or non ISP are faced with serious problems. From 13 (thirteen) informants, it was found that only 2 people considered the instructions given by the teacher to be easy to understand. The reality of the data found will directly have an impact on the learning outcomes obtained by students.

Supervision model for distance learning Islamic religious education in Non-ISP areas during the covid-19 period

Supervision of distance learning-based Islamic religious education during the COVID-19 pandemic at SD Negeri 10 Lubuk Layang, supervision from school principals, school supervisors, and the Pasamaan district education and culture office has been running by the provisions set by the Pasaman district government. According to Hoque et al, supervision is the whole of a series of activities that compare or measure what is being or has been carried out with criteria (Hoque et al., 2020), standard norms, or pre-determined plans. Meanwhile, according to Allen, supervision is a systematic effort to set implementation standards with the aim of planning, designing feedback information systems (Allen, 2015), comparing real activities with predetermined standards, determining and measuring deviations, as well as taking the necessary corrective actions to ensure that all organizational resources are used with the best system and are directed towards organizational goals.

CONCLUSION

From the existing data and the analysis that has been done, it is known that Islamic religious education learning in non-ISP areas has been planned by the relevant education office, namely the Pasaman Regency education office, but in reality, Islamic religious education teachers have not made plans specifically for future learning. While in implementation, Islamic religious education in non-ISP areas during the Covid-19 period was classified as unable to deliver students to have the ability following the minimum standard of learning outcomes. In fact, in terms of supervision, the education office and school principals have carried out supervision according to the applicable rules.

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