

THE EFFECTIVENESS OF IMPLEMENTING DISTANCE LEARNING FOR ISLAMIC BOARDING HOUSE STUDENTS

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ABSTRACT

Since 2020 all educational institutions have implemented distance learning. Distance learning is implemented in order to inhibit the spread of the Covid-19 virus so that it does not spread more widely. The purpose of this research is find out the effectiveness of distance learning implementation at the Al Badrul Falah Islamic Boarding School. This study used qualitative research with the snowball method. Data collection techniques used interviews with teachers and students. The results of this study indicate that distance learning is effective to be carried out using e-learning media and social media. In addition, the application of effective distance learning is a solution for continuity of learning when face-to-face learning cannot be held.

Keywords: Distance Learning, Learning Media, Covid-19

ABSTRAK

Sejak tahun 2020 semua lembaga pendidikan telah menerapkan pembelajaran jarak jauh. Pembelajaran jarak jauh dilaksanakan dalam rangka menghambat penyebaran Virus Covid-19 agar tidak menyebar lebih luas. Tujuan penelitian ini adalah untuk menemukan efektivitas penerapan pembelajaran jarak jauh di Pondok Pesantren Al Badrul Falah. Penelitian ini menggunakan penelitian kualitatif dengan metode snowball. Teknik pengumpulan data menggunakan wawancara dengan guru dan siswa. Hasil penelitian ini menunjukkan bahwa pembelajaran jarak jauh efektif dilakukan dengan menggunakan media e-learning dan media sosial. Selain itu, penerapan pembelajaran jarak jauh yang efektif merupakan solusi untuk kelangsungan pembelajaran ketika pembelajaran tatap muka tidak dapat dilaksanakan.

Kata kunci: Pembelajaran Jarak Jauh, Media, Covid-19

INTRODUCTION

In 2020 the world was shocked by an outbreak of disease caused by the corona-disease-19 virus (Covid-19). Covid-19 appeared for the first time in 2019

in Wuhan, China. Indonesia is one of the countries affected by Covid-19. The government implemented several policies for the public to prevent the spread of the Covid-19 outbreak: the 3M campaign (wearing masks, washing hands, and keeping a safe distance), vaccinations, and limiting mobility including work and school. Large-scale places such as offices, schools, Islamic boarding schools and universities were temporarily closed. Therefore, work-from-home and distance learning were the solution at that time (Rahmasari et al., 2020)

UNESCO (2020) (United Nations Educational, Scientific, and Cultural Organization) supports the implementation of distance learning programs using applications and platforms as learning media. The Ministry of Education and Culture (2020) stated that teaching and learning activities are carried out online to prevent the spread of the Covid-19 virus. Therefore, all educational institutions carried out innovation and creativity for the continuity of learning. The form of innovation that can be done was to do distance learning. However, this innovation raised several problems in its application, such as teachers were required to be more creative in preparing materials, learning media, and technology adaptation (Amalia and Maknun, 2021). Similar constraints were also felt by students where students needed fast technological adaptation, the availability of technology, as well as the concept of distance learning that students did not yet understand. In addition, not all students were able to get the required facilities, such as the availability of internet networks, students' study companions.

The implementation of distance learning has been carried out since the Covid-19 pandemic, but not all educational institutions have implemented distance learning. Distance learning is a learning process separated by distances between teachers, students, and learning resources, so an effort is needed to live it. Distance learning can also be interpreted as learning using a medium that allows interaction between teachers and students (Prawiyogi et al., 2020). In addition, distance education is an educational experience in which instructors and students are separated in time and space, suggesting that it can take place outside of an academic institution and lead to a degree or credential.

According to Ali and Muhamad (1992) learning is a system in which there are a number of components that are interconnected with each other in achieving a goal. The components in question are; objectives, teaching materials, methods, media, and evaluation. The media has an important role in the learning process, where the media can be an attraction for students to follow the learning process. Gikas and Grant (2013) states that the implementation of online learning requires the support of digital devices such as smartphones, tablets or laptops that can be used to easily access learning information. In addition, (Korucu and Alkan, 2011) in the journal states that the use of digital technology has a major contribution in the world of education, namely to achieve distance learning goals.

Distance learning has been implemented quite well but there are still many obstacles in its application such as obstacles in mastering technology or media owned by teachers or students. Therefore, this study focuses on the use of media in the implementation of distance learning. This study discusses how to use media for distance learning. The purpose of this study is to find out how to use media effectively for students in distance learning.

METHODOLOGY

This research uses a descriptive qualitative approach which explains the results of research on the implementation of distance learning during the Covid-19 pandemic at the Al-Badrul Falah Islamic Boarding School. Researchers as the key instrument to collect data. The data collection method is through interviews with teachers and students. Observations on the implementation of distance learning are carried out by being directly involved in the implementation of distance learning and observing the Islamic boarding school environment. Documentation studies are not only carried out on documents in the form of paper, but also evidence of activities stored in applications used for distance learning. The determination of research subjects was carried out using the snowball sampling technique, namely by starting the research subjects from 1 or 2 teachers or students and then becoming many because relationships were found so that the information obtained was

increasingly widespread, where the number of research subjects increased (Sugiyono, 2011). The data that has been collected is then tested for the validity of the data through 4 data testing techniques, namely testing data credibility, transferability, dependability, and confirmability.

RESULT AND DISCUSSION

Distance learning is a process of teaching and learning activities separately between educators and learners which is mediated by the use of technology. Distance education is carried out without being limited by space and time so that students have flexible study time in different places from the teacher. According to Permen (2013) Distance learning is a teaching and learning process that is carried out in different places or with separate distances between educators and learners who are linked to communication media as intermediaries. The aim of implementing distance education is to provide the best educational services for people who cannot attend face-to-face education.

Thus, distance learning during the Covid-19 period was a learning process that was carried out separately between educators and learners by internet media with the aim of being able to organize education without causing transmission of Covid-19 in the learning environment. Distance learning is a solution during the Covid-19 pandemic because it prevents crowds from forming in large-scale environments, such as Islamic boarding schools, schools, and universities. Educators and learners are in different places but still carry out learning with the help of media or applications. Along with advances in technology, there are also more and more applications that can be used to support distance learning that can be selected according to needs and superiority.

The distance learning media used at the Al-Badrul Falah Islamic Boarding School. It starts at 2020, with strict health protocols, the Institution held training on using Google Classroom with the aim of providing skills for all students in operating Google Classroom for learning. Teachers can take advantage of the features available on Google Classroom, including by making classes according to

subject matter, taking online attendance, assigning assignments to students, receiving assignments and giving assessments, discussions through the comment column, and face-to-face with features. Video provided (Google Meet). In addition, the teacher can also arrange the material to be displayed to students according to the schedule of learning activities. Google Classroom is not the only choice for teachers and students. Other applications such as Zoom and Whatsapp are also used in the teaching and learning process. Applications are selected according to the agreement between the teacher and students. The implementation of learning through zoom is carried out by video conferencing, the presenter displays material to the audience and explains via video. Meanwhile, distance learning through Whatsapp media is carried out by creating Class Groups on Whatsapp, group members consisting of subject teachers and students who take these learning subjects. Teachers and students take advantage of the available features, including sharing material, explaining via voice notes, discussing via chat, and making video calls when needed.

In the implementation of distance learning there are several problems, such as: First, students are less active in distance learning, the available media is not enough to support student motivation in distance learning. The inactivity of students during teaching and learning activities with distance learning arises from the students themselves, such as, lazy, bored, and bored because they don't meet face to face, especially when using Google Classroom and Whatsapp Groups, students are lazy to read material and listen to voice notes. In addition, the title studying at home also causes students to be unable to focus on studying because of distractions or because they are preoccupied with other activities being carried out at home.

Second, students must provide sufficient internet quota. Pesantren Institution does not provide subsidies for purchasing internet quota as some other educational institutions do. This is because, most of the turnover of funds comes from student tuition fees which must be allocated for operations and other needs. So, students must provide their own internet quota. For students who cannot provide internet quota, they cannot participate in learning activities. Third, the internet signal is

weak, the majority of students at the Al-Badrul Falah Islamic Boarding School come from outside Java. This has caused most of the students to choose to stay at the Islamic boarding school which is located in the village rather than returning to their hometown. Fourth, students who live in Islamic boarding schools are not all able to participate in teaching and learning activities because there are certain rules from the Pesantren that must be followed. The rule regarding the prohibition of carrying smartphone for all students. Then, some students were not provided with smartphones by their parents when they returned from home to the Islamic boarding school. Fifth, teachers cannot monitor directly or via video when lectures are conducted using Whatsapp and Google Classroom. As a result, the teacher does not know for certain which students are listening to the material and are not listening. Meanwhile, if the learning is done via zoom or google meet while the signal is weak, it causes the learning material to be ineffective because the network is intermittent and the material delivered is not clear.

Based on the results of the research above, it illustrates that distance learning can be done using various media. Start by using applications that are lightweight and owned by almost everyone, such as Whatsapp Groups, or applications that are provided for learning such as Google Classroom, and video conferencing applications such as Google Meet and Zoom. Available applications can be used according to the needs and availability of devices such as smartphones and internet networks. The obstacles in the implementation of distance learning include; availability of internet quota, internet signal caused by the weather or because they are in an area that does have a weak internet network, and some students do not have smartphones.

These problems are related to learning equipment that is needed to support distance learning. Thus, for the smoothness and effectiveness of teaching and learning activities the necessary media devices must be fulfilled. In addition, online learning makes it difficult to control student attendance. According to Tirzue and Vrabie (2015) suggests that there are three important elements in distance learning, namely teachers, students, and technology. If technological elements such as

smartphones or internet signals are not met, it will disrupt the success of distance learning. In addition, the factors that influence distance learning include technology, level of student readiness, learning design, quality of information, suitability of information with needs, motivation and attitudes, educational content and experience. While other obstacles are students who are less active and lazy to follow distance learning.

In addition, Syah and Pratama (2020) revealed that out of 300 students, the majority experienced academic stress during distance learning in the midst of the Covid 19 pandemic. Various stressors or causes of stress during distance learning include poor internet connection, lots of work to do completed in a short time, instructions need to be responded to quickly, and need adaptation to new learning situations. Even so, distance learning has advantages and disadvantages. One of the advantages of implementing distance learning is expanding access to education due to the flexibility of time and place. The disadvantages of distance learning are obstacles to effective learning due to distractions at home, inadequate technology, inadequate interaction between educators and students, and the need for experience (Setiawan, 2020).

Distance learning also has several advantages, namely students can take part in learning anytime and anywhere as long as they have an internet connection, students can review the material provided, can save on transportation costs to go to campus, and time for discussions is more flexible (Prawiyogi et al., 2020). According to Rusman (2014) mentions the disadvantages of distance learning, including (1) lack of interaction between educators and students which slows down the formation of values in learning activities; (2) students who do not have high motivation in learning will experience failure. The distance learning strategy is to strengthen the interaction between teachers and students, the existence of a distance in the continuity of learning requires good and smooth communication, so that the goals of distance learning activities can be more effective, students must also be comfortable in interacting so as to create a conducive, active learning atmosphere

and fun in the classroom discussion. In addition, the drawback of distance learning is that it cannot be done for learning that requires practicum.

CONCLUSION

Distance learning during the Covid-19 pandemic is a solution to continue organizing education while preventing the transmission of Covid 19. Distance learning can be done through various applications such as Whatsapp, Google Classroom, Google Meet, and Zoom. The success of distance learning can be seen through the availability of learning tools, student participation, and the use of e-learning media. E-learning media is very much supported by interactions that occur optimally between teachers and students, students with various learning facilities, students with other students, and active learning patterns in these interactions (Yunita and Elihami, 2021). Something in the continuity of distance learning in Islamic boarding schools is the lack of availability of learning tools and available networks. This will have an impact on the success of the distance learning process (Rohmah, 2020). Even so, during the implementation of distance learning it has a good impact on all educational and non-educational institutions.

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