E-LEARNING ACCESSIBILITY IN STATE-OWNED SCHOOLS IN NORTH BALI

Gede Dharma Arya Wicaksana[1], Ni Putu FebrianaDewi[1]

[1]Universitas Pendidikan Ganesha

e-mail: yakushimadema@gmail.com, 07021999febri@gmail.com

Abstract

This study aimed at investigating the implementation of e-learning in one of government non-favourite schools in Singaraja. This study was the result of the real implementationof e-learning in Bali in which the government expected e-learning to be applicable in every school in Bali since the launching of Balinese version of E-learning 2017. This research was a descriptive qualitative research. This study used snowball sampling in which the public opinion was counted. The data were collected by using observation and interview guide. The result of the study showed that the implementation of e-learning was not running well and became a serious problem. Some sollutions were offered in this study.

Keywords: e-learning, non-favourite school, implementation

INTRODUCTION

Globalization is something that has been experienced by people in modern times. Globalization makes the world a unity where every country has a dependencyon other countries and globalization also hits all aspects of human life (Wienda, Markamah, Mahfud, 2014). According to Tirtaraharja and Sulo (2005), four aspects are the primary targets in globalization, including science and technology, economics, environment,and education. Education is a process experienced by each throughout his life, whether intentional or unintentional to develop his ability to deal with various aspects of life (Rianti, 2012). Regarding its relation to globalization, the educational paradigm has begun to shift towards modern education.

Based on the National Education Standards Agency (BSNP) in 2010, four things are notedabout the paradigm in Indonesia. First, complete human education, in this case, education in Indonesia aims to create an independent person who is ready to contribute to his country to create a better life. Second, lifelong learning centered on students, what is meant by lifelong is learning that does not know the age limit and can be carried out anywhere according to the needs of the students themselves. Third, education for all, one of the rights possessed by all Indonesians is the right to education. In this case, education must be felt by all parties and the government has anticipated it by organizing various kinds of education such as formal, informal and non-formal education where according to Law No. 20 of 2003, formal education is a structured and tiered education pathway consisting of for primaryeducation, secondary education,and higher education.

Furthermore, non-formal education is an educational pathway outside formal education that can be carried out in a structured and tiered manner. And finally, informal education is the path of family and environmental education. The implementation of formal, informal and non-formal education is a manifestation of the implementation of the Ki Hadjar Dewantara concept, namely Tri-Education Center where the Tri Education Center is three education centers which include: 1) Education in the family, education in schools, and education in the community. Education in the family is a learning process that occurs which is a limited organization and has a minimum size,

especially parties that initially hold a bond, 2) education in schools is a structured and tiered education pathway consisting of primary education, secondary education,and higher education. Schools have a purpose to guide, direct and educate so that the institution requires the presence of certain age groups in classrooms led by the teacher to study the multilevel curriculum, 3) the community environment is another environment after the family which influences student learning outcomes. The environment teaches them many things, especially the ability to interact with other people (honing interpersonal intelligence). The community environment influences children's learning outcomes through the process of interaction with peers and playmates (Nugroho, 2011; Kurniawan, 2015). Fourth, education for sustainable development, development,and development, in this case,education must meet the needs of the present generation and prepare future generations in line with the dynamic and sustainable changing times.

The paradigm presented by BSNP is in line with the paradigm in the world where, according to CISCO (2008), there is a significant difference between basic knowledge and knowledge applied in the current era. In primaryeducation the knowledge taught areEnglish (oral), reading in English, writing using the study of grammar and spelling in English, mathematics, natural sciences, economics, art, geography, history,and other foreign languages. This is very different from the knowledge or skills needed in the real world such asthe ability to think critically and solving problems skill, communication both oral and written, cooperation, diversity, IT applications (information technology), leadership, creativity and innovation, lifelong learning, professionalism,and ethics. Based on those statements, it can be assumed that there is little relationship between what is learned and what is applied in society so that the human resources created do not master what happens in the real world.

The Indonesian government has implemented the latest curriculum, namely the 2013 curriculumto overcome the educational paradigm that occurs in Indonesia. This 2013 curriculum has its characteristics compared to another curriculum, namely "student-centered learning" where learning is more focused on students,and the teacher is more a facilitator. In this case, the 2013 curriculum requires that students can learn independently and students' curiosity is improved so that they sharpen their skills in critical thinking. To support the implementation of the 2013 curriculum in Indonesia, the Indonesian government has begun to implement learning media in the form of "E-Learning."

e-learning problems
The application of E-Learning in Indonesia is still said to be in the development stage. This is because many things must be considered in launching this E-Learning. According to Hendrastomo (2008), two things must be considered in implementing E-Learning, namely human resources and infrastructure. Human resources are needed in E-Learning because humans are the drivers and actors who operate the E-Learning. If human resources are weak, E-Learning will not be able to function flawlessly. Second, infrastructure is also essential in learning achievement based on E-Learning. Although human resources are adequate for E-Learning, without proper infrastructure, E-Learning will not be able to run optimally. Infrastructure provides support and services that will be used and utilized for the survival of a system (Hendrastomo, 2008). In this case, the components needed in E-Learning according to Wahono (quoted from Hendrastomo, 2008) are 1) E-Learning infrastructure such as computers, internet and multimedia equipment, 2) E-Learning systems and applications, 3) materials and teaching materials in E-learning. So, in its implementation, it is expected that schools have good facilities and human resources so that teaching and learning activities can run well too.

E-Learning is still on process of implementing in Indonesia.This can be seen

from Minister of Education Regulation No. 24 of 2007 and Minister of National Education Regulation no. 33 of 2008 which emphasizes the basic facilities that must be owned by elementary, middle and high school schools and none emphasizes facilities that support the implementation of E-Learning so that toimplement E-Learning in Indonesia is still hindered by the constraints happened in several regions. In the Kulon Progo Regency, E-Learning is still not optimal to be implemented in public and private Vocational Schools. Teachers are still unable to make teaching materials from the internet. Besides, students still do not understand E-Learning, then the infrastructure is also limited (Ahmadi, 2016). In Bali , based on observations at one of the schools in Singaraja, E-Learning just intensified its socialization last October by emphasizing on the E-Learning Platform of the Balinese children's work, the Jejak Bali. The same problem is also faced by schools in Bali, namely limited facilities and infrastructure such as internet access. Also, there are still many teachers who are less proficient in using E-Learning because E-Learning is a new culture for them, both for the teacher and for the students themselves. With limited internet access in schools, it is possible to be able to use hotspots through each individual's cellular phone so that it does not deny that students will be allowed to carry their mobile phones to school and there are still many teachers who contradict this because there is an assumption that students are vulnerable to accessing unexpected content such as violence, pornography, and so on.

Indonesia is still very far compared to other countries regarding implementing E-Learning. According to Powell and Harbor (2011), several countries have implemented strategies to use E-Learning such as Japan which develops E-Learning-based curriculum and provides training for teachers to be able to master E-Learning with the target of being able to teach 100 million students for the next ten years. Then Singapore which deactivates teaching and learning activities in schools for a week every year and replaces them with E-

Learning Week which is a week specifically for E-Learning based teaching and learning activities to familiarize the culture of learning and teaching with E-Learning. Furthermore, South Korea has implemented a national scale virtual school that serves to provide online courses for students who feel the need to get tutoring privately. India also made a move in addressing the trend of E-Learning based learning by collaborating with EduComp Project in developing an E-Learning based curriculum and maximizing a 10 dollar laptop to be able to fulfill teaching and learning activities with E-Learning.

This study focused more about how e-learning is implemented in the school in North Bali, especially for the school which is not considered as "favorite" by the society. The term "favorite" came because of public opinion about the school (Amirin, Wijayanti, Jabar, 2016). It is also supported by Zulaikha (2017) which states that the term "favorite" came from the people perception about something which lead nto branding. According to Arif (2011) there are several factors which determine whether the school is good or not such as 1) high academic and non-academic achievement more than another school 2) has complete facilities 3) has a good learning system 4) has an intense selection for the newcoming students, and 5) has a huge respect from the society. This study was taken to see how e-learning worked since the workshop of Jejak Bali e-learning held in SMAN Bali Mandara by the government in 2017.

METHOD

This study belonged to qualitative study. According to Creswell (2012) qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. This study used observational case study in which the observation data was the primary data in this study. Besides, unstructured interview was used in this study. This study

used snowball sampling in which the sample in this study was selected based on the information from the informant.The researcher used Miles and Huberman data analysis theory. The data from the observation, video and record was transcribed first in written form and the data categorized

based on the need of the researcher Any data which is irrelevant is ignored. Next, the data was displayed descriptively and later verified by relating with the previous research to answer the problem which led into conclusion.
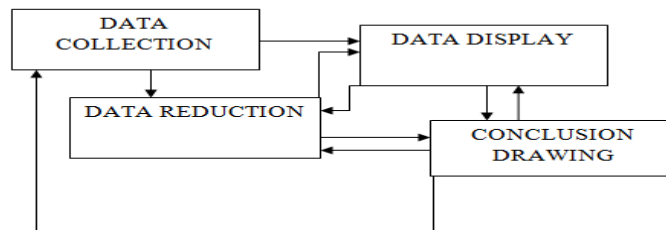

Figure 1. Miles and Huberman data analysis

In order to maintain the trustworthiness of the data, the researcher needs to do data triangulation. According to Sugiyono (2012), there are three kinds of triangulation, there are triangulation of data

collection technique,triangulation of source of data and triangulation of time. In this study, the researcher did data triangulation by using triangulation of data collection technique:
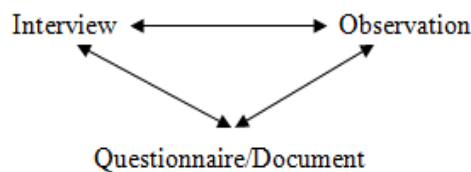

Figure 2. Triangualation

Based on this diagram, the data which obtained by the 1st instrument was related with the data from 2nd instrument in order to maintain the validity of the data.

FINDING AND DISCUSSION

Based on the result of observation, it could be seen that e-learning was not well-implemented. It could be seen on the facilities in the school. The connection of wi-fi in the selected school was really low and cannot be accessed by whole people in the school. Because of that, it took a lot of time to conduct

e-learning in the school and it led the teacher to use conventional method of teaching rather than using e-learning. Because of that, another problem appeared, based on the interview session with the teacher and staff of the school, the school gave a permission for the students to bring handphone to the school in order to support e-learning in the school. However, the students used the handphone for another activity such as take a selfie, creating an Instagram Story, and playing mobile games which was opposite to the purpose of e-learning in the school and the permission was

postponed.This is the picture of the situation of the class:

Figure 3. Situation in the class

Based on the picture above, it could be seen that the class was still in a very conventional way of learning. There was no activity which could be considered as e-learning activity. The teacher preferred to use direct instruction to teach the students in which the teacher just direct the students straight to the point without learning by using computer, laptop, gadget, etc. Because of that, it was hard to control and the class became crowded.

The second problem was about the the teacher's capability to use e-learning in the school.There were many teachers who could not use e-learning and it was too much by the teacher in that school. Based on the interview session with the teacher in the school, many teacher thought that using conventional school was easy rather than using e-learning because they were already adapted with previous method of teaching which was by using conventional method and worksheet like LKS (LembarKerjaSiswa).

To be able to overcome the problems that occur in schools, especially schools that are considered non-favorites in the eyes of the public, there are several things that canbe done. First, collaborate with each school committee to plan the budget for the province to be given, considering the school committee also has an important role in the construction of schools. In accordance with article 3 of Permendikbud no. 75 of 2016, the school committee has the task of a) considering in determining and implementing relevant government policies 1. School policies and programs 2. School Budget and Expenditure Plans / School Budget and Work Plans (RAPBS / RKAS) 3. School performance criteria 4. Criteria for educational facilities in schools and 5. Criteria for school collaboration with other parties b) raising funds and other educational resources from the community both individuals / organizations / businesses / industry worlds and other stakeholders through creative and innovative efforts c) overseeing services school education in accordance with the provisions of legislation and d) follow up on complaints, suggestions of criticism and aspirations of students, parents / guardians and the community as well as the results of school committee observations on school performance. Therefore, the school committee must know all the problems in the school so that the collaboration between the school and the committee can be well coordinated. Input from school committees is beneficial

considering that school committee members come from parents of students from the school concerned so that the school committee also carries responsibility for school construction.

Secondly, making a good relationship between alumni so that the successful alumni are expected to be able to assist their original school. This is in accordance with article 10 of Permendikbud no. 75 of 2016 where point 2 emphasizes that raising funds and educational resources is in the form of assistance and donations not levies. Third, training for educators, in this case, is very necessary. In order to improve the quality of students in accordance with the competencies expected in the global world in accordance with P21.

CONCLUSION

To conclude, the problems of e-learning occurred to the non-favorite school are the problem due to limited facility and the teacher's incapability in using e-learning. To solve this problem there are things to be done such as 1) work as a team with the committee of the school, 2) create a good relationship with the graduated students and 3) teacher's training and workshop of e-learning.

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