

# IMPLEMENTING OF DISTANCE LEARNING AT MTsN 1 MAKASSAR, SOUTH SULAWESI

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## **Abstract**

This research aimed to determine the pattern of distance learning applied to Islamic State Elementary School (MTsN) 1 Makassar, as a response or attitude of the Madrasah towards government instructions via the Ministry of Religious Affairs. Therefore, transfer learning is commonly done in classrooms to the homes of each student, as anticipation that students, educators, and other education personnel are avoided from Covid-19 outbreak that now affects across regions of the world. By utilizing qualitative research methods, data and information selected breakthroughs were collected through in-depth interviews and observations informants, including the Headmaster of Madrasah, teachers, students, and students' parents. It shows several learning platforms used by educators during the learning period from home namely the distance learning platform, including Madrasah e-learning delivered by the Ministry of Religious Affairs to serve all madrasah throughout Indonesia, e-learning Madrasah built internally madrasah itself, WhatsApp, and other relevant virtual online media. This platform is used by educators in the learning process, both for assignments, and absences, and also for monitoring and mentoring communication with students' parents. This breakthrough was assessed by effective stakeholders amid limited conditions due to this pandemic. Although it is not denied that there is a small number of students due to economic limitations it is not always optimal in accessing this learning, for example, the absence of a computer, handphone, and the cost of buying an internet credit.

**Keywords:** *implementing, distance learning, e-learning, online media*

## **INTRODUCTION**

Today the world faces the sorrow that overturns the civilization that has been the foothold of mankind, in all lines of life it has almost been interrupted. Disrupting the standard of custom concerning fellow humans, including the practice of worship, which is now full of restrictions that never crossed my mind. In response to the covid-19 pandemic, the government swiftly issued a policy requiring all citizens to anticipate and be resilient.

All these actions were taken to avoid and save all citizens of the nation from being

exposed to the 2019 coronavirus outbreak, which is familiar with the term Covid-19. The epidemic knows no boundaries of time and space, including the world of education which is very prone to be exposed to this epidemic. Pandemic has been made by some educational institutions to move to online learning while many others are still struggling to adopt online learning as a solution to this problem (Askar Garad et al, 2021).

The majority of Indonesian people would experience anxiety during the Covid-19 pandemic (Santosa, 2021). The Covid-19 pandemic has had a major impact on various

sectors, one of which is education. The world of education also feels the impact.

The Ministry of Religious Affairs has instructed all education units, including Islamic Religious Colleges (PTKI) to conduct remote teaching and learning activities from March 16 to 29. This decision was taken in response to the threat of the spread of the coronavirus or Covid-19 (Merdeka.com, 16/3). This is in line with the Circular of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency Period for the Spread of Corona Virus Disease (Covid-19). Even the Minister of Religion, Fakhru Razi, explicitly stated that related to religious and religious education, the Ministry of Religious Affairs will synergize and adjust to the Ministry of Education and Culture policies and the Regional Government. The Directorate of Religious and Religious Education will adjust the distance learning system if it is established by the local government. "Madrasah and religious schools can implement a home learning system for their students," he said.

The educational ecosystem is required to adapt to virtual learning technology. It is as if all levels of education are 'forced' to transform to adapt suddenly drastically to do learning from home through online media. Educators are again encouraged to ensure learning activities still running, even though students are at home.

The solution, educators are required to design learning media with innovation and creativity, one of which is by utilizing online media (online). The implementation of the teaching and learning system is carried out remotely; this is carried out to minimize the spread of the virus, and distance learning positively affects student satisfaction (Abdullah, 2022).

The progressive policy implemented by the government is an instruction to migrate learning from schools/madrasah to homes to comply with the rules in the Covid-19 response protocol, one of which is the prohibition on gathering, so that the constructive solution is physical distancing. During the pandemic, teachers, students, and parents were forced to adapt to distance learning or commonly known as distance learning. In practice, distance learning is the same as learning online, transferring lessons

from class to home. As much as possible, schools should anticipate that the corona does not spread in its environment. One way is to change the face-to-face learning pattern with distance learning. Currently, according to Sukemi (Kompas, Jawa Pos, 4/5/2020).

Transformation and performance demand the development of the competence of educators and students to be closer to technology (Rini & Cholifah, 2020). In addition, several educational institutions have started migrating to several learning platforms that currently exist, which rely on online media, including educational institutions whether through webinar facilities such as Zoom, Hangouts, Go To Meeting, ezTalks Free, Go To Webinar, or Join.me, TeamLink, or Online Meeting have been carried out widely.

And also during distance learning, the Indonesian government provides eight free web applications to students, educators, parents, and anyone who wants to find and share learning materials, such as Rumah Belajar, Google G Suite for Education, Kelas Pintar, Microsoft Office 365, Quipper School, Ruangguru, Sekolahmu, and Genius. Additionally, video conferencing is used to support synchronous virtual face-to-face events from different venues, available via Sky, Cisco Webex Meetings, and Microsoft Teams (Butarbutar et al, 2021).

This learning system is organized through a personal computer (PC) or laptop connected to an internet network connection. Educators can learn together at the same time using groups on social media such as Whatsapp, Telegram, Instagram, Zoom applications, or other media as learning media. One of the madrasah that has carried out the process of adapting to distance learning is Madrasah Tsanawiyah Negeri 1 Makassar City. In this context, the significance of the research is carried out, within the framework of describing the implementation of virtual learning.

In line with the background, the formulation of the research problem is how the process of implementing distance learning is held at MTsN 1 Makassar City, specifically in this pandemic era?

## Literature review

### Learning Design

The transformation or migration of previously conventional learning towards learning that relies entirely on information technology is a big challenge for educational institutions, including madrasah. So the learning platform design is needed that is in line with the demands of the current era of the industrial revolution 4.0. Learning interpreted by Robert Gagne (1970: 3), as a change in human disposition or capability, is designed in such away.

Semantic learning design is articulated by Gagne et al (in Yaumi, 2013: 6), the design component of the instructional system design process results in a plan or blueprint for guiding the development of instruction. The results of the learning design development process needed during the pandemic put forward more virtual learning environments (Joel Weiss, 2006: 1) based on internet technology as a necessity when the digital era forces humans to adapt, including in learning. As computers take on a more visible role in our lives, moving from governments and research institutions to our community, school, and home, we become more aware of how they are both mediators, and in themselves, of learning arrangements.

Amid a pandemic, educators are required to adapt to a world that has undergone a radical transformation. Currently, according to Desmond Keegan, technological migration is so fast-moving, that it crosses human geographic, and socio-economic boundaries (2000: 2). So, for Ledford and Sleeman (2000: 1) an understanding of internet-based technology-oriented learning becomes a necessity, starting from systematic steps in designing learning, and implementing technology-based learning, to the assessment process (a systematic way of designing, carrying out, and evaluating the process of learning and teaching).

One of the learning designs that is now becoming mainstream during a pandemic is distance learning, while in madrasah, it is more familiar to use the terms online learning, e-learning, or virtual learning. The learning platform according to Tynan et.al (2013: xxv) is a necessity in the middle of a world full of media that is on technology, so it is not sure if the conversation about distance learning

becomes a necessity (In the context of the media-rich, technologically-enabled lives that we live, we still hear people discussing distance education as an alternative...). Desmond Keegan (2000: v) elaborated that the acceleration of technological development since the industrial revolution has resulted in a new learning genre, which is now familiar with distance education.

The need for e-learning for students become very important, because e-learning is easy and fast used to help the learning process either in the classroom and also outside of the classroom (Dewa Gede HD, 2017). In the context of education regulation, distance education typology is articulated in education where students are separated from educators and whose learning uses various learning sources through communication technology, information, and other media. Such is the clause in Article 1 of Law Number 20 of 2003 concerning the National Education System. Article 31 paragraph 2 of the Law also states that distance education functions to provide educational services to community groups who cannot attend face-to-face or regular education. Furthermore, it is stated in paragraph 3 that distance education is held in various forms, modes, and coverage supported by learning facilities and services as well as an assessment system that ensures the quality of graduates according to national education standards.

## RESEARCH METHOD

Within the framework of the description of the process of implementing distance learning at MTsN I Makassar, this study utilizes qualitative methods that focus more on canalized case studies on the virtual reality faced by educators, education staff, and students in madrasah. The case study that Neuman (2014: 42) articulated as a method (*manhaj*) that has a detailed focus but describes a broader event (a detailed focus but tells a large story). Several components of madrasah, including educators, education staff, students, and also parents of students, its relevance to their experiences, feelings, and understandings as participants, discover their feeling, perception, and thought. (Saymon, 2002: 168). Limited observations due to covid-19 constraints were still carried out.

The data that were collected from informants were determined by purposive

sampling, either through in-depth interviews or observations, then followed up with a qualitative descriptive analysis process with several stages according to Creswell (2009: 183-190), starting with compiling and preparing the analysis (organize). Read the entire data; coding, interpreting data, or providing meaning.

## **DISCUSSION**

### **Performance of MTsN 1 Makassar**

MTsN 1 Makassar is one of the leading junior high schools in Daeng City. One of the pennants of this excellence is being asked to be the only one worthy to hold the model madrasah nomenclature, but often as time laps, due to the implications of the government's education policy, the model nomenclature has been stripped since the last year, although it does not necessarily reduce the quality and performance of educational institutions. Until now, public interest in making MTsN 1 Makassar the main choice for the education of their children is still very high, this can be seen in the increasing number of prospective students who have made their choice at this madrasah. So, no doubt if every year it is always overcapacity, most of the enthusiasts are often unacceptable because the available capacity and quota are relatively limited.

In terms of accessibility, the positioning of MTsN 1 Makassar is very strategic, because it is right in a zone that can be reached by various transportation modes to the city center. Right at the corner of the Sultan Alauddin protocol road junction with the AP. Pettarani. In addition, this madrasa is still in an ecosystem full of educational nuances; side by side with MAN 1 Makassar, the Religious Education and Training Center, UIN Alauddin, UNM Makassar, and other educational institutions.

Now; 2019-2020 academic year, Madrasah Tsanawiyah Negeri 1 Makassar fostered around 1,300 students who came from religious socioeconomic status backgrounds. They are now being coached and mentoring around 70 educators from various educational qualifications, who are now dominated by educators with qualifications of master's education, and partly doctoral degrees in education. To meet the standards of educators and education personnel, the madrasah recruits educators

with honorary status, as well as some education personnel to ensure the learning process runs optimally and educational goals can be embraced.

In the contest for the availability of educational infrastructure, MTsN 1 Makassar can claim to have met almost all the components required in meeting the standards of educational facilities and infrastructure, both classrooms which now collectively total 33 rooms, libraries, laboratories, mosques, sports facilities, canteens, the headroom of the madrasah, the teacher's room, the BK room, and so on, and the madrasah has progressively spawned the boarding madrasah program, which was inaugurated by the Minister of Religion in 2019, and is currently in the process of building the dormitory building. through the support of this educational infrastructure, the learning process has been running effectively.

### ***Migration of Conventional Learning to Distance Learning***

The disruption experienced by all those involved in the domain of the world of education due to the annexation of the SARS-CoV-2 coronavirus outbreak did not escape the ecosystem and learning process at MTsN 1 Makassar City. Learning that has been utilizing conventional methods, strategies, and models as the mainstream with a more dominant face-to-face in the classroom between educators and students are now experiencing disruption or disruption.

No one expected that the face of education would change drastically due to the COVID-19 pandemic said parents (MN/43 years). The SARS-CoV-2 coronavirus pandemic has changed the method of education from face-to-face to learning from home. The SPAB National Secretariat survey data as of 27 May 2020 also showed that as many as 646,000 educational units were affected by the non-internal disaster of Covid-19. Meanwhile, the number of affected students reached 68,801,708 students who reportedly carried out learning activities from home (Beritasatu.com, 28/5/2020), and as many as 30.8% of respondents experienced problems learning from home due to an internet network connection.

One of the restrictions in the covid-19 handling protocol as recommended by WHO is the physical distancing policy to break the

chain of the spread of the outbreak, forcing a change from formal education in school to learning from home, with a distance learning system with multiple platforms, available learning, online media, e-learning, virtual learning or distance learning, on a national scale. Furthermore the national exams this year is ready to be implemented, and the government has had to abolish them.

Distance learning is the current government's choice, according to Teguh Prakoso (Jawa Pos, 13/2/2020) with more open characteristics, students are oriented to learn independently, learn anywhere and anytime, and are based on information technology and communication. Open means that the learning that is carried out has high flexibility in terms of delivery of material, program completion time, cross-units, pathways, and types of education (multi-entry multi-exit system), without limiting nationality and age, place and method of learning, as well as the results assessment period.

To anticipate the spread of Covid-19 or the Corona Virus, Madrasah Tsanawiyah Negeri (MTsN) 1 Makassar chose to do online-based home learning. The school uses information technology, E-learning Madrasah. This was conveyed by the head of MTsN 1 Makassar Darmawati (18 /3/2020). "God willing, learning from home for students of MTsN 1 Makassar City as a follow-up action from the direction of the Regional Head of the Ministry of Religious of Makassar City in anticipating the spread of Covid-19", wrote Darmawati via Whatsapp. Parents of students appreciate the government's policies, which are being followed up by the madrasah, one of which is by providing learning resources such as e-learning to ensure that the learning process is what parents expect during the Covid-19 pandemic. This includes providing constructive solutions by setting a new school year in July while still implementing the study from home policy.

This government policy is in line with the expectations of parents who from the beginning hoped-for solutions to be taken as soon as possible, one of which is to choose from home learning activities so that our children can avoid the plague, "he said. In line with him, other informants also gave appreciation to the government that issued a

policy that The new school year does not mean students have to enter school during the Covid-19 pandemic. School reopening should be adjusted to the level of transmission and the ability of local governments to manage the education sector in the new era of normality.

### ***Utilization of Madrasah E-Learning***

The Ministry of Religious Affairs began implementing the use of the E-Learning Madrasah application in learning this year. This was conveyed by the Madrasah Director of Curriculum, Facilities, Institutions and Student Affairs (KSKK), Ahmad Umar (Kompas, com. 17/3/2020). "With Madrasah E-Learning, students can get a variety of features that can make it easier for them to get information and learn quickly. The Ministry of Religious, according to the informant, made a breakthrough by developing learning in the form of Madrasah E-Learning, which is an online learning platform for madrasah. This does not only contain material or assignments but various features help students and teachers in teaching and learning activities

Madrasah e-learning is a madrasah product application that is intended to support the learning process in madrasah, starting from Raudatul Athfal (RA), Madrasah Ibtidayah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA), to make it more structured, attractive and interactive in addition to female students, Darmawati continued, five other users can access Madrasah E-learning, namely madrasah operators, subject teachers, counseling teachers, homeroom teachers, and madrasah principals. Each of them has its own user to enter the Madrasah E-learning application, anytime and anywhere.

The features provided in the e-learning platform include 1) Online class (online) The online class feature contains content starting from the beginning of the learning process, making competency standards, learning implementation plans (RPP), learning materials, teacher journals, processing daily assessments, Computer Based Exams (CBT) to processing report cards; 2) This teacher sharing feature is a platform that will accommodate the creativity of madrasah teachers throughout Indonesia to share any useful information. The teacher

only has to post the information in the column easily. In addition, anyone can comment and provide input, even like the post; 3) Madrasah Community Forum, In Madrasah E-learning, students and teachers can easily share ideas and open discussion forums because it includes social media to communicate with each other between teachers and students. Users can also comment on each other and share ideas in the chat feature.

Feature 4) is provided to be able to download the Madrasah e-learning application, the user must first log in as a madrasah operator (operators can download at the link <http://elearning.kemenag.go.id/>). In that process, the user must upload a Decree. (SK) as one of the main requirements for obtaining the Madrasah E-learning application. After the SK has been successfully uploaded, the operator must wait for the SK to be approved by a team from the Madrasah KSKK Directorate. If the SK has been approved, the operator will be given access to download the Madrasah E-learning Application, thus explained Darmawati, the Head of MTsN 1 Makassar. With these features, teachers only need to upload the information, teaching materials, and other data in the prepared column, only teachers need to improve their digital literacy to make it easier to access. In addition, on this platform also an interaction page is provided between the user or beneficiary and the provider, in this case, the Ministry of Religious Affairs. Through these features, enrichment materials such as teaching materials for learning from home can easily be accessed by the public through the website of the Ministry of Religious Affairs, including textbooks for all levels of madrasah, although they are still in the public trial period, they are very helpful. All materials can be reproduced and used for purposes of learning, in particular supporting the current home learning program.

Elaborating on the previous informants description, one of the teachers claimed that this breakthrough was taken as part of the madrasa innovation program, which started adapting to the ecosystem of the 4.0 industrial revolution era which prioritized more sophisticated information technology. He explained that apart from students, there were several users. opportunities to access this virtual learning platform include

operators who have been prepared and trained by the madrasah, subject teachers, counseling teachers, homeroom teachers, and madrasah principals. "Each has its own user to enter the Madrasah E-Learning application. , anytime and anywhere, "said Umar. Furthermore, Umar explained, that there are various features in Madrasah E-Learning. First, Online Classes contain content starting from the beginning of the learning process, making competency standards, learning implementation plans, learning materials, teacher journals, processing daily assessments, computer-based exams to processing report cards. Second, Guru Berbagi, which is a platform that will accommodate the creativity of madrasah teachers throughout Indonesia to share any useful information. "Currently, thousands of madrasah with tens of thousands of teachers and students have used madrasah e-learning," Umar explained.

This condition requires madrasah parties to abandon learning practices that have been business as usual, predominantly classical learning in the classroom without prior projection, now they are obliged to change all paradigms that are in line with normal conditions before migrating to virtual learning. Parallel to the conditions of the pandemic crisis, the madrasah management took breakthrough policies to ensure learning continued despite various obstacles.

According to the Head of Madrasah, Darmawati, the policy breakthroughs taken by the madrasah are facing a pandemic by ensuring the learning process even though it has moved to the homes of each student, the madrasah has prepared all the tools needed in this learning, one of which is digital tools, including e-learning madrasah, a learning platform built by the Ministry of Religious Affairs to deliver teaching materials to all madrasah throughout the archipelago. Internally, MTsN 1 Makassar has also prepared an e-learning learning platform specifically for internal madrasah, Whatsapp, Zoom, Webinars, and other relevant online media.

According to Salah Nurjawahirah (55/Year), Class VII MTsN Makassar homeroom teacher, online learning activities currently implemented in madrasah remain committed to ensuring the fulfillment of several aspects, including ensuring that PBM

runs well so that the achievement of student literacy and numeracy competencies, learning resources, burdens, and the learning process at home are still achieved according to the learning objectives of each subject; the management of learning that is now migrating to the home with online media intermediation (online) is still carried out by teachers, supported by education personnel, and collaborating with parents at home.

The madrasah builds a communication network through Whatsapp. In Indonesia user of Whatsapp reaches two billion, it has facilities to send video, photo, voice, and message (Wahyunanda KP Dalam Ari Wibowo, 2020) so that monitoring and intensive communication with parents remains smooth; readiness and feasibility of accessing the internet networks and digital devices; digital learning online and offline applications that students can use in learning according to the competencies they want to achieve; the routine of the mentoring process and also monitoring the learning that students are taking at home, and ensuring the availability of an implementation schedule, and its mechanisms and evaluation and assessment of learning, based on informants' claims, that more than 80 percent of teachers in their madrasah have been able to use e-learning in their learning.

In addition to the teaching materials provided by educators through the e-learning platform, some parents have the initiative to encourage their children to look for other available learning sources that are both offline (offline), for example learning available on TVRI in collaboration with the Ministry of Education and Culture, although some material is not aligned because it does not involve the Ministry of Religious Affairs to be involved in supplying teaching materials and instructors. Parents of students like Mr. Asnandar (40 years) also has the pleasure of helping their children search for teaching materials on online media, such as google classes, smart classes, teachers' room, and so on. It is possible to do this creatively by students, educators, and parents at home because the government has opened a space for innovation, and during the application of virtual, distance learning, or long-distance learning during the Covid-19 pandemic, teachers, students, and parents can try new applications or new methods that can help the

learning process run optimally and effectively (FB, 44/Year). According to the informant, it is also important to pay attention to enrichment material, in the form of information on learning resources for students and educators such as reading materials, activity sheets, and activity guides for children.

Distance learning is currently based on the internet, using television media, and various modules that can be studied independently. Distance learning models require good collaboration between teachers and parents. Learning activities and tasks can be carried out vary according to student interests, as well as access or home learning facilities. Learning from home can be focused on life skills education which is now a need for students so that they recognize the threats they are facing, so that anticipatory action is needed, for example regarding the prevention of the spread or transmission of Covid-19 to students.

Through distance learning that is accessed by students at home, it is at this point that parent participation is needed to ensure that learning runs well, teachers and parents have more empathy for each other, building collaboration for the benefit of students. Because of this distance learning, teachers for the first time realized how important the role of parents is to the success of children's education. While on the other hand, the parent/guardian of students is aware of the heavy burden that is on the teacher's duty in teaching their children, so that they no longer fully surrender learning to the teacher, instead the household is the most intact madrasah.

In addition to the madrasah e-learning platform, the head of the madrasah, teachers, students, and parents/guardians use other online media, as supporting media for learning, assignments, mentoring, monitoring, as well as intensive communication between teachers and parents/guardians. They optimize the use of WhatsApp to provide assignments, including monitoring the attendance of students every day. Students are required to fill in the absences that have been prepared in the WhatsApp group by selecting the number feature button according to the number/name on the attendance book at the madrasah, after which they are directed to carry out dhuha prayer every 7.15-7.45 in the

morning, after that they begin to take part in online media, where each teacher greets students, related to assignments/assignments, the teacher sends via e-learning then confirmed through the WhatsApp Group. Every day, according to Nurjawahirah, teachers list their students' attendance on the WhatsApp group.

### ***Stakeholders Response***

Based on interviews with several parents of students, online media carried out by educators at madrasah during the learning period from home is still relatively fulfilled and is still running quite effectively, even though changes occur in a relatively short time. On average, the informants interviewed stated that they were able to understand online learning material, understand the material well, and understand the material very well. Only what parents hope for is that online media tools such as Zoom, and webinars are made available to teachers, so that learning interactions are not only one-way, let alone more dominant assignments. According to the parents, communication in the online media using Zoom has been done but only once, to be precise at the beginning of the lesson from home, the head of the madrasah greets all students through media Zoom.

According to NR (56 years), the entire learning process of school-age children is carried out through distance learning or online during the Covid-19 emergency period. Indeed, not all participants can optimally undergo this online media, due to various limitations, even though only a few students experience limitations. For example, the absence of mobile phone facilities (cellphones, laptops, and tablets), low understanding of media and digital literacy, family economic limitations that limit their ability to buy credit, and there are also our students who had time to return to their village to Selayar, but their tasks were left behind. can be resolved through e-learning while in Makassar, this is due to signal limitations. However, most of the students have experienced this online learning (distance learning). Some of the informants, who in fact parents complained about the additional funding for learning at home based on the internet, the main problem they face amidst economic limitations is the obligation

of students to provide internet quota that some parents can meet these demands, especially among parents who have several children who are currently studying.

So, even though there are still some obstacles to distance learning, there are positive things that arise, namely the growth of collaboration between parents and teachers. "During the Covid-19 pandemic, parents began to see and understand that it is not easy to become a teacher. During this pandemic, the direct involvement of parents in the learning process is required. It is not easy to carry out activities in the midst of pressing limitations, including organizing a learning process, it takes the mental readiness of all parties, from teachers, students, and parents. There are many challenges faced during the pandemic with all the conveniences, and the prevalence suddenly radically changed, but everyone who is gifted with the ability to carry out the process of adapting power, including adaptation with educational media that is in line with current conditions, precisely with this condition. Education does not only have to be in school but anywhere. Education in formal, informal, and non-formal channels complement and replace each other so that at this time it is only natural that confusion arises in dealing with new prevalent situations.

Although it cannot be denied, that this learning system has not been as optimal as expected, distance learning during Covid-19 has continued to be assessed and evaluated, especially regarding effectiveness, efficiency, and driving the achievement of learning objectives. The current distance learning system continued the informant, should not only be directed at memorizing the learning material assigned by the teacher, but learning that can touch the psychological aspects of children who are now feeling stressed by the pandemic. The aim is to give children the opportunity to develop their ability to adapt to conditions currently. Therefore, successful distance learners are always self-trained, committed, effective, and not afraid to defend themselves. And important aspects of self-management are motivation and processing of a learning strategy, which have a significant effect on learning results (Wang et al 2008).

Teachers should use online media such as webinars to establish interactive



discussions with their students, especially guidance counseling teachers. Various creative ideas from students must continue to be explored based on their respective experiences so that it can make them happy and happy to undergo the learning process from home during a pandemic that suppresses our psychological nerves. Learning from home activities amid this pandemic should be more oriented to provide meaningful learning experiences for students, without being burdened with demands to complete learning materials in the lesson plans, syllabus, or curriculum. If you only focus on using the current curriculum, it is rather difficult because as we all know that the 2013 Curriculum is very dense in terms of learning content or material, which students cannot possibly learn independently at home. So, there must be a policy to provide flexibility to the madrasah teachers in providing learning that according to teachers can be achieved and in line with current student needs. In addition, of course, the teacher must also be more flexible in this online learning process, including collecting time. assignments and time to do tests or exams.

The implementation of education during the Covid-19 pandemic should be a momentum to transform education. For teachers, the current situation should be an opportunity to transform education through new habits in education that have never been done before. Educational transformation must be elaborated by the Ministry of Education and Culture and the government regions regarding two things, namely education governance and transformation in learning. "Don't allocate internet quota, it is not sufficient for daily needs," said one parent.

Thus, the policy of diversion of learning carried out from home according to informants still has a distorted problem of injustice and inequality among students, one of which is due to disparities in differences in access to economic resources, which implies closed opportunities for children from poor families to access online media given madrasah because of the inability to buy internet quota. This policy was taken solely not to reduce or violate the constitutional rights of the nation's children, but the fact is that it is counterproductive. Poor children in madrasah who feel the most pressure during this pandemic are a fraction of the children

who get the impact, as the findings/results National Socio-Economic Survey in 2018 that there are around 19.7 million or the equivalent of 61 percent of children who do not have internet access at home.

So, the solution put forward by one of the informants was for the government, in fact, according to him from the start to allocate a budget to eliminate the internet quota for students who are less able to cooperate with providers such as Telkomsel for at least one semester, and its use can be limited only during learning hours, or it could be that the madrasah collaborates with the local government to open access to Wifi in institutions that are in the access zone so that it can be accessed by students from poor families, but this was not done.

## CONCLUSION

Based on the description regarding the implementation of online, or distance learning that is now being applied by all educational units, including MTsN 1 Makassar City, some of the findings can be articulated in the following conclusions: The results of the analysis show that facing the pandemic of the SARS-CoV-2 coronavirus outbreak exists. Several learning platforms are used by educators during the learning period from home, namely the distance learning platform, including the e-learning madrasah which is delivered by the Ministry of Religious Affairs to serve all madrasah throughout Indonesia, e-learning madrasah is built internally at the madrasah itself, Whatsapp, and other relevant virtual learning media. This online media platform is used by educators in the learning process, both in the form of assignments, attendance, and teacher monitoring through intensive communication with parents/guardians.

This breakthrough is considered by stakeholders to be effective in the midst of limited conditions due to this epidemic. Although it is not denied that there are a small number of students who due to economic limitations are not always maximal in accessing this learning, for example, the absence of laptops, cellphones, and the cost of buying internet quotas, informants recommend that the government allocate a budget for internet quota fees for students who are less able to collaborate with providers such as Telkomsel for at least one

semester and can be limited to use only during learning hours, or madrasah can collaborate with the local government to open access to Wifi in institutions that are in the access zone so that it can be accessed by students from poor families.

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