

Application of the Learning Model "Baca Dulu" Break Out Class Daring and Luring as an Effort to Overcome the Various Obstacles of Online Learning During The Covid-19 Pandemic at UNIMA Sociology Education Study Program

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Abstract: The situation of the Covid-19 pandemic has resulted in lectures having to be carried out online. The impact of this online implementation makes all parties expected to be technology sensitive. Another thing that becomes a problem is that the use of this technology requires a lot of money. Students respond to the implementation of this online lecture with complaints about the high cost of the required quota and the problem of uneven internet networks, as well as lectures that are considered careless and ineffective. Some of the direct impacts that occur are: lecture effectiveness is not optimal, it burdens students financially, and especially there is no justice in access to lectures for students who do not have enough resources compared to students who able and have the resources to take online lectures. The goals I want to achieve as a lecturer in implementing this learning model are: Optimizing online and offline learning in order to ease the financial burden of students and increase the effectiveness of learning in lectures during a pandemic. As a result, the application of the BACA DULU learning model is structured into 6 activities, namely the compilation of teaching program designs, the socialization of the BACA DULU learning model to students, the making of BACA DULU learning media for students, the making of learning video content for students, the implementation of the BACA DULU learning model, Reporting the results of applying the model learning BACA DULU to the head of the study program.

Keywords: Learning Model, Online Learning, Covid-19 Pandemic

Introduction

The concept of the learning model according to Trianto (2010: 51) states that the learning model is a plan or pattern that is used as a guide in planning classroom learning or tutorial learning. The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and class management. While the learning method according to Djamarah, Silberman (2006: 46) "a method used to achieve predetermined goals". In teaching and learning activities, the method is needed by the teacher so that its use varies according to what is wanted to be achieved after teaching ends.

The concept of learning according to Corey (Sagala, 2010: 61) is "a process in which a person's environment is deliberately managed to allow him to participate in certain behaviors under special conditions or generate responses to certain situations, learning is a special subset of education". The learning environment should be managed properly because learning has an important role in education. In line with the opinion of Sagala (2010: 61) that learning is

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"teaching students using educational principles and learning theory is the main determinant of educational success".

From the concept of learning, learning models and methods can be defined that the learning model is a systematic procedure or pattern that is used as a guide to achieving learning objectives in which there are strategies, techniques, methods, materials, media and learning assessment tools. Whereas the learning method is the method or stage used in the interaction between students and educators to achieve the learning objectives that have been set in accordance with the material and the mechanism of the learning method.

According to Law No. 14 of 2005 in article 72 paragraph 1, it says that the workload of lecturers includes main activities, namely planning learning, carrying out the learning process, evaluating learning, guiding and training, conducting research, doing additional tasks, and carrying out community service. The position and role of lecturers as functional officials who provide teaching services for students is very decisive in efforts to improve the quality and standardization of the quality of a university, especially the quality of the teaching and learning process. To maintain the quality of education, in a university education personnel standards must be formulated.

These standards must be improved continuously from time to time, so that these standards develop continuously. The higher the HR standards set, the better the quality of the lecturers' conditions. The more qualified the lecturers' condition, the more quality the teaching and learning process that takes place. One of the components in the effort to improve learning quality standards is by utilizing rapidly developing technology and adopting it to be applied in the teaching and learning process.

Online learning is directly related to the student economy, students must have money to buy quotas, pulses and others. As a lecturer, the writer thinks there must be innovations that must be done to overcome these problems, especially those related to the online teaching and learning process. There must be an element of justice between students who are able to access online learning resources and students who are less fortunate. So that the authors innovated in making online learning models which the authors later called the Learning Model BACA DULU "BreAk out CIAss Daring and LURing"

Literature Review

The learning model is basically a form of learning that is illustrated from beginning to end which is typically presented by the teacher. In other words, the learning model is a package or frame of the application of learning approaches, methods and techniques. Mills argued that "a model is a form of accurate representation as an actual process that allows a person or group of people to try to act on the model.". The model is an interpretation of the results of observations and measurements obtained from several systems. Learning models can be interpreted as patterns used to compile curriculum, organize material, and give instructions to teachers in class. The learning model is a pattern that is used as a guide in planning classroom learning and tutorials. According to Arend, the learning model refers to the approach that will be used, including the learning objectives, the stages in learning activities, and class management. Learning models can be defined sebagai kerangka konseptual yang melukiskan prosedur sistematis dalam mengorganisasikan pengalaman belajar untuk mencapai tujuan belajar.

With regard to learning models, Bruce Joyce and Marsha Weil present 4 groups of learning models, namely: (1) social interaction models, (2) information processing models, (3) personal-humanistic models, and (4) behavior modification models. However, often the use of the term learning model is identified with a learning strategy.

The online learning system is a learning system without face to face directly between teachers and students but is carried out online using the internet network. This is in accordance

with the appeal of the Minister of Education and Culture of Indonesia through Circular Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency of the Spread of Corona Virus Disease (COVID-19).

The learning system is implemented through a personal computer (PC), laptop or cellphone that is connected to an internet network connection. Teachers can learn together at the same time using groups on social media such as WhatsApp, telegram, the Zoom Cloud Meeting Application or other media. Thus, the teacher can ensure students take part in learning at the same time, even in different places. All sectors are feeling the impact of the corona. One of them is the world of education. Judging from the surrounding events that are happening, both students and parents of students who do not have adequate cellphones to support online learning activities feel confused, so the school is also looking for solutions to anticipate this. Some students who do not have cellphones learn in groups, so they do learning activities together. Starting to learn through videocall that is linked with the teacher concerned, the material is also given in the form of a video which is less than 2 minutes long.

The problems that occur are not only in the instructional media system, but the availability of quotas which require high costs for students and teachers to facilitate online learning needs. The quota purchased for internet needs has increased and many parents are not ready to increase their budget in providing internet networks. There are several things related to this money that have a direct impact on student life. The positive impact of money, namely: (a). Easy to Do Mobility, it would be easier struggle to reach dream if we have money. (b). Able to meet the needs of life (living decent), boarding students will more easily meet the needs of his life when having money compared to when not have the money.

The negative impact of money are: (a). Fake friends, Some close people always bring certain frills, personal interests, and as long as his interests are met then he will become friends, but after his interests are not channeled again then he will go away by itself. (b). Debt, when the student money transfer is exhausted then he will borrow money to a friend before his money arrives. (c). Conflict, money factor included in the form of food and so on raises the problem or conflict between boarding students and furthermore may lead to quarrels or violence (Mesra R, Erianjoni E, Eriyanti F, 2018, Halaman 6).

Constraints faced by students during online learning, namely unstable internet network, too many tasks, difficulty focusing, limited quota pulses, complicated applications, and preferring face-to-face learning. Online learning cannot be separated from the internet network. Internet network connection is one of the obstacles faced by students who live in the suburbs. It should be realized that the unpreparedness of teachers and students towards online learning is also a problem. The stuttering of online learning can indeed be seen before us, not only in one or two schools but throughout several regions in Indonesia.

The solution to this problem is that the government must provide a policy by opening free online application services in collaboration with internet providers and applications to help this online learning process. For schools it is necessary to carry out technical guidance (bimtek) online the implementation process online and conduct socialization about the procedures for implementing online learning <https://www.stit-alkifayahriau.ac.id/efektivitas-pembelajaran-melalui-metode-daring-online-dalam-masa-darurat-covid-19/> accessed on Tuesday, 23 March 2021, 12.23 WITA

The form of lectures that can be used as a solution during the Covid-19 pandemic is online learning. According to Moore, Dickson-Deane, & Galyen (2011) Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services (Enriquez, 2014; Sicut, 2015; Iftakhar, 2016), and instant

messaging applications such as WhatsApp (So, 2016). Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018)

Methodology

The research approach used in this research is a qualitative research approach. The qualitative research approach is a social science research approach that collects and analyzes data in the form of words (oral and written) and human actions and the researcher does not try to calculate or quantify the qualitative data that has been obtained and thus does not analyze numbers. In Afrizal's 2014 book states that a qualitative research approach is useful for a deeper understanding of meaning (subjective meaning and interpretation) and the context of behavior and processes that occur in factors related to these behaviors (Afrizal 2014).

Meanwhile, according to Chadwick, a qualitative approach is seen as being able to find the definition of the situation and social symptoms of the subject. This definition includes the behavior, subject motives, feelings and emotions of the people being observed. Another advantage is the increased understanding of the researcher towards the way the subject perceives and interprets his life, because he relates to the subject and his own world not in an unnatural world created by the researcher. The qualitative research approach is an approach that is in-depth. The qualitative approach in this study was used to reveal the Application of the BACA DULU Learning Model of Online and Offline Break Out Classes as an Effort to Overcome Various Barriers to Online Learning During the Covid-19 Pandemic in the Sociology Education Study Program of Unima.

Data collection techniques in this study were carried out by in-depth interviews and semi-involved observation. A researcher does not conduct an interview based on a number of questions that have been arranged in detail with alternatives answers that have been made before conducting the interview, but based on general questions which are then detailed and developed when conducting an interview or after conducting an interview to conduct the next interview. There may be a number of questions prepared before the interview (often called an interview guide), but these questions are not detailed and are open-ended questions (no alternative answers). This means that an interview in qualitative research is like two people having a conversation about something.

Interviews were not carried out only once or twice, but repeatedly with high intensity. Researchers do not just "simply believe what informants say, but need to check in reality through observation. That is why checks and checks are carried out alternately from interview results to field observations, or from one informant to another. In this study, researchers conducted in-depth interviews with students of Unima's Sociology Education.

Observation activities are carried out in the form of semi-involved observation. Half-involved observations of researchers do in student teaching and learning activities, where in this case the researcher is the lecturer of the course that the student is involved in.

The types of data in this study are: Primary data, data obtained from data sources or first-hand in the field. The primary data source in this research is primary data collection through key informants and informants in the field (Kriyantono, 2006: 43), as well as data from research results in the field, both in the form of in-depth interviews, observation notes, and documentation data. The primary data in this study are the results of observations made by researchers in the field or research locations and interviews that researchers conducted with students of Unima Sociology Education.

Data analysis techniques in this study used data analysis techniques Miles and Huberman (1984), suggesting that activities in qualitative data analysis were carried out interactively and continued to completion, so that the data was saturated. The measure of data saturation is indicated by no longer obtaining new data or information. Activities in the analysis include data reduction, data display and conclusion drawing / verification.

Findings & Discussion

Through the BACA DULU Learning Model, students will be divided into full online classes using online applications (youtube, google classroom, Zoom Meeting, and others) for students who have the ability and resources to join the class. Whereas for students who have difficulty accessing online lectures, they will be included in the LDR Class, which is only required to use 1 online application, namely Google Classroom as a medium for connecting lecturers with students, the rest students do more lectures offline (TV, Observation, and others). Through this learning model the writer tries to create a value of justice in online lectures so that all students can take part in lectures during this pandemic even though with different methods.

The application of the BACA DULU learning model is structured into 6 activities, namely the compilation of teaching program designs, the socialization of the BACA DULU learning model to students, the making of BACA DULU learning media for students, the making of learning video content for students, the implementation of the BACA DULU learning model, Reporting the results of applying the model learning BACA DULU to faculty leaders.

First, the preparation of a teaching program design. Preparing the initial design of this learning model is included in the Semester Program Plan (RPS). Then proceed with holding discussions via the zoom application to listen to criticism and suggestions from students. Next, summarize and conceptualize learning activity plans in the form of learning modules which will later become guidelines in carrying out the teaching and learning process with students.

Second, the socialization of the BACA DULU learning model to students. This socialization was carried out by researchers through the zoom meeting application where researchers focused on explaining to students what the BACA DULU learning model was, and other things related to that model. Through this activity, researchers hope that students will gain an understanding of the BACA DULU learning model that will be applied to every subject that the researcher teaches. Then the researcher records students based on the conditions of network availability and economic ability to buy internet quota, then researchers as lecturers who teach courses can divide students into online break out classes or break out LDR Classes, this data is uploaded by the researcher on google classroom so that students can see and correcting if there is a change.

Third, making learning media BACA DULU for students. In this activity, researchers guide students to prepare equipment for making learning media such as internet quotas, cellphones, laptops, applications, etc. Furthermore, the researcher also guides students to create youtube accounts, zoom meetings, google classrooms for online classes, and google classroom accounts, technical explanations for offline learning for LDR classes so that after this activity students already have a youtube account, zoom meeting, google classroom, understanding of offline learning, etc. Furthermore, the researcher explained how to use instructional media applications so that students were able to use the applications they had made and had for the implementation of the BACA DULU learning model in the teaching and learning process later.

Fourth, making learning video content for students. Prepare equipment to create learning content in the form of tripods, cellphones / cameras, books, material sources, etc. Then the researchers continue to create learning content in the form of learning videos, then upload the learning content videos to YouTube and google classroom accounts and distribute links to learning media content to students.

Fifth, the implementation of the BACA DULU learning model. There are several steps taken by the lecturer in implementing this model in the teaching and learning process where the lecturer allows students to take attendance through the google classroom application, the lecturer gives lecture technical directions for each break out class, the lecturer directs students to pray before learning begins, the lecturer explains 1 material topic in outline through zoom meetings or learning videos on google classroom or youtube for students who take online classes. Lecturers provide the same material topic and instructions (may be different) to the

LDR class in the google classroom but through offline media, watching television shows, or observing relevant social phenomena. Then the lecturer gives assignments, forms discussion groups, makes products, makes video content or others according to RPS to online class students. Lecturers give the same assignments and instructions (may be different) to LDR class students. For example; resume news on TV, observe phenomena in the market community, and so on.

Furthermore, students collect assignments or present them via youtube, google classroom, zoom meetings (online class). Students collect assignments or present them through google classroom media, telephone (LDR class). Finally, the lecturer conducts learning evaluations (quizzes, assignments, UTS, UAS, etc.) based on projects, text books (essay questions, multiple choice), oral exams, etc. to students according to their respective break out classes.

Sixth, reporting on the results of the application of the BACA DULU learning model to the head of the study program. This reporting is an effort to get criticism and suggestions from the head of the study program which can then also be discussed with all study program lecturers about the sustainability of the application of the BACA DULU learning model which can be relevant to also be applied by at least all study program lecturers and it will be great if it is also used as a model for lecturers. at the State University of Manado and everyone else who needs it.

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