

INNOVATION OF DISTANCE LEARNING MEDIA IN CENTRAL SULAWESI, INDONESIA: CHRISTIAN RELIGIOUS EDUCATION LEARNING THROUGH RADIO

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Abstract: Distance learning, which is generally based on online media in some elementary schools in remote areas in Indonesia, faces many obstacles, especially in Central Sulawesi. This study aims to describe the implementation of distance learning for Christian education at the elementary school in Kulawi Central Sulawesi through planning, implementation, and evaluation stages. This research uses a qualitative approach, that the data collection is conducted through observation, in-depth interviews, and documentation. The results showed that Christian education teachers in Kulawi, Central Sulawesi conducted the teaching and learning process using radio. This shows that the implementation of distance learning is not always synonymous with online-based media, but learning through radio frequency waves can also be an alternative for schools in remote areas. In the implementation of Christian religious learning through the radio, the teacher visits the students' homes to ensure the students' readiness to participate in learning activities, division of modules, and assignment sheets. Similarly, in the evaluation of Christian religious learning, before the teacher guides the exam over the radio, the teacher visits the student door to door to hand out assignment sheets.

Keywords: Christian religious education, distance learning, radio

INTRODUCTION

The existence of Covid-19 in Indonesia has impacted all sectors, especially in the education sector. In line with Nisa et al (2020), Hasanah et al (2020), Arlinwibowo et al (2020) Halifah & Nisa (2020) and Muti'ah et al (2021)'s statement that the education sector is one of the sectors affected by Covid-19 in Indonesia. The Indonesian Minister of Education and Culture responded to the situation by issuing circular number 3 of 2020. The circular contains recommendations to all components and levels of education in Indonesia to organize distance learning. In the implementation of distance learning, the Indonesian Ministry of Education and Culture produced guidelines for the implementation of distance learning to be referred by all educational units in Indonesia. Generally, the implementation of distance learning is carried out online-based. However, the implementation of online-based distance learning in Indonesia has many challenges in its implementation. Especially in rural areas in Indonesia.

In implementing distance learning, the Indonesian Ministry of Education and Culture produces guidelines for the implementation of distance learning to be guided by education units in Indonesia. Generally, the implementation of distance learning in Indonesia is carried out online. This is the question why distance learning in Indonesia is identified with online-based learning, such as e-learning, zoom meeting applications, Google Classroom, YouTube, and social media applications such as WhatsApp, Instagram and Facebook. In fact, research conducted by INOVASI stated that of 300 parents of elementary school students in 18 regencies and cities in East Java, North Kalimantan, West Nusa Tenggara and East Nusa Tenggara showed

that there was a deepening inequality in access to learning media between children from economically well-off and underprivileged families. Only 28% of parents stated that their children learn online. On the other hand, using offline learning media such as books and worksheets, 66% are very dominant. While the other 6% stated that there was no learning while at home.

The implementation of online-based distance learning in Indonesia faces many challenges in its implementation. Especially in rural areas in Indonesia. Several research results regarding the challenges of implementing distance learning in Indonesia are; in Azhari & Fajri (2021) states that in the implementation of distance learning in Indonesia, the Indonesian government has well prepared virtual infrastructure including learning implementation guidelines in the form of circulars and regulations, preparing free quotas for teachers and students, but the factors of teachers, students, schools, and geography have an important role in the successful implementation of distance learning in Indonesia. Furthermore, Churiyah et al (2020) stated that teachers tend to stutter about technology, students have low self-awareness in conducting independent learning, and parents do not understand the nature of teaching and learning activities carried out at home. This is in line with the results of research conducted by Marini & Milawati (2020) that teachers cannot directly take advantage of various Information and Communication Technology (ICT) devices and online learning platforms that are widely available to support remote implementation, both because of the ability of teachers, economic factors. parents, limited internet access, and the absence of guidance.

As a solution to the problem of Distance Learning, which is generally online-based for rural areas, is to use radio learning media. As was done by Christian religious education teachers and Budi Pekerti at the Bolapapu Inpres Elementary School, Bolapapu District, Central Sulawesi. The Christian and Moral Education teacher at the Elementary School held radio-based distance learning. However, its implementation cannot be separated from various challenges. Ideally in the learning process good and effective communication and interaction between teachers and students is created so that educational programs are implemented (Rooijackers, 1991). A further effect of communication and interaction is the creation of changes both in terms of knowledge and understanding, skills, and attitudes (Winkel, 1991). This article will describe the implementation of distance learning which includes the preparation, implementation, evaluation, as well as the opportunities and challenges of implementing radio-based distance learning in Kulawi District, Central Sulawesi.

METHOD

This research was conducted in Sigi Regency, Kulawi District, Central Sulawesi Province using descriptive method with a qualitative approach. Descriptive research can also be called descriptive research, namely to explore and clarify a phenomenon or social reality by describing a number of variables relating to the problem or unit being studied. The unit of analysis in this study is the teacher of Christian Religious Education and Budi Pekerti who were selected purposively, namely Luistrita, S.Th, a teacher of Christian Religious Education and Budi Pekerti SD INPRES No.1 Bolapapu, Kulawi District. Data was collected by systematic observation, in-depth interviews, and documentation. Observations were made with researchers involved in the process of implementing distance learning using a radio located in a broadcasting studio in the form of a non-permanent building. Documentation is used to capture the implementation of distance learning using radio. The process of collecting and analyzing research data is guided by the steps of analyzing qualitative research data proposed by Hopkins (1993), namely (1) data presentation, (2) data reduction and (3) conclusion drawing.

FINDINGS AND DISCUSSION

1.1. Overview of Research Sites

Kulawi is one of the sub-districts in Sigi Regency, Central Sulawesi Province. Kulawi subdistrict is located in the southern part of Sigi Regency, with a population of 15,125 people. Kulawi subdistrict is approximately 62 km from the capital of Sigi regency. The journey is taken to arrive in the capital of Kulawi Sub-district and some villages can be reached by four-wheeled vehicles, but there are five villages that can only be reached by two-wheeled vehicles. Administratively, Kulawi subdistrict consists of 16 villages, namely Siwongi, Banggaiba, Ranrewulu, Towulu, Winatu, Lonca, Boladangko, Tangkulowi, Salua, Namu, Bolapapu, Sungku, Mataeu, Toro, Poleroa Makuhi and Marena. There are five villages that can only be reachable by motorcycle or on foot, namely, Siwongi, Banggaiba, Rantewulu, Towulu, Winatu. While the other eleven villages can be reached by car.

Based on data published by the Central Statistics Agency of Sigi Regency in Sigi Regency in Figures for 2020, it states that the composition of the population of Kulawi District based on religious adherents is Islam as many as 3,365 people, Protestants at 12,393 people, and Catholics as many as 48 people. Meanwhile, there are no Hindus and Buddhists in Kulawi District. As for the portrait of the availability of educational institutions in Kulawi District, at the elementary school level in Kulawi District there are as many as 22 with the status of State Elementary Schools and 7 Private Elementary Schools. Most elementary schools are located in Towulu Village and Bolapapu Village, which consist of 4 elementary schools each with a distribution of 3 public elementary schools and 1 private elementary school. Meanwhile, at the equivalent level, in this case, Madrasah Ibtidaiyah is not found in Kulawi District. While at the junior high school level in Kulawi District, there are only 7 public junior high schools in Kulawi District spread over 7 villages, namely Towulu, Lonca, Salua, Bolapapu, Sungku, Toro and Marena. Meanwhile, the availability of Madrasah Tsanawiyah in Kulawi District is only one in Salua village which has a private status. As for the high school level (SMA) there are only two in Kulawi District, which are in Bolapapu Village and Poleroa Makuhi. And there is no Madrasah Aliyah (MA) in Kulawi District, as is the case with Vocational High Schools (SMK).

Kulawi District is located in the southern part of Sigi Regency, Central Sulawesi Province, which is one area that is quite isolated and quite affected by the earthquake in 2018. And based on the description above, accessing education in Kulawi District is categorized as quite difficult, especially at the Junior High School and Senior High School.

1.2. Implementation of Radio-based Distance Learning in Kulawi District, Central Sulawesi

In implementing distance learning in Kulawi District, Sigi Regency, the Kulawi District Government collaborates with the KUN Humanity System. KUN Humanity System is an organization that works for earthquake-affected areas and focuses on humanitarian and health issues. The existence of the KUN Humanity System in Kulawi District has existed since 2018, when several areas in Central Sulawesi Province experienced earthquakes. Kulawi sub-district is one of the areas that was badly affected by the earthquake.

One of the results of the collaboration between the Kulawi District government and the KUN Humanity System is to produce an audio-based learning media. Emergency Radio Covid-19 Kulawi is a radio-based learning media that broadcasts on a frequency of 107.7 FM which was initiated by the government of Kulawi District, Sigi Regency, Central Sulawesi Province in collaboration with the KUN Humanity System. These learning media can assist teachers in transferring knowledge and values to students, especially in the COVID-19 pandemic situation.

According to the results of an interview with the sub-district head of Kulawi District, Rolly said that this collaboration was established by looking at the learning conditions that existed in Kulawi during the covid-19 pandemic. In general, other rural areas, Kulawi District

also face similar challenges in implementing online learning (in the network) during the covid pandemic. These challenges are unequal internet access, ownership of gadgets, internet quotas which are still considered to be expensive goods, the level of education of parents and various other challenges.

This radio-based learning media can be categorized as a creative media and includes an innovation in learning, especially in this study is the learning of Christian religious education and character education. As well as a solution in dealing with the implementation of Distance Learning for Elementary School (SD) levels during the Covid pandemic in Kulawi District, Sigi Regency.

This radio-based Distance Learning was attended by four elementary schools in three villages located around the capital city of Kulawi District which could reach the ER Covid-19 broadcast. The three villages in question are Bolapapu Village, Tangkulowi Village, and Boladangko Village. The four elementary schools are SDN 1 Bolapapu, SD BK Kulawi, SDN Boladangko and SD Inpres Bolapapu.

According to the sub-district head of Kulawi, Rolly Bagalatu stated that PJJ via radio is considered something that needs to be done because students in elementary school have not studied in school for a long time. Meanwhile, to do online learning there are quite a lot of limitations, such as not all students/student guardians have gadgets, as well as fees for filling out data packages. So that in this Covid-19 pandemic, it is necessary to continue learning through radio, even though there will be many limitations.

The implementation of mature learning through careful learning planning as well. According to Luistrita, a Christian religion teacher at SD Inpres Bolapapu stated that before teachers transfer knowledge and values to students, teachers must first be provided with knowledge regarding the process of implementing radio-based learning through training to increase capacity, which is facilitated by the KUN Humanity System. Followed by the preparation of lesson plans until the end of the semester. The arrangement of the teaching schedule per class, namely the first-grade teachers from four elementary schools will be in one group. They will teach at the same time every day but alternate from each of the four elementary school teachers. Likewise with the lessons of grade two, three to grade six. The following is an excerpt from an interview with Luistrita, a Christian religious education teacher and Budi Pekerti at SD Inpres Bolapapu.

“We teachers were given training and then there was a broadcast test before actually doing the learning via radio, ma'am, yesterday we held a broadcast test in the trial studio for four days alternating with other teachers. After that, the learning schedule and socialization will be conveyed to the parents or guardians of the students” (Luistrita Interview, March 8, 2021).

Distance Learning is carried out around July 2020, after the administrative processes at each school are completed, such as socialization and others. And the distribution of radio receivers to students has been carried out. According to the Head of the Kulawi sub-district, Rolly stated that there were 400 radio receivers received by students. This radio-based learning is carried out from 07.00 am to 16.00 pm.

Based on the classification of learning media, radio-based learning can be classified as audio learning media. Learning using audio-based media in this case ER-Covid-19 is one-way learning. Where the teacher as a centre in learning. Although ideally in learning there is two-way communication between teachers and students.

Luistrita revealed that in addition to preparing a mature lesson plan, also before the learning implementation process was carried out the teacher prepared a draft or script in order

to maximize the duration of time provided, which was 60 minutes per teacher, especially in the subject of Christian religious education and character education. This is because the learning broadcast can be heard by the entire kulawi community who can reach radio broadcasts. In addition to preparing scripts, Luistrita also prepares modules as learning companions for students.

After preparing a thorough learning preparation. So before the Christian and Budi Pekerti religious education learning activities were carried out, Luistrita visited her students to distribute modules and assignment sheets, as well as to check the readiness of students to take part in the lesson. Then the assignment sheet will be picked up by the teacher before the next meeting. Within the 60 minutes duration, Luistrita gave students the opportunity to ask questions over the phone, although students rarely took advantage of this opportunity.

As for the Opportunities and Challenges of Implementing Distance Learning Using Radio in Kulawi District, Central Sulawesi, teachers are challenged to construct the subject matter of religion and Christian manners in a script that can be easily accepted and understood by students with a duration of 60 minutes. Teachers find it difficult to control the presence of students in attending lessons, because radio is a one-way learning medium. As well as the lack of parental roles in accompanying their children in the implementation of distance learning via radio.

CONCLUSIONS AND SUGGESTIONS

Radio-based distance learning as the impact of the covid-19 pandemic in Indonesia, is an innovation of learning media in rural areas, especially in Kulawi District, Central Sulawesi Province. Although in its implementation it faces many obstacles. The follow-up to radio-based distance learning in Kulawi District is consistency from all parties involved. And it can be developed in blended learning by following the Covid-19 trend in the area.

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